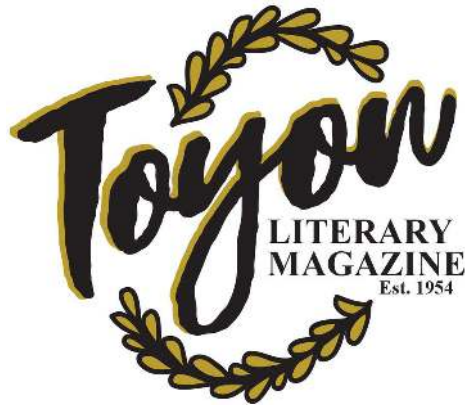


ADVANCING EQUITY THROUGH EDITING: HOW STUDENT-RUN PUBLISHING PROJECTS CAN INVOLVE STUDENTS IN EQUITY WORK



Toyon: Multilingual Journal of Literature and Art
Humboldt State University English Department

Presentation by:

Marcos Hernandez, *Toyon* Faculty Advisor

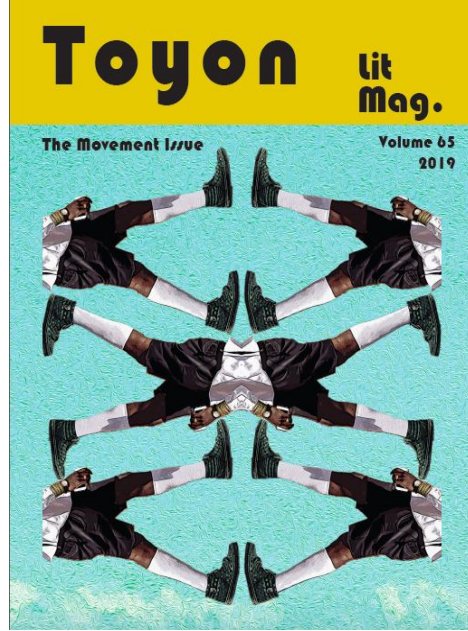
Erika Andrews, 2019-20 *Toyon* Managing Editor

Theresa Lopez, 2020-21 *Toyon* Managing Editor

Dr. Janelle Adsit, Assistant Professor, English

WHO WE ARE





Toyon receives over **300 submissions** each year from all over the world.

There are **8 annual awards** associated with the journal.

Toyon was established in **1954** and has seen continuous publication since that date.

The journal has published works in **7 languages**.

The e-issues of *Toyon* have been read in **80 countries** on **6 continents**.

To date, *Toyon* has published **2,189 titles**, in **66 issues**.

In a given week, *Toyon's* websites may see over **400 unique visitors** and **1,110 page views**.

WHO WE ARE: STUDENTS WHO HAVE ENROLLED IN ENGL460 AND ENGL461 IN THE PAST FIVE YEARS

20-25

Students enroll

each semester

53%

First-Generation

College Students

59%

Pell Eligible

42%

**Members of an
Underrepresented
Group (URG)**



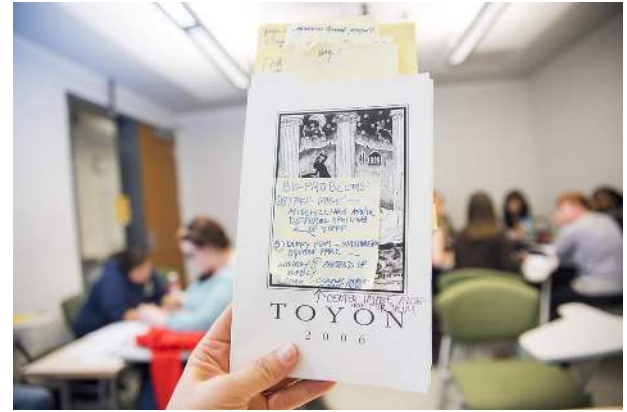
CHANGES SINCE 2015

Shifting the
identity of the
journal

Making the
journal more
accessible to
writers

Linking with the
larger publishing
sphere

Making the
journal more
accessible to
readers



SESSION OVERVIEW

01.

PURPOSE

Purpose and learning outcomes for today's session

02.

REFLECTION

Reflection on publication opportunities at your campus

03.

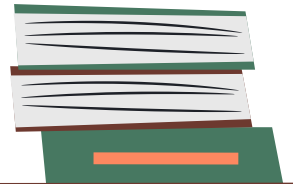
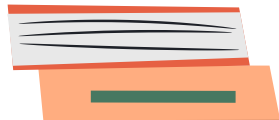
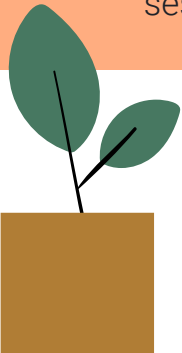
ABOUT TOYON

Our approach to student-run publishing

04.

REFLECTION AND Q&A

Additional opportunity for reflection, followed by your questions





PURPOSE

Discover how student publishing projects on campus can be a good model for increasing student agency in their learning and an opportunity to forward campus equity.



WORKING DEFINITIONS

- Publishing
- Equity
- Antiracist Pedagogy

LEARNING OUTCOMES FOR TODAY'S SESSION

- ★ Find opportunities for public-facing student-run projects at one's own university that can encourage educational agency within students
- ★ Identify how student-run publishing projects can position students as agents of equity work.
- ★ Apply methods for helping students, faculty, and staff establish a space that is both collaborative and professional.
- ★ Identify and address institutional constraints.



EXAMPLES OF PUBLISHING PROJECTS - TOYON

AUDIOBOOKS

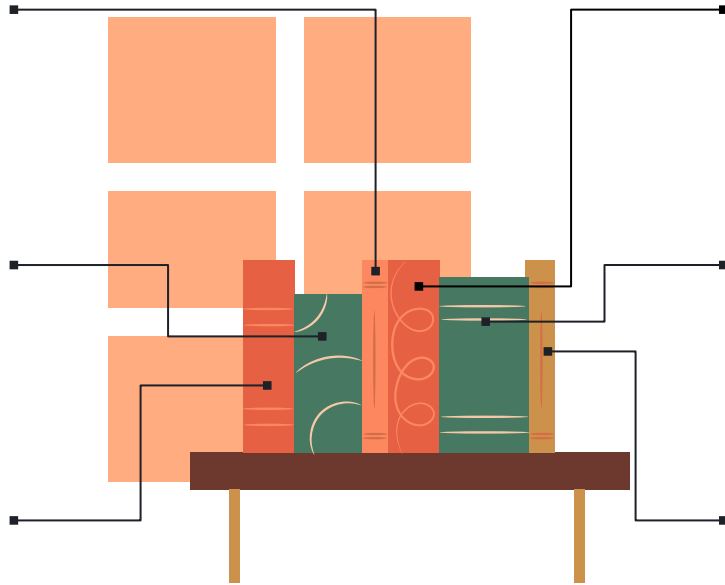
Students record readings of the printed text

LIT MAGS

Student work is published alongside the work of authors from around the globe.

SPOKEN WORD

Live performances are recorded and made available online.



ZINES

Opportunities for readymade publications that come together in the moment.

PODCAST

Recording interviews, presenting information through recordings.

NEWSLETTERS

How units on campus share their work and opportunities is a publication opportunity too.

REFLECTING BACKWARD

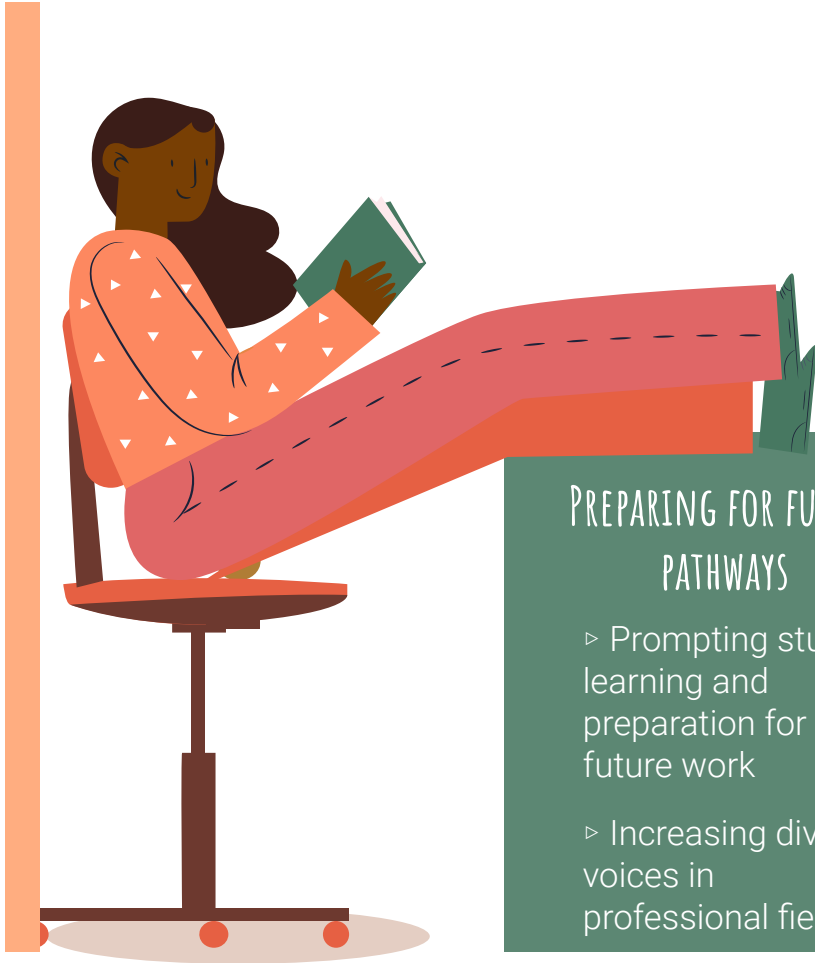
What publishing projects exist in your department or institution? To what extent are students involved in these projects?

Examples of Publishing Projects

zines, campus newspapers, informal publishing, online/virtual poster sessions, newsletters, student-run social media storylines, etc.



VALUE OF PUBLISHING ON CAMPUS



PREPARING FOR FUTURE PATHWAYS

- Prompting student learning and preparation for future work
- Increasing diverse voices in professional fields

ADDRESSING EQUITY

- Promoting institutional change

INCREASING STUDENT AGENCY

- Encouraging student voice and student decision-making
- Allowing students to direct their learning

EFFECTS OF CENTERING STUDENTS IN PUBLISHING



EQUITY IN THE
CLASSROOM



LEARNING ABOUT
DIVERSITY AND
EQUITY



SKILLS DEVELOPED
THROUGH
PROJECT-BASED
LEARNING



SENSE OF
BELONGING



OTHER CONSIDERATIONS



MENTORSHIP



CLASSROOM CULTURE



ANTIRACIST
PUBLISHING



TRANSFORMATION &
CHANGE



MENTORSHIP & CO-TEACHING MODEL

What is the nature of the relationship between the students who are involved in a publishing project and the mentor?

- Co-teaching model: Mentor and student leadership prepare for and teach class together, and learn from each other!

For mentors:

- Enter with equity in mind
- Center student voices over your own
- Be mindful of the standards you uphold - consider implicit biases that may perpetuate racist standards
- Embrace the inevitable fumbles/tensions that occur as opportunities for learning

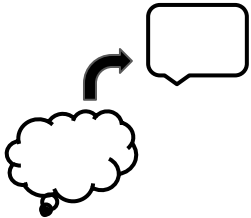
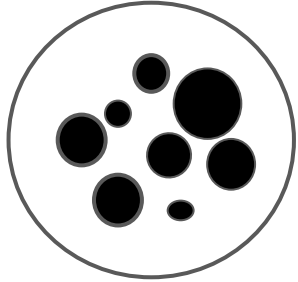




CLASSROOM CULTURE

We have to be intentional about structuring our class time in a way that encourages and prepares students to feel confident in making the project their own.

- Connecting students to past staff members
- Establishing a support network within the staff
- Asking for student feedback often
- Familiarizing students with Toyon's values



ANTIRACIST PUBLISHING

Toyon Multilingual Journal of Literature and Art at Humboldt State University is a student-run platform for voices in written or spoken word and art. *Toyon* recognizes diversity across disciplines, cultures, and regional boundaries with an emphasis on inclusivity, intersectionality, and multilingualism. Our journal promotes environmental and social justice, both in our content and in our practice. We publish in digital and audio formats, in addition to print, to increase accessibility and reduce the use of paper.

Toyon Multilingual Journal of Literature and Art (Toyon Plurilingüe Revista Académica de Literatura y Arte) de Humboldt State University es una plataforma dirigido por estudiantes. La revista represente las voces de estudiantes, con concentramiento en la escritura, poesía oral, y arte. *Toyon* reconoce la diversidad en todas las disciplinas, culturas, y identidades regionales con la énfasis de ser inclusivo, interseccional e multilingual. Nuestra revista promueve la justicia ambiental, igual que social, tanto en nuestro contenido como en nuestras prácticas. Publicamos en formatos digitales y de audio, además de libros impresos, para aumentar la accesibilidad y reducir el uso de papel.

Our Practice

1. All submissions, and the content of our conversations about them, are never shared with people outside of the *Toyon* staff, unless the work is scheduled for publication with agreement from the authors.
2. Our conversations and evaluations are respectful of the time and efforts of each writer and artist. We treat each submission with care and discuss all texts as if in workshop, acknowledging that the writer/artist may be in the room.
3. We read every submission carefully and thoroughly. Every submission is worthy of considered attention, and every submission is read from beginning to end.
4. We are generous readers, willing to follow where each piece leads.
5. *Toyon* follows editorial standards that promote no censorship, except for instances of hate speech and intolerance.
6. We value an inclusive definition of literature and art, and we recognize that conventions differ across literary and artistic traditions. As we read each submission, we seek to be humble in relation to it, recognizing it may call upon traditions and conventions that we may not have encountered before. We seek to locate the text in a diverse aesthetic landscape.
7. We honor the creative control of the author and artist, and will not alter the work without consent and approval. We will not call into question an author's experience.

See <https://www.toyonliterarymagazine.org/what-we-look-for.html>

TRANSFORMATION & CHANGE

“Throughout the history of education in the United States, both in the public school system and in higher education, imperialist capitalist white-supremacist patriarchal politics has shaped learning communities, affecting both the way knowledge has been presented to students and the nature of that information. ...dominator culture basically made the classroom a place without integrity.” --bell hooks, *Teaching Critical Thinking*

Integrity: “integration of ideals, conviction, standards, beliefs—and behavior...when ideals and practice match”



REFLECTING FORWARD

How would set up a new publishing project or reimagine an existing one to be more inclusive of students and to translate the principles we've talked about? What will you do to make publishing projects in your department or institution more student-centered and equity-minded?

Q&A



THANKS!

How You Can Reach Us:
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