

2nd Student Journal Symposium for Literary and Research Publications, 2025

[RSVP/Eventbrite](#)

2025 Conference Schedule

Thursday, May 1, 2025

12:00 p.m. to 5:00 p.m. ET • Virtual only: *Online Presenters and Attendees*

Friday, May 2, 2025

9:00 a.m. to 3:30 p.m. ET • *Hybrid Format—In-Person and Online Presenters and Attendees*

GW City View Room, Foggy Bottom Campus

Elliott School of International Affairs

1957 E Street NW Washington, DC 20052

Hosted by the [Graduate Program in Publishing](#) at the George Washington University

Schedule subject to change; all times listed ET

SCHEDULE:

[Daily Schedule](#)

[Presentation Abstracts](#)

[Panelist and Presenter Bios](#)

[Undergraduate and Graduate Student Journal Descriptions](#)

THURSDAY, MAY 1, 2025 (virtual) • 12:00 p.m. - 5:00 p.m. ET

Virtual via Zoom webinar

12:00 p.m. – Welcome and Opening Remarks

John W. Warren, Director and Associate Professor, Publishing, *George Washington University*

12:15 p.m. – Support, Funding, and Collaborations - Panel Discussion

Moderated by Breanna Crossman, George Washington University

Merinda Kaye Hensley and Dipankar Yettpu, *Illinois Student Undergraduate Research Journal*,
University of Illinois Urbana-Champaign

Elhom Gosink, *SPECTRA*, Virginia Tech

Tyler Myers, *Pursuit: The Undergraduate Research Journal of the University of Tennessee*,
University of Tennessee, Knoxville

1:15 p.m. – The Impact of Student Journals - Presentations

Moderated by Amelia Nason, George Washington University

Creating a Stimulating Learning Environment for All: Ongoing Training for Authors, Peer Reviewers, Editors, and Copyeditors

Lila Assiff, Valerie Sytnik, and Francine Dela Paz, *Spectrum*, University of Alberta

The Eastern Oregon Science and Social Science Journal: A look at student-run, student research centered journals in rural Oregon

Oreng Kikuo and Sarai Clunie Paul, *The Eastern Oregon Science Journal*, Eastern Oregon University

2:30 p.m. – Role of Student Journals in Student Research - Panel Discussion

Moderated by Jessica Irving, George Washington University

Laura Bussard and Sophie Kiehl, *The Journal of Undergraduate Research and Scholarly Excellence (JUR)*, Colorado State University

Andrew Delaney and Varun Upadhyay, *Berkeley Scientific Journal*, University of California - Berkeley

Patrick M. Hare, *Nýsa*, the NKU Journal of Student Research, Northern Kentucky University

Hallie Brill and Sophie Biernat, *Crimson Historical Review*, University of Alabama

Yana Tartakovskiy, *The Undergraduate Political Review*, University of Connecticut

3:30 p.m. – Making an Impact on Campus, Community, and Discipline - Panel Discussion

Moderated by Maiya Norwood, George Washington University

Ngoc My (Michelle) Tran, *Journal of Language and Literacy Education*, University of Georgia

V'Dell Newton and Ericka Overstreet, *The Prism*, University of Lynchburg

Emma Hurst, *Dewpoint Magazine*, University of Alabama

Bella Watts, *Georgetown University Undergraduate Law Review*, Georgetown University

4:15 p.m. – Culture and Community Building - Presentations

Moderated by Breanna Crossman, George Washington University

The Hare: A Cultural Magazine for Students as a Living Archive

Oriele Benavides, *A Lebre (The Hare)*, Princeton University

Comparative Literature Undergraduate Journal and Research in the Discipline

Lucille Lorenz and Lynn Chang, *Comparative Literature Undergraduate Journal*, University of California, Berkeley

Building Trust in Scientific Communication

Roshni Arun and Riley Harper, *JOURney: the Journal Of Undergraduate Research*, University of North Carolina at Chapel Hill

FRIDAY, May 2, 2025 (in-person and virtual) • 9:00 a.m. – 3:30 p.m.

Virtual via Zoom webinar

In person at:

GW City View Room, Foggy Bottom Campus
Elliott School of International Affairs
1957 E Street NW Washington, DC 20052

8:30 a.m. – In Person Registration – Coffee and Pastries

9:00 a.m. – Welcome and Opening Remarks

John W. Warren, Director and Associate Professor, Publishing, *George Washington University*

9:20 a.m. – Creating and Sustaining Student Journals - Presentations

Moderated by John W. Warren, George Washington University

Creating a Sustainable Interdisciplinary Research Journal at an R1 Institution

Connor Stuart and Megan Johnston, *Aperture: University of Kentucky Journal of Undergraduate Research*, University of Kentucky

The Essex Student Journal: How collaboration between students and the Library at the University of Essex has diversified student research through open access publishing

Thomas O'Toole-Mills and Hannah R Crago, *Essex Student Journal*, University of Essex

10:10 a.m. – Succession and Sustainability - Panel Discussion

Moderated by Jessica Irving, George Washington University

Willem Ells, *Clocks and Clouds*, American University

Niranun (Nicole) Puapattanakajorn, *The Anthem*, Georgetown University

Polina Silkina and Hannah Bryson, *The Journal of the Core Curriculum*, Boston University

Leroy Myers, *Macksey Journal*, Johns Hopkins University

Trinity Ruiz, Lauren McGinn, David Moretti, Katherine Mackenzie, *Inventio*, Catholic University of America

Andrew Squitiro, *Tulane Undergraduate Research Journal*, Tulane University

11:10 a.m. – Fostering a Culture of Ongoing Refinement - Presentations

Moderated by Randy Townsend, Instructor, George Washington University, Director of Engagement, Origin Editorial

[From Inception to Publication: Lessons from GWJEP's Journey](#)

Lois Jones, Hind Berji, and Haley Baker, *GW Journal of Ethics in Publishing*, George Washington University

[Welcoming undergraduate students into the scholarly community through the peer review process](#)

Merinda Kaye Hensley and Janaynne Carvalho do Amaral, School of Information Sciences, University of Illinois Urbana-Champaign

12:00 p.m. – Lunch

1:00 p.m. – Afternoon Welcome

1:15 p.m. – Plenary Panel: Leveling Up Your University Journal Publishing Program

Moderated by Danielle Padula, Head of Marketing & Community Development, Scholastica

William Breichner, Director and Publisher, Journals, Johns Hopkins University Press

Jason A. Higgins, Ph.D., Digital Scholarship Coordinator, Virginia Tech Publishing

Amanda B. MacDonald, Associate Professor, Assistant Director of Undergraduate Research Services Initiatives for University Libraries, Virginia Tech

Dr. Michael Plankey, *Georgetown Medical Review*, Georgetown University

2:00 p.m. – Awareness and Outreach: Campus and Community - Panel Discussion

Moderated by Amelia Nason, George Washington University

Taylor Schaefer and Jacob Sharp, Stillhouse Press, George Mason University

Stephanie Van Ausdeln and Afreen Ahmad, *The Globe: GW's Undergraduate Journal in International Affairs*, George Washington University

Bradley Stephens, Lara Nagle, and Mary Olumide-Oyaniyi, *Community Change*, Virginia Tech

Nicole Bespalov, *CommonHealth*, Temple University

Miriella Jiffar and Susannah Baker, *Iris Magazine*, University of Virginia

2:45 p.m. – Navigating AI in Student Journals - Panel Discussion

Moderated by Maiya Norwood, George Washington University

Nadia Wachira, *Capitol Letters*, George Washington University

Matthew Miscikowski, *Hampden-Sydney Journal of the Sciences*, Hampden-Sydney College

Emily Han and Fallon Wolfley, *Georgetown University Undergraduate Law Review*, Georgetown University

Jonah Causin, Aishwari Krishna, and Freya Howcroft, *Arché*, *Boston University's Student-led Journal of Philosophy*, Boston University

3:20 p.m. – Closing Remarks

4:30 p.m. – Social Hour – Foggy Bottom, Washington, DC Location TBD

PRESENTATION ABSTRACTS:

(Chronological order):

Thursday, May 1

Creating a Stimulating Learning Environment for All: Ongoing Training for Authors, Peer Reviewers, Editors, and Copyeditors

Lila Assiff, Valerie Sytnik, and Francine Dela Paz, *Spectrum*, University of Alberta

Our presentation will focus on student empowerment in research publication and fostering a positive learning environment. [Spectrum](#) is a student journal with student editors, and we publish the work of students. We will describe how our journal fosters a learning community and provides an opportunity for students to share their work with others. We will also share key points from our Author Tip Sheet and explain how our proactive approach empowers and

supports early-career student authors. With respect to Peer Reviewers: We will highlight challenges of the peer-review process and how Spectrum approaches and faces these challenges. For example, we will describe our training process for peer reviewers and how we mitigate issues that commonly arise in the peer review process. With respect to Editors and Readers: Given that Spectrum (and many other student journals) publish research from a range of disciplines, we will provide tips on how we approach disseminating research in a way that is accessible to all. We will comment on the unique challenges of being a multidisciplinary journal, and how we as editors approach these challenges.

The Eastern Oregon Science and Social Science Journal: A look at student-run, student research centered journals in rural Oregon

Oreng Kikuo and Sarai Clunie Paul, *The Eastern Oregon Science Journal*, Eastern Oregon University

This presentation serves to highlight the work that goes behind the Eastern Oregon Science and Social Science Journals: From selection of student staff and cover artists to editing and collaboration with student researchers and faculty. The Science Journals have been serving Eastern Oregon University since 2015 and are a fantastic way for undergraduates to have their work published and recognized. It also provides valuable mentoring experience with expert faculty advisors in their respective fields.

The Hare: A Cultural Magazine for Students as a Living Archive

Oriele Benavides, *A Lebre (The Hare)*, Princeton University

What is the purpose of a graduate student magazine in a language department? The aim of this presentation is to give an example of how we answered this question by creating a cultural magazine for the Department of Spanish and Portuguese at Princeton University, *The Hare*. We conceived of the magazine as a space for research and exploration of all that goes beyond academic standards, but also as an inspiration for our research and daily interests in cultural, political, and aesthetic issues: a supplement to our lives as students and scholars of culture. We suggest that a journal can be a tool for community building, care and healing, and can benefit mental health and a holistic approach to research. **Oriele Benavides** will share how preparing a dossier on Venezuelan migration allowed her to connect my personal experience as a Venezuelan international student to the larger academic community in the United States. She will conclude by highlighting the ways in which she believes *The Hare* originally contributed to the conversation about the migration crisis, segregation, displacement, and xenophobia.

Comparative Literature Undergraduate Journal and Research in the Discipline

Lucille Lorenz and Lynn Chang, *Comparative Literature Undergraduate Journal*, University of California, Berkeley

The Comparative Literature Undergraduate Journal (CLUJ) aims to showcase the best undergraduate work in comparative literature across the nation, treating a broad range of topics including but not limited to theoretical literary discourse, international trends in literature, and comparisons of national literatures. Comparative literature is a relatively small field, often being conflated with the more popular course of study, English. This presentation will highlight the

role of CLUJ in the university and the field, as well as other comparative literature student journals in the discipline.

Building Trust in Scientific Communication

Roshni Arun and Riley Harper, *JOURney: the Journal Of Undergraduate Research*, University of North Carolina at Chapel Hill

In an era marked by misinformation and skepticism towards scientific expertise, establishing trust in scientific communication is more critical than ever. This presentation will explore how undergraduate journals can foster trust and credibility through transparency, rigorous peer review practice, and engaging with the larger community. Drawing on examples from managing UNC JOURney, we will outline practical methods to build transparency, clearly communicate scientific findings to diverse audiences, and foster stronger community engagement. By session end, attendees will possess actionable strategies to enhance the trustworthiness, clarity, and societal relevance of their student-led journals.

Friday, May 1

Creating a Sustainable Interdisciplinary Research Journal at an R1 Institution

Connor Stuart and Megan Johnston, *Aperture: University of Kentucky Journal of Undergraduate Research*, University of Kentucky

This presentation will explore important concepts regarding the creation of interdisciplinary publications that aim to capture the breadth of work being conducted at R1 institutions. Essential steps such as collaboration with university legal and public relations departments, arranging student and faculty review boards, and creating evaluation rubrics designed to handle varied research areas will be discussed. We will cover important practices to establish and maintain proper functioning of the journal while still being led by undergraduate students. We plan to cover the following learning outcomes for attendees:

- Understand the overarching bureaucratic steps that must be accomplished to create a legal, successful publication.
- Understand how to establish peer and expert review procedures that encompass the variety of research conducted at an R1.
- Understand how to create leadership and communication structures that ensure the continued success of undergraduate student-led publications after leadership graduates.

The Essex Student Journal: how collaboration between students and the Library at the University of Essex has diversified student research through open access publishing

Thomas O'Toole-Mills and Hannah R Crago, *Essex Student Journal*, University of Essex

This session will highlight how the [Essex Student Journal](#) Team has positively impacted student research through open access publishing. The Essex Student Journal (ESJ) is a diamond open access journal, for students, by students, supported by the University of Essex Library. The journal provides opportunities for students at all levels and across all disciplines to engage in the publishing process, giving them vital experience in writing, editing, and peer reviewing. This is particularly significant given that the University of Essex has a large international student

community who may not otherwise have the same opportunities outside the University to publish and have their voices heard. In the presentation, we will explore the initiatives that the ESJ has launched or been a part of to achieve this success, including hosting an annual conference, opening to both academic and creative writing submissions, and offering paid employment to our student journal editors. All of this is underpinned by our commitment to open research, and the ability for openness to diversify and amplify student research.

From Inception to Publication: Lessons from GWJEP's Journey

Lois Jones and Hind Berji, *GW Journal of Ethics in Publishing*, George Washington University

GWJEP was formed as a student-managed journal in 2020 and began publishing in 2022. Since then, the student committees and editorial board have experimented with different workflows and products to support the peer review process and ensure journal continuity between academic years. In this presentation, we will explore the planning and assessment behind these decisions and share what we would do differently if starting again. Attendees will gain valuable insights into journal operations and hear tips for success, as well as mistakes to avoid.

Welcoming undergraduate students into the scholarly community through the peer review process

Merinda Kaye Hensley and Janaynne Carvalho do Amaral, School of Information Sciences, University of Illinois Urbana-Champaign

If scholarship can be likened to an ongoing conversation, we can diversify the voices that participate in that conversation by welcoming undergraduate researchers into the peer review process. This project is a partnership between the iSchool and the University Library at the University of Illinois Urbana-Champaign. We designed a curriculum to teach students the structure and expectations for what it means to participate in the full cycle of scholarship with a focus on the peer review process. To date, we have worked with several student teams representing undergraduate-level disciplinary journals published by the University Library, on:

- Understanding the roles of the editors, authors, and peer reviewers
- How to write an evaluate a peer review report
- How to apply what they learn about peer review to creating journal policies and guidelines

Over the course of several experiential learning activities, students practice completing a manuscript review form by reading an example manuscript and working in teams to re-construct their ideas into a cohesive feedback document. Our overarching goal is to move students further along the novice-to-expert continuum by helping students see themselves as an active contributor to peer review by better understanding their role and responsibilities. By providing peer review training to undergraduate students, we are supporting them to be authors, editors and reviewers, now and in the future.

Plenary Panel: Leveling Up Your University Journal Publishing Program

Moderated by Danielle Padula, Scholastica

William Breichner, Director and Publisher, Journals, Johns Hopkins University Press

Jason A. Higgins, Ph.D., Digital Scholarship Coordinator, Virginia Tech Publishing

Amanda B. MacDonald, Associate Professor, Assistant Director of Undergraduate Research Services Initiatives for University Libraries, Virginia Tech

Dr. Michael Plankey, *Georgetown Medical Review*, Georgetown University

Most student-run journals have no shortage of publication professionalization projects they would like to take on — from optimizing their peer review workflows to improving their article discoverability and everything in between. But, embarking on new initiatives with limited time and budgetary resources isn't always easy. Where to start? During this panel-style session, seasoned university press and campus-based publishers will discuss steps student-run journals can take to:

- Identify the most critical journal development areas to focus on at each stage of their publishing program maturation
- Work with library resources and external vendors to get necessary technical support
- Implement principles of Agile project management to set achievable goals and break bigger projects into manageable chunks

PANELIST AND SPEAKER BIOS:

Afreen Ahmad is a junior from the suburbs of Philadelphia, studying Political Science and Criminal Justice. This past year, she has been involved with *The Globe* in various editorial positions. She now serves as the Editor in Chief of *The Compass*, taking on this role shortly after its revival. She oversees the publication of 5+ articles each month, working closely with writers and editors. She's excited to train the next cohort of editors and watch *The Compass* flourish under their leadership! See the latest articles of [The Compass](#).

Roshni Arun is a junior studying neuroscience, biology, and data science at UNC Chapel Hill. She is the Co-editor in Chief of UNC Journal for Undergraduate Research (JOURney), where she leads a team to disseminate research being conducted by UNC undergraduates, professors, alumni through workshops, podcasts/social media, and publishing an annual spring journal. As an aspiring scientist in the oncology industry, she plans to pursue a PhD in Cancer Genetics following her undergraduate studies. Outside of academics, she enjoys hiking, singing, and traveling!

Lila Assiff is completing my Bachelor of Arts in Psychology at the University of Alberta. She is a submissions editor for *Spectrum*, and in that role, she works with authors, reviewers, and fellow editors from a range of academic disciplines to support undergraduate research.

Haley Baker has recently completed a Master of Professional Studies in Publishing at George Washington University. She is currently working with the GW Journal of Ethics as the Team Lead for the Strategy and Sustainability committee. Haley also recently started a new position with The Society for Neuroscience as an Editorial Assistant.

Susannah Baker is the Student Assistant Editor of *Iris Magazine*. She is a fourth-year student at the University of Virginia majoring in English and minoring in History and ASL & Deaf Culture. She is passionate about storytelling and libraries. Susannah enjoys reading, attending the UVA

ASL signing lunches, and telling anyone who will listen about her time working as a Summer camp counselor.

Oriele Benavides is a Ph.D. candidate in the Department of Spanish and Portuguese at Princeton University. Her research interests focus on cultural and literary criticism in Latin American literature of the XX and XXI centuries. At Princeton, she has led several collective student organizations, serving as editor-in-chief of the magazine “The Hare”, and funding the film forum series “The Boquitas Pintadas Film Club”.

Hind Berji (she/her) is currently pursuing her Master of Professional Studies in Publishing at George Washington University and serves as managing editor of GW's student-led GW Journal of Ethics in Publishing. An avid enthusiast of arts, culture, politics, and media, she brings her passion for these fields into her work as a freelance writer.

Nicole Bespalov is a dual certified critical and oncology care nurse pursuing the Doctor of Nursing (DNP) degree with a focus on Adult-Gerontology at Temple University. She is passionate about evidence-based practice and nursing innovation. She currently serves as Co-Editor-in-Chief of CommonHealth and as Co-Chair of her hospitals' EBP council. Additionally, she has presented posters at regional and national conferences on delirium prevention in older adults.

Sophie Biernat has served as a Proofing Officer for the Crimson Historical Review during the 2024-2025 academic year. In this role, she leads a proofreading board of undergraduate students in formatting and finalizing each edition of the journal. During the Fall 2024 cycle, she leveraged her experience in public history to guide the journal's evaluation and revision of its first published submission in public history. In addition to proofreading, she has served on the journal's review and copyediting boards. Biernat's work with the CHR has strengthened her historical writing and collaborative skills, and she looks forward to continuing to serve the journal as Editor-in-Chief during the 2025-2026 academic year.

William Breichner joined the Johns Hopkins University Press in February 1996 as journals production manager. His responsibilities grew to include management of production for the nascent Project MUSE. He became the Journals Manager in 2001, and in 2003 was named Journals Director and Publisher. Bill and the Journals division staff work with 110 scholarly journals, mostly in the humanities and social sciences and 30 professional societies to provide print and electronic production, marketing, distribution, and membership services. It is the largest U.S.-based journals publishing program among university presses. The division also handles customer service and distribution for 6 other University Press journal divisions. He previously enjoyed stints with the Sheridan Press and a small STM book publisher.

Hallie Brill has served as the Editor-in-Chief for the Crimson Historical Review during the 2024-2025 academic year. She has also served as the Chief Copyeditor and the Grant Specialist in past years. She has served in all areas of the journal's operations since her freshman year of college, and the staff's culture of hard work and informed historical research has equipped her with valuable skills that she is excited to apply to a post-graduate career. In addition to her historical interests as a History student, Brill enjoys learning about fostering organizational change, setting realistic goals for the journal, and building a brand for student organizations.

Hannah Bryson is a freshman at Boston University. She is majoring in English and minoring in Religion. She became involved in the Core Curriculum Journal because of her love for the humanities and her passion to support the spread of art and literature.

Laura Bussard is a third year, pre-law, student at Colorado State University, majoring in Political Science with a double minor in Zoology and Global Environmental Sustainability. She hopes to have a career involved with protecting animals and the environment. She enjoys working with undergraduate writers and publishing novel and creative works. She is an engaged community member of CSU, from working on community development and engagement experiences for Colorado State students to volunteering at the Johnson Family Equine Hospital. When not in class or studying, you'll find her doing something outdoors (especially skiing or hiking), cuddling with her dogs, calling her family, or riding horses.

Janayne Carvalho do Amaral is a Postdoctoral Research Associate at the School of Information Sciences at the University of Illinois Urbana-Champaign. She conducts research on public participation in peer review, and on public engagement in science. She also teaches Scholarly Communications and develops meta-research training initiatives for underrepresented scholars.

Jonah Causin is a senior at Boston University double majoring in Philosophy and Religion with a minor in Political Science. He currently serves as the President and Co-Editor-in-Chief of *Arché*. After graduation, Jonah plans to pursue a master's and doctorate in Religious Studies, with a special focus on apocalyptic literature and martyrdom in early Christianity. In his free time, he enjoys playing the piano and trying spicy foods throughout the city of Boston.

Lynn Chang is a senior at UC Berkeley majoring in comparative literature and English with a focus on English and German literature. They are the Co-Editor-in-Chief of the Comparative Literature Undergraduate Journal. They are working as a research assistant with Professor Miryam Sas on literary, photographic, and film realism, as well as writing an honors thesis on Danielewski's *House of Leaves*, Nabokov's *Pale Fire*, and the epistemology of criticism.

Hannah Crago is the Open Research Development Librarian at the University of Essex. Within this role, Hannah manages the team behind the Essex Student Journal, and advocates for the ESJ at a strategic level within the University and more widely. Hannah also leads the academic advisory board for the journal and is keen to continue to develop the ESJ as a tool to educate staff and students around the importance of diamond open access.

Francine Dela Paz is a third-year student studying a Bachelor of Arts degree with a major in English and double minor in Creative Writing and History at the University of Alberta. This is her first year as a Copyeditor for *Spectrum*, which has allowed her to collaborate with submissions editors and reviewers to help authors produce their best work. In her spare time, she likes to read books, watch rom-coms, and write stories.

Andrew Delaney is Berkeley Scientific Journal's Managing Editor for the 2024-2025 academic year. He is a fourth-year Molecular & Cell Biology major with a concentration in Biochemistry at Berkeley. He has been active in BSJ since his freshman fall and joined the editorial board his sophomore year as an interview editor. After graduation, Andrew plans to attend law school, and he hopes to pursue a career in patent law.

Willem Ells is a senior at American University and the Editor-in-Chief of *Clocks and Clouds*, an undergraduate global and national affairs research journal. His research interests include American Politics and civil rights issues. He also focuses on helping improve resources for undergraduate research and expanding platforms for students to share their work. After graduating from American University, he is attending law school at George Washington University.

Elhom Gosink is a third-year PhD candidate in the Alliance for Social, Political, Ethical, and Cultural Thought (ASPECT) program at Virginia Tech. Her research focuses on the political economy of American land-grant universities, specifically examining the financialization of land. Elhom has taught courses in the Political Science and History departments at Virginia Tech and currently serves as a co-editor for the interdisciplinary theory journal *SPECTRA*.

Emily Han is the Editor in Chief at Georgetown University Undergraduate Law Review. She oversees the publication of all content, including the upcoming Volume XI. She is a senior at Georgetown majoring in Government and Economics, often focusing on criminal and international law. Outside of school, she spends her time exploring DC and especially enjoys trying new restaurants. She grew up in the California Bay Area.

Patrick M. Hare is a Professor of Physical Chemistry at Northern Kentucky University. He teaches across the chemistry curriculum, leads an undergraduate research group that studies the interactions of environmental pollutants with UV light, and is the editor-in-chief of *Nýsa*, the NKU Journal of Student Research.

Riley Harper has developed an interest in the fields of neuroscience and artificial intelligence, particularly in their application to statistical methods. Outside of his academic pursuits, Riley is deeply involved in entrepreneurial and leadership roles on campus. He serves as a technical chair for AI@UNC, a club dedicated to artificial intelligence for academic research, and Co-Editor-in-Chief for *JOURney*, the UNC Journal of Undergraduate Research.

Merinda Kaye Hensley is an associate professor and the research programs liaison and instruction librarian at the University of Illinois Urbana-Champaign. She leads a variety of undergraduate research efforts including publishing several undergraduate research journals, collecting and archiving undergraduate theses and capstone projects, coordinating the annual Image of Research — UR Edition competition, and she designs and teaches library-related workshops supporting research skills. Her research focuses on the intersections of information literacy and scholarly communication.

Dr. Jason A. Higgins is the digital scholarship coordinator for Virginia Tech Publishing. In this role, he is the journals manager and supports the publication of ten open-access, peer-reviewed scholarly journals. He is also the faculty supervisor of *Virginia Tech Undergraduate Historical Review*. He has over ten years of experience in scholarly publishing. He is the author of *Prisoners after War: Veterans in the Age of Mass Incarceration* (UMass Press, 2024). He also co-edited *Service Denied: Marginalized Veterans in Modern American History* with John M. Kinder (UMass Press, 2022). He has published his scholarship in *War, Literature & the Arts*, *The Conversation*, and *The Massachusetts Review*, and his research has been featured in *NBC News*, and *The War Horse*. In 2021, Higgins earned a Ph.D. in History and a graduate certificate in Public History

from the University of Massachusetts Amherst, and he holds a Master's in English, and a Bachelor's in English and History.

Freya Howcroft is a junior at Boston University studying Philosophy with a minor in Business Administration and Management. She currently serves as Vice President and Editor of Arché - roles which have greatly enriched her experience at BU. In the future she hopes to work in academic publishing or to pursue a career in law. In her free time, she plays rugby at BU and loves working as a barista on campus.

Emma Hurst is a junior at The University of Alabama studying English and philosophy. She is editor of Sigma Tau Delta's Dewpoint Magazine at UA. She tutors at the UA Writing Center, is a member of the Blount Scholars Program, and works as an intern for UA's Black Warrior Review.

Miriella Jiffar is the Student Editor of Iris Magazine. She is a fourth-year student at the University of Virginia, double majoring in English and Cognitive Science, and minoring in French. When she's not in the Iris office, you can usually find her spending time with friends, taking long walks, or reading in the cozy window seat at La Maison Française.

Megan Johnston is a University of Kentucky Class of 2024 Lewis Honors graduate with a Bachelor of Science in Agricultural and Medical Biotechnology. She is the founding Co-Editor-in-Chief of Aperture University of Kentucky Journal of Undergraduate Research. She conducted plant pathology research with Dr. Lisa Vaillancourt in the UK Martin-Gatton College of Agriculture, Food and Environment while serving as a University of Kentucky Research Ambassador from 2022-2024. Megan is currently a first-year Plant Molecular and Cellular Biology Ph.D. student at the University of Florida.

Lois Jones (she/her) is Peer Review Director for 90 journals published by the American Psychological Association (APA). She is Editor-in-Chief of the GW Journal of Ethics in Publishing, has an MPS in Publishing from GW, and was a 2017 Early Career Fellow for SSP.

Sophie Kiehl is a fourth-year student and Astronaut Scholar at Colorado State University studying biomedical sciences with a concentration in microbiology and infectious disease. Her research focuses on vaccine development and viral RNA decay. She plans to pursue biomedical science in a Ph.D. program. Sophie is passionate about engaging with prospective and current undergraduates and does this as a recruitment ambassador and club member. When she isn't running experiments, she is reading epic fantasy or puzzling over a challenging sudoku.

Oreng Kikuo is a senior undergraduate at Eastern Oregon University majoring in English/Writing. She has just recently edited the Eastern Oregon Social Science Journal with the help of assistant editor **Sarai Clunie Paul**, majoring in business with a minor in computer science. Together, Kikuo and Paul are now working on the latest edition of the Eastern Oregon Science Journal for 2023-2025. Kikuo is currently set to graduate Eastern in Spring Term 2025, where Paul will then overtake the role of Editor-in-Chief.

Aishwari Krishna is currently a senior at Boston University studying philosophy, history and computer science. As Co-Editor-in-Chief of Arché, she has been able to enrich her intellectual background through new material presented in submissions, which helps her remain a perpetual learner. Aishwari aspires to become an attorney in the future, focusing on financial and securities law. She enjoys good espresso and long walks in the city.

Lucille Lorenz is a third-year comparative literature major, with focuses on English, Ancient Roman, and Polish literature. She is the Co-Editor-in-Chief of the Comparative Literature Undergraduate Journal, and the Co-Chair of the Comparative Literature Undergraduate Symposium. She has published her writing in The Boiler Journal and After the Art magazine. She is also a member of the Dean's Leadership Team and the Student Advisory Council on Undergraduate Education. She is passionate about literature, writing, and editing, and is excited to learn more about student publications!

Amanda B. MacDonald is an Associate Professor and the Assistant Director of Undergraduate Research Services Initiatives for University Libraries at Virginia Tech. Amanda is the faculty lead for a university-wide initiative on digital credentialing for non-classroom experiences. She serves as the liaison to the Office of Undergraduate Research, the Honors College, and the department of Human Development. She coordinates the Advanced Research Skills Program for University Libraries and is deeply involved in the university's Undergraduate Research Excellence Program. Prior to VT, she served as the QEP Undergraduate Research Librarian at Louisiana State University. She earned an MLS from UNC Chapel Hill and an MA in English from Auburn University.

Katherine Mackenzie is a senior History and Music major The Catholic University of America, from Kansas City, Missouri. She previously published her first paper with Inventio and hopes to continue writing on late 19th century and early 20th century social history. She is involved in the Rome School opera productions, Swing Club, and is currently the Music Archivist-Curator intern at the O Museum in the Mansion.

Lauren McGinn is a senior Philosophy Pre-Law and Anthropology double major with a Writing minor The Catholic University of America, from Rolesville, North Carolina. She is on the Catholic University Women's Rowing Team and with the time she has left happily attends all events having to do with philosophy and/or English. In her free time, she drinks a detrimental amount of coffee. She has read and re-read the Symposium. She writes silly stories and has terrible dance parties with her best friend. She is also kind of an exercise junkie—she rows and does triathlons whenever she can.

Matthew Miscikowski has always been fascinated by the sciences, and since matriculating into Hampden-Sydney College, has dedicated the majority of his time to studying the sciences, primarily biology and psychology. Matthew's scientific endeavors landed him into two unique neuroscience labs studying both rats and zebrafish in differing aspects. By the time of his sophomore year, he joined the Hampden-Sydney Journal of the Sciences as a feature writer owing to his research positions. His first piece was a career retrospective looking at the academic careers of four different retired professors. Going into his junior year, he was promoted from writer to the next editor-and-chief of the 2025 edition of the Journal. He strives to work with writers, editors, and researchers to compile the most relevant and informative scientific works into one journal that best represents the Hampden-Sydney STEM program.

David Moretti is a senior English major and Irish studies minor at The Catholic University of America. He is a copyeditor for Inventio and Co-Editor-in-Chief for CUA's literary magazine Vermilion. In his free time, David enjoys reading twentieth-century poetry, learning new recipes, and playing guitar. He is super excited to be on Inventio's Student Editorial Board this year and

looks forward to seeing the great work that undergraduate students produce for their community.

Dr. Leroy Myers, Jr., received his PhD in History from the University of Oklahoma in 2021. His areas of specialization are African American and Native American History. He is pleased to be working at the Office of Undergraduate Research, Scholarly & and Creative Activity (URSCA). At URSCA he is a co-instructor of the Mellon Humanities Collaboratory, a program bringing visiting students from community colleges to Hopkins to conduct and present research in the humanities.

Tyler Myers is a senior at the University of Tennessee, Knoxville, pursuing dual degrees in microbiology and neuroscience and a minor in public health. Throughout college, Tyler has remained heavily passionate about research, having completed his thesis while working with Dr. Heidi Goodrich-Blair to investigate how the gut microbiome influences host animal development and behavior through nematode models. This passion has translated into helping peers find platforms for presenting their own research, in which Tyler has served on the Editorial Board of Pursuit: The Undergraduate Research Journal of the University of Tennessee for the past three years. Following graduation, Tyler will pursue an MPhil in Biological Sciences at the University of Cambridge through the Churchill Scholarship before returning to the US to enter MD-PhD training.

Lara Nagle works as the Community-Based Research Manager at the Virginia Tech Institute for Policy and Governance (VTIPG), where she supports mixed method program evaluations and applied research for organizations at the local, regional and state level, including those in workforce development, public health, environmental resilience, and housing. Lara has presented and published on topics ranging from creative engagement methods, recovery housing and recovery ecosystems, participatory design, rural community development, workforce development programs, recreational user preferences, and green infrastructure performance. Lara serves as an advisor for the graduate-student run Community Change journal at Virginia Tech.

V'Dell Newton is a North Carolina born fantasy artist and writer. She loves indie projects, horror, children's literature, and her cat, Circe. She is passionate about uplifting marginalized voices in the creative world and aims to work in publishing after graduation.

Mary Olumide-Oyaniyi is an agricultural extension educator and researcher pursuing a Ph.D. at Virginia Tech. She has extensive experience in teaching and facilitating agricultural programs, with a focus on empowering youths and women. Mary serves on the editorial board of the Community Change Journal and is a teaching assistant at Virginia Tech. She is skilled in project management, and statistical analysis, and is passionate about community outreach and improving agricultural practices.

Tom O'Toole-Mills has been working in academic research support since March 2022. In my roles, he has enjoyed providing training on a range of topics, including scholarly publication, open research, copyright, and information literacy. He has also worked closely with the past two Student Journal Editors to provide the opportunity to our students to get involved in various open access publishing processes. This has involved a lot of behind-the-scenes technical support to refine processes on our publishing platform, Janeway, and outreach work through events such as the Essex Student Journal Conference. He finds it fulfilling to help researchers, whether

student or later in their careers, get their work out to a wider audience and help to embed principles of an open research culture.

Ericka Overstreet is a Virginia born fiction writer, poet, and screenwriter. She loves horror, comedy, popular culture, and film. She is passionate about uplifting diverse creative voices through literature, art, and cinema. After graduation, she aims to work in publishing and the film industry.

Danielle Padula heads up marketing and community development at Scholastica, a scholarly publishing technology provider with peer review, production, and open access journal hosting solutions. Before joining Scholastica in 2014, Danielle held marketing positions at Bedford St. Martin's Press and Academic Studies Press. She is a member of the Scientific Programme Committee for the 2025 EASE Conference and previously served as Co-Chair of International Peer Review Week from 2021 to 2022.

Michael Plankey, PhD, is a clinical infectious disease epidemiologist and professor in the Department of Medicine, Division of General Internal Medicine, Georgetown University Medical Center. He is a longstanding senior Co-Investigator of the combined Multicenter AIDS Cohort Study and Women's Interagency HIV Study in collaboration with Johns Hopkins University Bloomberg School of Public Health and Georgetown University. He is co-founder and current publisher of Georgetown Medical Review.

Nicole Puapattanakajorn is a senior at Georgetown University majoring in Psychology and serving as Co-Editor in Chief for The Anthem, Georgetown's oldest literary arts magazine. She oversees the selection of submissions, organizes events, and manages publication processes to foster a vibrant literary community. Previously, she served as Secretary for the magazine, managing communications and outreach.

Trinity Ruiz is a senior Philosophy Pre-Law major The Catholic University of America, with minors in English and Theology from Lakeland, Florida. Outside of the Inventio S.E.B., Trinity is an undergraduate writing tutor and a Cardinal Service Corps Leader. She is also an intern for the National Catholic Partnership on Disability. During her free time, she enjoys playing guitar, spending time with friends and family, and observing where dramatic films meet philosophy/theology. After university, she plans to attend graduate school to earn a master's degree in Speech-Language Pathology.

Taylor Schaefer (she/her) is a third-year MFA candidate in nonfiction at George Mason University, Editor-in-Chief of phoebe, and Managing Editor of Stillhouse Press. As managing editor of Stillhouse Press, Taylor oversees the production process: including, but not limited to, the cover design, interior design, editorial process, and marketing plan for each project. Originally from the Eastern Shore, Taylor lives and writes in Maryland. Her poems and essays have been published in The Pinch, Hawai'i Pacific Review, The Shore, Stonecoast Review, Runestone and others. After graduation from the MFA, Taylor is looking forward to continuing her work with Stillhouse Press as their first Graduate Publishing Fellow. She is currently at work on her first collection of essays about American mythos and gun culture.

Jacob Sharp (he/him) is a second-year MFA candidate in Creative Writing at George Mason University. Jacob received his BA in English and recently relocated from Asheville, North Carolina. He has a fascination for birds, reptiles, and invertebrates. His tuxedo cat Beelzebub is

his partner-in-crime. He works in editorial operations at Stillhouse Press handling bookkeeping affairs.

Polina Silkina is a senior at Boston University double-majoring in English and Advertising with minors in Core Curriculum and Chinese Language. She is the Editor-in-Chief of the Core Curriculum Journal for the third year in a row. She is always looking for new ways to improve the journal and make it reach a larger audience.

Andrew Squitiro is the Assistant Director for Office of Undergraduate Research and Fellowships and the Editor in Chief of Tulane Undergraduate Research Journal

Brad Stephens is a PhD student in the Planning, Governance and Globalization program through the School of Public and International Affairs. He has an M.S. in Forestry (Virginia Tech) and B.A. in Religion (Centre College). His research focuses on the intersection of trust and community development though he has broad interdisciplinary interests across the social sciences. He currently serves as the cohost of the Social Science for Public Good podcast and the Executive Editor of Community Change, an open-access journal.

Connor Stuart is a University of Kentucky Class of 2025 Lewis Honors undergraduate pursuing a dual degree in Neuroscience and Biology. He currently serves as Co-Editor-in-Chief of Aperture University of Kentucky Journal of Undergraduate Research. Additionally, he conducts neuroscience research with Dr. Ann Stowe in the UK College of Medicine while serving as a University of Kentucky Research Ambassador from 2023-2025.

Valerie Sytnik is in the third year of a BA Honors Psychology major and a Creative Writing minor at the University of Alberta. She also holds a BA Honors degree in International Business Management from the University of Nottingham, UK / China. This is her first year as a Submissions Editor for Spectrum. She enjoys the learning environment at Spectrum, which every day brings new discoveries about the craft of editorial work. When she is not working on submissions or studying, she enjoys practicing yoga, watching old movies, and scribbling in my diaries.

Yana Tartakovskiy is a senior studying Healthcare Management. Her interests include healthcare law and policies and their effect on women's access to healthcare services and procedures. She has previously worked as a research assistant for the Meanings of Democracy Lab and the Pandemic Journaling Project. Yana is also a recipient of a \$5000 Imagine, Develop, Apply, Engage (IDEA) grant, with which she led her own research project that focused on nurses' responses to the Dobbs v. Jackson Women's Health decision. At the University of Connecticut, Yana is part of the UConn Mock Trial Society, as well as president of Jewish on Campus at UConn, and an Associate Editor and writer for the Undergraduate Political Review. Yana hopes to attend law school after graduating.

Randy Townsend is a visionary leader who transforms organizational goals into powerful, actionable strategies that drive collaboration, success, and integrity. He serves as faculty member in and is graduate of GW's top-ranked Publishing program, and for two decades has been at the forefront of policy innovation and publishing strategy, setting new standards for responsible publishing practices and research integrity. He is a sought-after speaker, author, and collaborator. During his term as President of the Society for Scholarly Publishing (SSP), Randy ignited a groundbreaking mental health awareness movement that resonated across the entire

industry. A champion of Diversity, Equity, Inclusion, and Accessibility (DEIA), Randy has co-chaired pivotal DEIA Committees for both the AM&P Network and SSP and actively contributes to C4DISC. The founding Editor-in-Chief of the award-winning *GW Journal of Ethics in Publishing*, Randy is dedicated to promoting research integrity and nurturing the next generation of leaders committed to ethical publishing.

Ngoc My (Michelle) Tran is a Ph.D. student studying Language and Literacy Education with an emphasis on TESOL and World Language Education at the University of Georgia. Her research interests include Vietnamese interdisciplinary studies (folklore, religion, and language education), LGBTQ+ affirming education, art-based language education, and mental health and disability awareness in schools.

Varun Upadhyay is Berkeley Scientific Journal's Editor-in-Chief for the 2024-2025 academic year. He is a fourth-year Chemical Biology major within the College of Chemistry at Berkeley. He has been a member of BSJ for all eight semesters of his college career, and a leader within the journal for the past five semesters. After graduation, he plans on attending an MD/PhD program.

Stephanie Van Ausdeln is a junior from Idaho Falls, ID majoring in Political Science and Economics. As Editor-In-Chief of The Globe, she has expanded journal operations and outreach, added new thematic elements, worked to revive its short form publication, The Compass, and led The Globe to publish 2 successful issues under her tenure. She is excited to be leading The Globe into its next chapter and looks forward to training a new editor-in-chief for the coming year! See the newly published Spring 2025 Issue of [The Globe](#)..

Nadia Wachira is the Editor-in-Chief of Capitol Letters and has been an active member of its team since 2021. A senior at The George Washington University, she is passionate about creating a space for student writers and artists to share their work and talent with the campus community.

Bella Watts is a senior at Georgetown University, double majoring in History and Government. She is the Managing Editor of the Georgetown University Undergraduate Law Review and has extensive legal research experience, including roles at the U.S. Department of Justice's Office of International Affairs, Lawyers Without Borders, and the U.S. House of Representatives. Bella is passionate about international law and international legal development, and her research focuses on comparative constitutional law, human dignity jurisprudence, and the intersection of law and social movements. She has studied transitional justice in South Africa and intends on building a career that gives her the opportunity to travel and work in many countries. Bella plans to pursue a legal career focusing on international law with aspirations to work in government before attending law school.

Fallon Wolfley is a Junior in Georgetown University's College of Arts & Sciences, with Majors in History and English and a minor in Government. She is the Senior Blog Editor for the Georgetown University Undergraduate Law Review (GUULR) and was recently appointed Chief Editor for the Blog section of the Georgetown University Newspaper, "The Hoya." Fallon has been involved in student publications for all three years of her time at Georgetown and has held leadership roles for two years.

Dipankar Yettapu is the founder and first Editor-in-Chief for the Illinois Student Undergraduate Research Journal (ILSURJ). Having recently graduated from the University of Illinois Urbana-

Champaign with a degree in Chemistry and Molecular & Cellular Biology, he plans to pursue his medical degree at the Case Western Reserve University School of Medicine. He looks forward to blending his interest in interdisciplinary research and legislative advocacy to improve patient care.

UNDERGRADUATE AND GRADUATE STUDENT JOURNALS:

[The Anthem](#), founded in 1873, is Georgetown University's oldest and premier literary magazine. They publish semesterly, curating a selection of poetry, prose, artwork and photography from Georgetown's community of students, alum and staff.

[Aperture: University of Kentucky Journal of Undergraduate Research](#) is an open-access, interdisciplinary, peer and expert reviewed student journal at the University of Kentucky. The journal's primary mission is to make more visible the rich and diverse scholarship conducted by University of Kentucky undergraduates and promote the advancement of knowledge by publishing reports of their unique experiential endeavors.

[Arché](#), Boston University's Student-led Journal of Philosophy, is edited and published by undergraduate students from diverse academic backgrounds in the College of Arts & Sciences in coordination with the Department of Philosophy. Our goal is to highlight exceptional student work, providing undergraduate and graduate students from BU and around the world with a platform to share their philosophical writing with a broad readership. One of the defining features of Arché is the constructive feedback we provide authors for improving their papers, feedback which is given regardless of the submission's acceptance status at any stage within our review process. The editorial team of Arché is dedicated to helping students bridge the gap between the kind of writing that is expected of them in their coursework and the kind of writing that is expected of an academic philosopher. Editors not only improve their own writing skills but also expand their knowledge of a broad range of philosophical topics and questions. As a collegiate journal, we offer BU students the opportunity to gain practical experience working in publishing as well as to receive professional training related to editorial work.

[The Berkeley Scientific Journal](#) is the premier undergraduate scientific journal at UC Berkeley. We were established in the Fall of 1996 and have published our journal every semester since. Each semester, we publish our journal in print, on our website, and through escholarship. Our semesterly journal consists of feature articles written by students, interviews with professors, and manuscripts submitted by undergraduates. Although we are sponsored by the Department of Molecular & Cell Biology, we encourage our students to write about a variety of topics in science. Our mission is to create engaging and educational scientific content highlighting novel research, especially that coming out of Berkeley. This year, we began our science journalism program for high school students. Through this program, BSJ has accepted three exceptional high school students from across the country who have written articles with the blogs department last semester and are working with the features department this semester. We are excited to engage with journals from across the country and learn how we can continue to improve BSJ.

[Capitol Letters](#), formerly known as Wooden Teeth, is the oldest literary magazine on the George Washington University campus, founded in 1977. We accept poetry, prose, and art submissions every year from GW students, GW Online High School students, alumni, faculty, and staff—all members of the GW community. Every year, we publish the magazine digitally as well as print

beautiful hard copies to share the GW community's talent and creativity. We disseminate them for free and donate a few to the library for our joint archival mission. Furthermore, throughout the year, we print smaller, more informal zines to foster continuous creativity and raise awareness for the magazine and our contributors.

[Clocks and Clouds](#) is an American University undergraduate research journal that publishes articles on the cutting edge of political science, international relations, and public policy. Through the journal, our authors contribute to the intellectual dialogue both within the American University community and broader academia.

[CommonHealth](#), a journal of the College of Public Health at Temple University, is a peer-reviewed, online-only, open access journal for rapid dissemination of high-quality research and scholarship related to all aspects of public health. The journal publishes papers of interest to public health scholars in academic, clinical, government and industry roles working on all aspects of major public health issues.

[Community Change](#) is an online, peer-reviewed, graduate student journal that seeks to explore multiple approaches to democratic community development and change. This interdisciplinary journal examines the practices, processes, and individual and collective struggles that produce change at all levels of society. Virginia Tech's *Community Change* adopts a broad definition of community development that includes issues relating to public policy, democratization, collective action, physical and social infrastructure developments, agency, and efficacy. *Community Change* aims to provide opportunities for graduate students to become acquainted with academic publication processes. Contributors may expect to work closely with editors to develop their theorization, analysis, and exposition. Issues feature scholarly refereed articles, book reviews, essays, and other work, including multimedia and artwork. Interdisciplinary scholarship is strongly encouraged. In addition to manuscripts relating to new developments, we welcome submissions that re-examine or challenge the questions and assumptions underpinning current theoretical and practical approaches to community development and change.

[The Comparative Literature Undergraduate Journal](#) at UC Berkeley publishes premier undergraduate research in comparative texts and media, treating a broad range of topics including, but not limited to, theoretical literary discourse, international trends in literature, and comparisons of national literature.

[The Crimson Historical Review](#) is the University of Alabama's first undergraduate history journal, and one of the few of its type in the country. The Review Board, Copyediting Board, and Proofing Board are all comprised of UA undergraduate students. At the CHR, we purpose to give authors the opportunity to publish original, peer-reviewed content and to share that content on a national platform. We're incredibly grateful that, whether it be by submitting a paper or reading our most recent edition, you've helped actualize that aim.

[Dewpoint Magazine](#) is a literary magazine designed to showcase the best original poetry, prose, and critical works by students at The University of Alabama.

[The Eastern Oregon Science Journal](#) was founded in 1983 by Dr. Richard Hermens, making it the first student-published undergraduate science journal in the state of Oregon. Since its establishment, the purpose of the journal has been to provide undergraduate students from Eastern Oregon University (EOU) and the surrounding area with a unique opportunity to publish

scientific research papers in a broad range of disciplines. The EOSJ promotes student involvement and highlights the achievements of undergraduate research at EOU.

[The Essex Student Journal](#) is an online multi-disciplinary academic journal, run by and for University of Essex students, with the administration funded and supported by the University of Essex. The journal is dedicated to the publication of high-quality undergraduate and postgraduate writing and is committed to creating accessible and engaging content for a non-specialist readership. The Essex Student Journal encourages and celebrates student research by offering valuable early experience of academic publishing and the peer review process.

[The Georgetown Medical Review](#) (GMR) is an academic journal that strives to promote quality, original research, facilitate the exchange of new ideas, and establish a collaborative environment in the Georgetown University community. We strive to foster the development of analytic appraisal and communication skills by exposing students to academic publishing. GMR was founded in 2016 by Dr. Michael Plankey and Dr. Dave Milzman. GMR is one of the few student-led biomedical journals in the U.S. Its mission is to educate medical and biomedical graduate students on the publication process, from manuscript writing to peer review and final publication.

[The Georgetown University Undergraduate Law Review](#) (GUULR), among the nation's leading undergraduate law journals, analyzes the most consequential issues in law, policy, philosophy, history, and politics. GUULR is entirely student run and is dedicated to providing a visible forum for legal debate, discussion, and reflection. The year-long process commences with an extensive search for the most notable works from students at the nation's finest universities, as well as from judges, professors, and legal practitioners. In providing a platform for authors to explore and articulate their innovative legal thoughts and ideas, we hope to promote a more nuanced understanding of prevalent questions and concerns about our legal institutions.

[The Globe: GW's Undergraduate Journal in International Affairs](#) is a premier undergraduate academic journal that gives George Washington University undergraduate students the opportunity to publish their research. *The Globe* also offers consultations and research help to encourage all students to participate and get real research experience in the study of international affairs, as well as short form publishing opportunities through its sister publication, [The Compass](#).

[The GW Journal of Ethics in Publishing](#) (GWJEP) is a student-run, peer-reviewed journal that publishes articles, case studies, and conference presentations from scholars, students, and publishing professionals on topics such as diversity and inclusion, accessibility, peer review, open access, sustainability, publishing metrics, equity, and other aspects and issues of ethical publishing. GWJEP is published by the Graduate Program in Publishing, College of Professional Studies, George Washington University, and sponsored by the Society for Scholarly Publishing (SSP).

[The Hampden-Sydney Journal of the Sciences](#) works to showcase student and faculty research at Hampden-Sydney College. The journal also hosts a variety of feature articles made by students interested in exploring niche topics in greater detail or interviews with STEM alumni and retired faculty members where they discuss their career in the sciences. All the necessary editing and formatting are performed by a dedicated body of students who strive to deliver a cohesive and

informative yearly journal. Our main goal for every edition of the journal is to highlight the yearly efforts of hardworking student researchers and expose new students to the Hampden-Sydney STEM program.

[The Hare – A lebre não dá entrevistas](#) is a student-run cultural magazine from the Department of Spanish and Portuguese (SPO) at Princeton University. It publishes research and creative works by both the Princeton community and invited external collaborators. The magazine focuses on topics relevant to the SPO community and encourages collaborative pieces in Spanish, Portuguese, or English.

[The Illinois Student Undergraduate Research Journal](#) (ILSURJ) is an annually published multidisciplinary journal publishing the peer-reviewed research in all fields of study at the University of Illinois based on its originality, importance, interdisciplinary interest, timeliness, accessibility, elegance, and surprising conclusions. ILSURJ also provides insightful and arresting news and interpretation of topical and coming trends affecting academics and the wider public.

[Inventio](#) is the multidisciplinary undergraduate research journal of The Catholic University of America. It aims to identify and disseminate original undergraduate research that best represents the university's commitment to the academic and Catholic traditions that inform its mission to "discover and impart the truth."

[Iris Magazine](#) is sponsored by the Maxine Platzer Lynn Women's Center at the University of Virginia. It is an award-winning, nationally acclaimed magazine for thinking young women at UVA and beyond.

[The Journal of Language & Literacy Education](#) (JoLLE, ISSN #1559-9035) is a peer-reviewed, open-access, graduate student-run journal housed in the Department of Language & Literacy Education in the Mary Frances Early College of Education at The University of Georgia. Since its inception in 2004, JoLLE has provided a critical and transformative space for both emerging and established scholars, publishing on a wide variety of topics such as multicultural education, educational equity, and social justice. We embrace works that incorporate multimodality, multiliteracies, and/or multilingualism.

[The Journal of the Core Curriculum](#) was founded in 1992 as a student-led anthology of exemplary writing by the students and faculty of the Core, in the College of Arts and Sciences at Boston University. Beginning with the 2021 issue, edited by Vanessa Hanger, the editors expanded their call for submissions to students and alumni with any CAS affiliation. The Journal is produced by student editors in the CAS Core Curriculum, primarily those enrolled in HUB CC192: Collegiate Publishing Workshop. Our mission is to expand our engagement with great works, great questions, and great ideas, empowered by our study of the liberal arts, and to share these conversations with communities beyond the classroom.

[The Journal of Undergraduate Research and Scholarly Excellence](#) (JUR), based at Colorado State University, aims to link the global undergraduate community. JUR is a peer-reviewed, undergraduate journal registered with the Library of Congress. We accept submissions of all kinds, from poetry to research papers, from anywhere in the world. We receive hundreds of submissions for publication every year, from institutions ranging from small liberal arts colleges to international institutions. The review process for publication includes peer, graduate, and

faculty referees, ensuring that the Journal publishes competitive material that follows the Journal's standards for academic, creative, and passionate work.

[JOURney: the Journal of Undergraduate Research at the University of North Carolina at Chapel Hill](#), is an annual journal dedicated to the publication of outstanding faculty-mentored research conducted by current undergraduate students and is registered with the Library of Congress (ISSN 3066-3814). We publish research in the disciplines of natural sciences, social sciences, and humanities. Our goal is to celebrate and support the original research conducted early in students' academic careers that reflects appropriate scope and complexity for excellent undergraduate work.

[The Macksey Journal](#) is a journal of proceedings of the Richard Macksey National Undergraduate Humanities Research Symposium at Johns Hopkins University. The Macksey Symposium provides students across all fields of the humanities the opportunity to come together and share their work. Following the hosting of the annual symposium, our implementation team and peer reviewers work with the presenters to develop their presentations into journal-length articles for this journal of proceedings.

[Nýsa, the NKU Journal of Student Research](#), celebrates the research efforts of students across the campus of Northern Kentucky University. Students are involved in all steps of publication, including reviewing, editing, design, and publication.

The Prism is an annual creative literary magazine that features an array of poetry, fiction, non-fiction, and visual art created by undergraduate students at the University of Lynchburg.

[Pursuit - The Journal of Undergraduate Research at The University of Tennessee](#) accepts advanced, original, research-based submissions from undergraduate students in all academic disciplines. Graduates may submit their work within one year of their graduation date.

[SPECTRA](#) is a graduate student-run, peer reviewed scholarly journal hosted at Virginia Tech and affiliated with the ASPECT PhD program. The journal features interdisciplinary work and provides an academic forum to explore controversial topics and take intellectual risks. Its aim is to highlight the power of interdisciplinary work and provide a platform for scholars to work across disciplines and experiment methodologically.

[Spectrum](#) is a student-powered, collaborative undergraduate research journal supported by the Undergraduate Research Initiative at the University of Alberta. Spectrum is committed to publishing thought-provoking, insightful and dynamic interdisciplinary content. We seek to create an open-minded journal with a focus on connecting our readers with all areas of study and new methods of inquiry, from the liberal arts to the natural sciences.

[Stillhouse Press](#) publishes surprising, gutsy fiction, nonfiction, and poetry that can't or doesn't want to find a home in big publishing. We are drawn to the strange, the unconventional, the transcendent, the risky. We're looking for work that pushes boundaries. As a student and alumni-led teaching press, our primary aim is to provide educational opportunity through applied experience in the art of craft publishing — student staff are responsible for acquiring, producing, and marketing work from independent authors in the course of their professional education, allowing them to forge lasting professional relationships and step out with confidence into the

greater literary community. Stillhouse Press is staffed by students and alumni of George Mason University's [MFA](#) and [BFA](#) programs in coordination with [Watershed Lit](#).

[The Tulane Undergraduate Research Journal](#) is an annual, peer-reviewed research journal run by Newcomb-Tulane College students at Tulane University. We publish outstanding undergraduate research from all areas of knowledge and accept submissions from across the globe.

[The Undergraduate Political Review](#), affiliated with the Department of Political Science at the University of Connecticut, publishes articles written, edited, and reviewed by undergraduates who have exhibited a commitment to academic excellence and political involvement. Our objective is to provide an opportunity for students to present nuanced contributions to the policy debates ongoing within our society and the UConn community.

Student Journal Symposium 2025 co-organizers:

Breanna Crossman, Columbian College of Arts and Sciences, George Washington University, Class of 2026

Jessica Irving, Master of Professional Studies in Publishing graduate student, College of Professional Studies, George Washington University (expected Summer 2025)

Amelia Nason, Columbian College of Arts and Sciences, George Washington University, Class of 2026

Maiya Norwood, Master of Professional Studies in Publishing graduate student, College of Professional Studies, George Washington University (expected Summer 2026)

Co-organizer and Founder

John W. Warren, Director and Associate Professor, Publishing, George Washington University

Breanna Crossman is an undergraduate student at the George Washington University studying International Affairs and Classics through the University Honors Program. She has conducted research on judicial training on domestic violence and youth climate litigation at GW Law School and on managed retreat with Adaptation Leader, a 501(c)(3) nonprofit. She previously interned at the Democratic National Committee and is a current intern at the Wilson Center.

Jessica Irving is a second-year student in the George Washington University Master of Professional Studies in Publishing program. She earned her Bachelor of Arts degree in English literature from Christopher Newport University and currently works as a Library Technician for a public library in Northern Virginia.

Amelia Nason is a second-year student in The George Washington University Honors Program, pursuing a double major in Creative Writing and Political Science. A poet and novelist, her debut poetry chapbook was published in 2023, and her work has been featured in a variety of literary magazines. Additionally, she has served as an editor for Kalopsia Literary Journal and is a proud alumna of the Iowa Young Writers Studio and the School of the New York Times. She is also

Epee Captain of GW Fencing. In the future, Amelia hopes to publish her novels and work in domestic policy at a national level.

Maiya Norwood is a recent graduate of Howard University and the Columbia Publishing Course. Currently ending her first year in the Publishing program at George Washington University, she is interested in Managing Editorial and Production. As a panelist in the inaugural Student Journal Symposium, and now a co-organizer, she looks forward to the panels and presentations.

John W. Warren is Director and Associate Professor, Graduate Program in Publishing, College of Professional Studies, at The George Washington University. He launched and directed the George Mason University Press; and was Marketing & Sales Director, Georgetown University Press; Director of Marketing, Publications, RAND Corporation; and Marketing Manager at Sage Publications and Fondo de Cultura Económica. He has a master's degree in international management from the School of Global Policy and Strategy at the University of California, San Diego. He is fluent in Spanish and Portuguese, a frequent speaker at international publishing conferences, and author of several articles about the evolution of eBooks. He is a classical guitarist and composer, and a contributor to Classical Guitar and Acoustic Guitar magazines. He is publisher and founder of the [GW Journal of Ethics in Publishing](#) and co-organizer of the [GW Ethics in Publishing Conference](#) and the [Student Journal Symposium for Literary and Research Publications](#).

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