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PRACTICE ARTICLE

Library Publishing Services for Community Authors

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ABSTRACT

Introduction: As universities have extended services beyond their campus borders, academic libraries have engaged the cause in a variety of ways. This case study of the Cal Poly Humboldt Library details one uniquely effective method by opening publishing services to the community.

Background: While universities and libraries have served community needs through numerous programs, including by providing community authorship support, the context of community publishing points to academic library publishing services as a well-aligned solution.

Description of Program and Benefits: Using student employment to support operations, the Press at Cal Poly Humboldt has developed a robust community publishing program that fosters student voices and skill development, increases community engagement, advances solutions to critical issues, and broadens the university's local outreach and global impact.

Conclusion: The wide-ranging benefits of community publishing encourage academic libraries to extend their publishing services to a community test case in the assessment of the impact on campus students, the library, the university, and the community.

Keywords: community publishing, library publishing, community engagement, student engagement, student success

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INTRODUCTION

To support our communities is to support the students, faculty, and staff who live there; the politics, society, and environment upon which our campus is situated; the potential of our future students; and an empowered, educated, and engaged populace. Toward that goal, Cal Poly Humboldt University has embraced community outreach through numerous programs, including an aggressive library effort in reference services, collection development, educational programming, tours, and a newly formed library publishing service. While most library publishers listed in the Library Publishing Directory (2024) focus exclusively on serving the publishing needs of their campus students and faculty, the Press at Cal Poly Humboldt, upon its very launch, promoted its services to the community. Little did the library know the extent of the community's need for such services, resulting in it becoming an integral facet of its publishing program.

The Press at Cal Poly Humboldt's community engagement has brought a wide range of benefits to the campus and community. Community publications have exposed the press's student assistants to a variety of genres to the development of their skills, engagement, mentorship possibilities, and post-graduation opportunities; brought educational programming and opportunities to students across campus; fomented community advocacy, donations to the university, and local and global marketing; further aligned the library with university goals; built relations with the community; brought awareness to local issues; and even raised funding for nonprofits. Drawbacks regarding time, costs, staffing, and politics need to be considered, but the overwhelming benefits of this model of publishing advocate for broader implementation to the benefit of students, libraries, universities, and communities everywhere.

BACKGROUND

Community engagement and the academic library

"I was unaware of how complex a librarian's job could be and how absolutely pivotal they are to not only our campus but the greater Humboldt community as a whole." -E. A., student intern reflection, 2019¹

A 1997 examination of undergraduate participants in community service found that all 35 survey measures in the areas of civic responsibility, academic attainment, and life skills were favorably influenced by service participation (Sax and Astin, 1997). In 1999, 25 state

¹ The office informs all students that quotes from their reflections may be used for marketing and fundraising purposes. The quotes should be viewed with the bias inherent in such a writing process.

and land-grant university presidents and chancellors came together to write an open letter entitled “Returning to our Roots: The Engaged Institution” (1999), which concluded that universities must do more to serve the educational needs of their communities. Beyond the benefit to their students and communities, universities directly benefit from community endeavors by engaging their future students, building relationships and advocates in their communities, bringing new ideas and voices into campuses, and demonstrating the practical value of higher education to regional, state, and federal audiences. Since the turn of the century, both public and private universities have heeded the call and increasingly prioritized community engagement efforts (Buys & Burnsnall, 2007; Medved & Ursic, 2021; Weerts & Sandmann, 2010).

Academic libraries have provided critical community engagement support to universities, serving community informational needs while adding “a valuable new facet to their efforts to advocate for the ongoing importance of the academic library to the university mission” (Walter, 2010, p. 9). Academic libraries have enacted impactful outreach efforts in collection development, reference services, public programming, and K-12 classroom integration, among other areas (Taylor, 2002; Miller, 2018; McCauley & Towle, 2022; Wiggins et al., 2020). University special collections have long been one of the most active community outreach offices on campus, to the point where many see themselves as ambassadors for their institutions (Harris & Weller, 2012).

At Cal Poly Humboldt University, community-based goals are embedded in five of the six university vision statements, each positioning the university as a leader or collaborator in the community (Purpose & Vision, n.d.). This community-oriented focus is evident in the robust scale of the Center for Community Based Learning (The Center for Community Based Learning, 2024), the variety of student volunteer opportunities (Volunteer Opportunities Program, 2024), and the open pedagogy projects integrated into select department curricula. Since 2014, the Cal Poly Humboldt Library has embraced this community ethos by developing an extensive array of programs to connect library services with the community (see Appendix A).

When the editorial board of the *Humboldt Journal of Social Relations* issued a call for proposals to lead a themed special volume of the journal, Cal Poly Humboldt librarians embraced the opportunity to leverage the journal to showcase the community efforts at university libraries. The theme entitled *Academic Libraries Creating Global Community: Operating Outside of Traditional Roles and Spaces* received 25 proposals from public and private universities across the nation, comprising an inspiring collection of the many ways in which academic libraries are serving the needs and challenges of their local communities, with the top works published in volume 46 of the journal (<https://digitalcommons.humboldt.edu/hjsr/>).

However, as a library publisher with deep roots in community outreach, I was surprised we did not receive a single proposal from a library publisher. Investigating further, I did not discover anything in the literature addressing the community work of library publishers beyond the extent that they publish in open access. To be fair, library publishers already work in the public sphere, supporting their campus's open-access initiatives, faculty publications, student journals, and open-access textbooks, among other publications. Also, library publishing services only reached their heyday in the early 2010s, as marked by the establishment of the Library Publishing Coalition in 2013 and the publication of foundational documents such as *Library Publishing Services: Strategies for Success* (Mullins et al., 2012). As such, many library publishing programs are relatively newer services, operating with fewer staff and resources than more established areas of academic librarianship. Even with the Cal Poly Humboldt Library's commitment to library publishing, the author's work with the press accounts for only 25% of the position's duties. Still, community efforts have been so ingrained into the publishing services of the Press at Cal Poly Humboldt that the lack of similar efforts at other academic libraries resulted in the research and case study that formed the basis of this article.

Community publishing need

*"This wide breadth of impact on our communities is in line with Humboldt State's vision of being 'exemplary partners with our communities' and 'increasing our diversity of people and perspectives.' In any learning institution, especially those that put diverse perspectives at the forefront, the publication of ideas and research is imperative."*²

-C. D., student assistant reflection, 2019

In an era where self-publishing opportunities have become accessible to most Americans, independent presses and their curated support of community publications have struggled. As of 2013, five major publishers dominated the United States publishing market, with their interests aligned toward global capitalistic potential (Ciabattari, 2013). Independent publishers have historically supported community-oriented publications, but the capital, resources, and connections at the disposal of these conglomerates make it difficult for independent publishers to compete (Moran, 1997; Ramdarshan Bold, 2016; Ramdarshan Bold, 2017; Berlinger, 2023). This has led to a homogeneity in professional publishing that limits access to those from local, minoritized, or otherwise underrepresented communities (Mathieu, 2011). The accessibility of self-publishing through print-on-demand services provides an alternative, but the sloppy layout, design, and editing in many of these books, combined

² Humboldt State University became Cal Poly Humboldt in January 2022. The press soon after changed its name from Humboldt State University Press (aka HSU Press) to the Press at Cal Poly Humboldt.

with a lack of marketing and press brand certification, doom such publications to obscurity among the millions of other self-published works released annually.

Largely ad-hoc university efforts both in and outside the curriculum have intervened to bring needed resources, expertise, dissemination, and legitimacy to community publishing projects (Medved & Ursic, 2021). The most common of these collaborations have involved the management of a campus journal, newspaper, or online repository tailored in support of a vulnerable group in the community (Bartlett, 2022; Christian, 2005; Collis, 2019; Grobman, 2017; Jacobi & Becker, 2013; Kuebrich, 2015; Louth, 2008; Ramdarshan Bold, 2017; Romero, 2013; Savoy, 2014; Villa & Figueroa, 2017; and Yon, 2011 provide examples of these noteworthy projects). Many of these endeavors occurred as one-off projects, but some have led to the development or support of local independent presses. In Philadelphia, New City Community Press brought together the Temple University writing program with public schools, arts organizations, and community literacy programs to publish the voices of local residents, activists, and organizers (Parks, 2009; Parks, 2012). In Portland, students and faculty in the Portland State University publishing graduate program worked with the Roosevelt High School Writing and Publishing Center to support Ooligan Press, a student-led press that publishes the works of local students and regional authors (Henningsgaard, 2017; *Classroom Publishing*, 2010).

Outside the university, select public libraries have brought their resources to bear on supporting their patrons' publishing efforts. Shaler North Hill Library, Denver Public Library, and Los Gatos Library are just some of the public libraries that have provided a range of tools and mechanisms to assist their patrons in creating and sharing their publications (Bankhead, 2015; Farkas, 2013). The Sacramento Public Library and Provincetown Public Library even created their own presses to provide additional support to their patrons' publications (Farkas, 2013). Regardless, as successful as these programs have been, these efforts have been limited in their ability to provide professional-level support across the full range of press services.

DESCRIPTION OF PROGRAM AND BENEFITS

Library publishing services

“Libraries exist within a community and thrive when they are fully an integral part of that community.” -Susan Taylor, “Academic libraries and community making the connection,” 2002

The Library Publishing Coalition defines “library publishing as the set of activities led by academic and research libraries and library consortia to support the creation, dissemination, and

curation of scholarly, creative, and/or educational works” ([Library Publishing Coalition, 2024](#)). Emerging from similar consolidating market forces, high costs, and local demand as in the trade publishing environment, library publishers created programs to provide their campus patrons with cost-free publishing options, author-friendly licensing agreements, a simplified path to publication, open-access dissemination, options for experimental works, and support for marginalized or underrepresented voices ([Lippincott, 2017](#); [Ball et al., 2024](#)). Library publishers provide these services in a wide variety of ways, from the basic provision of a self-publishing platform to offering a full range of publishing services. The 2024 *Library Publishing Directory* lists 179 institutions that are actively providing library publishing services to their campuses, demonstrating robust support for university publications.

The Press at Cal Poly Humboldt launched in 2015 as a library publishing program of the Scholarly Communications Office. The press is a full-service press that publishes high-quality scholarly, intellectual, and creative books and journals by or in support of the campus. Although prioritizing campus authorship, the press, bolstered by the university’s vision to be a leader in the community, provided services to support community publishing projects from its onset (See Appendix B for how press community publications align with its university vision statements).

Students, primarily undergraduates, fulfill most of the services of the press, situating student learning and skill development at the forefront of the operations. Launched with no student assistance other than through internships, the press gradually acquired a budget to employ 3-4 students a year working 10-20 hours per week. The press hires students from across disciplines, although most come from the English and Journalism Departments where the job training most directly aligns with students’ career goals.

In alignment with library goals of equitable access, the press does not charge publication fees but only requires that all content be published in open access to maximize the global dissemination of knowledge. All publications are made available through advanced search engine optimization through the Digital Commons platform, optimizing discoverability. The press also helps authors make their works available for sale via eBook and print-on-demand services through Amazon, IngramSpark, and Lulu, with royalties controlled by the author.

The Scholarly Communications Office prioritizes the posting of faculty, staff, and student works. Seventy-five percent of the roughly 700 works posted annually to our institutional repository—including research posters, theses, capstones, and press books and journals—are student-authored. Roughly 10-15% of the works posted are from active staff and faculty members, typically in the form of journal articles, research posters, or book collections. The remaining 10-15% are from community members, primarily Cal Poly Humboldt emeritus faculty, Cal

Poly Humboldt alumni, and Humboldt County residents unaffiliated with the school. K-12 school publishing projects and community-oriented journals constitute the majority of these community postings. The remaining community projects consist of trade-book projects of sufficiently high quality and community value to be published by the press.³

While the press initially emphasized textbook publishing, the lack of a sustainable stipend program, the university's relatively small number of faculty, the development of powerful online OER creation platforms, and the lack of broader engagement with the California State University system have meant the press publishes only about one textbook per year. Community books have filled the gap, accounting for 85% of book publications. When the position to lead the press was created in 2016, a librarian colleague mused aloud about who would want to publish books for free with a rural press. Nine years and 70 book publications later, the answer is many. The press is meeting a community need at a scale we never anticipated and serving our campus students, campus library, university, local community, and global audiences in the process.

Student benefit

Library publishing services bring extensive benefits to the student assistants working in the office. While scant literature speaks directly to this, the benefits to student editors facilitating journals—a closely aligned endeavor in responsibilities and skill sets to the press's student assistants—are abundant. Student editors develop scholarly communications and open-access literacy, improved writing and research skills, improved critical thinking, practical publishing skills, leadership, professional development, project management, academic identity, agency, and pride (Alexander, 2016; Arsenault et al., 2021; Bauer, 2009; Busher & Kamotsky, 2015; Cox & Kent, 2018; Dawson & Marken, 2019; Gilman, 2013; Hare, 2019; Koskinen, 2021; Lujano, 2023; Mariani, 2013; Spiro, 2015; Syeda et al., 2017; Weiner & Watkinson, 2014; Wojturska, 2022). Ng et al.'s (2017) cross-sectional survey of 26 student STEM journals generally confirmed these findings, and Barrios & Weber (2006) went further to depict the benefits of student editors as surpassing those of student authors, including the opportunity of student editors to obtain jobs after graduation.

By accepting and publishing community works, the Press at Cal Poly Humboldt expands the opportunities afforded to our student assistants. Community publication projects may involve

³ “High quality” and “community value” are entirely subjective evaluative measures. Community submissions under consideration for publication are read by at least two student workers, staff, and/or faculty. If those readers agree the content meets their perception of “high quality” and “community value,” we meet with the author to discuss potential publication.

such diverse tasks as designing a children's book, editing a memoir, or managing a journal. They may require the management of authors, students, editors, collaborators, and vendors. Because each project is so variable, students must adapt and develop new skills for every project they tackle. The sample student resume and reflections in Appendices C and D show the benefits of that diverse work experience, including the transferable employment skills in project management, publication workflows, written and verbal communication, editing, layout, design, accessibility remediation, and metadata management across academic, nonfiction, fiction, and children's book publications. The sample resume and reflections also demonstrate the influence of the work on a student's career direction and the advantage of having professional-level digital objects for potential employers to access.

As student assistants develop their skills and knowledge, they increasingly become collaborators on publishing projects. The students' involvement shapes each community publication, providing them a voice on works that impact environmental, equity, and social justice issues. Student assistants embrace their responsibilities in this regard, providing them with an extra meaningful experience with the press. As student assistant K. D. said in her reflection: "When the book was finished and available on Amazon, I cried. I was so proud to have my name in such an amazing and influential book. I'll never forget that feeling."

Because community authors and editors often work with student assistants on projects so close to the authors' and editors' hearts, they can forge strong bonds with their student leads. Authors and editors often become mentors to the students and fondly address them in their presentations and book acknowledgments. For their part, students have used authors as references and have received from them written letters of recommendation.

In addition to the benefit to the press's student assistants, community publications have also had an impact on students across campus, even beyond the opportunity to read and engage with a diverse array of published voices. Many of the community publications have connected with curricula and student interests, bringing authors to campus for classroom appearances and campus events. For example, the collaborative publication *Oaxaca y más allá, microrelatos bilingües del corazón* brought Oaxacan authors to the area for a three-day schedule of events that included multiple classroom and community engagements. The bilingual author readings reached a diverse audience from campus students, professors, and administrators to high school students and the county's Latinx population, spreading cultural awareness and forging ties among clubs, offices and departments on campus and with groups in the community. The Betty Chinn biography release event on campus drew over 60 people and inspired a nursing department initiative addressing community mental health, while the community book release event drew over 300, connecting hundreds to the press and the university.

The press also actively supports numerous student-led journals that provide authorship opportunities for community members. The press has assisted these publications by delivering training and consultation for the editors, editorial review, design and layout cleanup, ISBN and ISSN registration, accessibility remediation, and/or the facilitation of online and print publications. By professionalizing the appearance of these journals and providing them with additional methods of distribution, the press provides a layer of legitimacy and dissemination that assists the serials' stature and promotion.

Additionally, the press launched a project with special collections and information resources management to create and manage paid internships for students to research, author, design, and typeset works on campus history. So far, the collaboration has resulted in books on the 50-year histories of the Youth Educational Services program and *Toyon Multilingual Literary Magazine*, two of the most celebrated community-oriented programs on campus. Godlin et al. (2023) provide more information about this library collaboration and its student-empowering benefits in the article "The Discovery Adhocracy: Special Collections, Information Resource Management, and Scholarly Communications Departments Partnership."

Financial benefit, advocacy, and global reach

"I believe that I have never encountered any history books that are more stimulating and satisfying to look at. It is quite wonderful for me, as an author, to see my work so effectively enhanced by [the student assistant's] skillful rendering of the raw material into book form."-Author and Historian, Jerry Rohde

Opening library publishing to the community has yielded financial support and increased the local and global impact of our university. For example, local historian Jerry Rohde had been trying for years to develop a support system for local writers when the Press at Cal Poly Humboldt launched. The author has since published five regional histories through the press and directed other regional authors to submit their works. To support the press, he has pledged the largest donation in the university's history to be divided among the press, special collections, and the community educational program run by the university ([Documenting the Past and Preserving the Future, 2022](#)).

Other authors have donated as well. A 2025 spring semester fundraising campaign raised \$18,000 for a newly established fund to support the press. Before the creation of the fund, authors had also donated, eight of them contributing \$500 to \$1000 to the library after the publication of their works. Of these, seven continued to regularly donate. Fifty percent of the authors who published books through the press donated their royalties from the print sales of their books to nonprofit organizations, and 50% of those supported the library.

Our community authors are some of our strongest advocates for the press. On two separate occasions, when speaking to the public about our publishing services, I have been challenged by an attendee regarding our open-access requirement. Both times, press authors jumped into the fray and extolled our virtues to the gathered audiences. The Associate Vice President for Diversity, Equity, and Inclusion on campus became one of the press's greatest advocates after he helped facilitate two community publications. The library's annual Authors Hall event, which celebrates campus and regional authors, brings even more advocates to campus. The provost and campus faculty frequently attend and speak at the event and witness the impactful stories of community authors firsthand.

Beyond this regional audience, the online distribution of press publications has been a marketing boon for our small rural campus. Community-authored publications were downloaded approximately 80,000 times from August 2016 to 2024, with 25% of those downloads occurring in the last year alone.⁴ The publications were downloaded from 123 countries, with roughly half of the downloads coming from within the United States. Each download comes with a cover page announcing not only the title and author of the work but also the university and the press responsible for the publication. This kind of direct marketing raises the awareness and stature of the press and university to audiences across the world.

Community authors regularly appear at events and classrooms across the country, furthering the promotion. They announce their books on their social media platforms and email signatures. Occasionally, unique opportunities raise awareness even more. Approvals have been given for translations of *Trịnh Công Sơn and Bob Dylan: Essays on War, Love, Songwriting, and Religion* and *Maasai Dictionary* to expand the distribution of those works in Vietnam and Kenya, respectively. The children's book *The Extraordinary Voyage of Kamome* inspired a 23-minute documentary titled *Kamome* that was broadcast during the 2020 Tokyo Olympics and, as of 2024, was still viewable on the Peacock streaming service.

Example of impact: A children's book

Because of below-average standardized testing scores, administrators at a local elementary school implemented a plan that deemphasized the arts in favor of a renewed commitment to core test subjects. To help support arts at the school, the music teacher approached the press and a local commercial publisher with a plan to write a children's book for the children

⁴ So as not to duplicate counts, these book download numbers do not include the roughly 27,000 page hits or the 2,200 book sales on Amazon, IngramSpark, and Lulu. The download numbers also do not include community-oriented campus journals or similar publications where community-authored participation could not easily be identified or isolated for counting purposes.

to illustrate, with royalties going towards music, arts, theater, and library programs at the school. With the public support of the two presses behind it, the school administration gave the project the green light.

Students actively engaged with the project, and a wide range of student artwork soon vied for inclusion in the publication. The local publisher, led by a lecturer in the university's English department, designed and typeset the book with assistance from a press student worker. An art student from the university volunteered to help the students with their illustrations. Two sixth graders at the school translated the book from English into Spanish, guided by two university professors and the university's student translation club.

The book caught the imagination of the elementary school, and its theme was adopted as the basis for the end-of-the-year performance. The theater teacher adapted the book into a play complete with fantastical homemade costumes. The music teacher created original music for the students to play, with two of the more advanced sixth graders composing their own solo works. Copies of the book were made available for sale at the event.

All told, 36 primary school students had their artwork published, each memorialized in the book with a photo and brief biography/reflection. (One student memorably wrote that he was “really happy that his art was chosen for this book and will remember this moment more than he remembers his games and computer time.” High praise indeed.) Countless more students played music or acted at the event. Hundreds more school children and parents in the audience were delighted at the unforgettable event.

Sitting with all those parents in the audience and watching their children perform, I teared up at the fulfilled potential of it all. As Nínive Calegari said in *Classroom Publishing* (2010) about being in the audience at a similar event: “This is when I cried. Nothing in the world moves me more than a group of students who feel proud of their hard-earned success.” The press had supported an initiative that connected the university and a local school to the engagement of students and educators at both. The book *Can Emu Really Sing Jambo?! ¿Puede Emu Cantar Realmente Jambo?* has been downloaded over 150 times from <https://digitalcommons.humboldt.edu/fiction/2/>, where it is also available for sale, with proceeds still going to the school.

Office considerations

Extra time and resources are needed to publish community works. Even a small addition of duties can overwhelm already taxed work schedules. Employing student assistants helps, but still requires time and resources to train and manage—that is, if you can get a student budget at

all. Arguing for a share of a fixed student budget means arguing for a reduction in student budget to other library offices, raising the specter of interlibrary animosities.

Currently, our library colleagues and the library administration have been supportive of our community work and the resources we have expended on that service. The entirety of the press operations began with a couple of library staff carving time out of their schedules to publish two community works. It grew through the hiring of a Scholarly Communications Librarian, the procurement of a student assistant budget, and the hiring of a staff employee, 50% of whose job duties are dedicated to the press.

In 2024, community book publications constituted less than 10% of the lead librarian's and staff employee's time. Roughly half of the press's student assistant staff, now at 4 part-time students, is devoted to community publications. For our full-service press, the cost of publishing 10-15 community publications annually comes to \$25,000 to \$30,000 per year or roughly \$2,200 per publication, the cost consisting almost entirely of the percentage of student and staff wages devoted to the endeavor.

Note that these are one-time costs for publications that a library owns in perpetuity, publications that can be argued to have positive impacts on university enrollment (K-12 student engagement, marketing, etc.), retention (student employment, student engagement, etc.), post-graduation success (student resume enhancement, job skills, etc.), fundraising, and advocacy. The costs of community publishing also need not be this high. The Press at Cal Poly Humboldt provides a full range of editing, layout, design, and marketing services that are not typical for most library publishing operations listed in the Library Publishing Directory (2024). The press also utilizes Adobe InDesign, an industry standard for commercial presses, and facilitates professionalized print-on-demand publications, neither of which is typical for most library publishing operations. Many library publishers serve their campuses perfectly well publishing digital-only works, using less time-intensive publishing platforms, and intervening in projects only as consultants. While our office adheres to professional publication practices, publishing at its most basic can simply involve uploading approved and accessible content to an institutional repository.

Author considerations

Accepting community authors means more author interactions and the potential for more conflicts. The ethos at the press is for authors to have a voice during all stages of the publication workflow, which can exacerbate disagreements over edits, design, or the pace of production. Open and direct communications from the start have been our best way of mitigating these situations. We make sure authors understand we are a student training ground with

production schedules that may extend well over a year. We explain that authors may need to make compromises regarding their works, but that our sole goal is to work with them to have the biggest impact on the widest audience.

Post-publication issues can create conflicts as well. While we engage multiple readers and perspectives when publishing works, we often cannot comprehend a community work's full social, cultural, racial, or political considerations until after it has been published. Publishing a work from one member of the community might incite the ire of another that we could not have anticipated.

Rejecting submissions is not easy, especially in the absence of an evaluative rubric to point to. While rubrics work well for specifically defined content, we have never been able to produce rubrics to cover the vast range of topics, genres, formats, and situations that come into the office. We have accepted works with severe grammar and structural issues because of the alignment with our purpose statement, and we have turned down beautifully written works because of minimal alignment and a lack of office capacity.

Each book rejection risks the enmity of the very people we hoped to engage. We used to provide developmental edits to all authors who submitted, but in some cases, that led to authors treating the press as an editorial service, resubmitting their work after every review. While we have learned to provide briefer explanations, we still pride ourselves on being gracious and honest to every author who engages us with a legitimate proposal and being open to future communications if the author so requests.

CONCLUSION

“By putting local and scholarly projects first while also ensuring free and equitable access to all publications, the press has created an environment that encourages the sharing of culture and knowledge above all else. Through the press, I learned what I must value in the field of publishing.” -A. G., student assistant reflection, 2023

In one of Ernest Boyer's final publications in 1996, he reiterated his historic call for higher education to engage with their communities to address society's pressing issues, promote civic engagement, and demonstrate a university's practical value. Cal Poly Humboldt has done much to embrace that call, and the Press at Cal Poly Humboldt has done much to serve toward that capacity. The press has published award-winning fiction and local epic poetry. It has shared works celebrating international artists, activists, and cultures, and raised money for nonprofit causes. It has published works of local historians and environmentalists that are shaping the future of our region. It has empowered the voices of community authors,

including one high-school author whose journal article is the second most downloaded work across the entire repository (over 38,000 downloads at the time of this publication). And university students are facilitating it all.

Raju (2020) argues that library publishing should be embedded locally to serve marginalized communities better and provide a voice to those without equitable access to the systems of knowledge production and dissemination. He was addressing researchers of the Global South, but the message also applies to the communities outside our campus walls. By providing our communities a voice and a means of sharing that voice, we can deliver the kind of information equity that can lead to positive change in our communities.

Sustaining a community publishing service is one of the more vexing issues facing community publishing projects (Mathieu et al., 2011; Parks, 2010). Library publishers can address that issue and already have the knowledge and resources doing this work for their campuses. All library publishers need to do is extend the services to one community work and gauge the value for themselves.

For those that have no experience with library publishing services, two words of advice: (1) Reach out to those with experience in library publishing for helpful documents and workflow recommendations, and (2) embrace imperfection. Even during the Press at Cal Poly Humboldt's chaotic first year without any but the most basic policies and practices, authors expressed satisfaction with their published products and spread the word in the community. I guarantee your community will be appreciative of your support. And I guarantee you will benefit from it as well.

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APPENDIX A: LIBRARY COMMUNITY-ORIENTED PROGRAMS

Programs developed since 2014 in the Cal Poly Humboldt Library that connect services with the community.

- A scholarly communications librarian and office, which now annually posts over 500 works of faculty and student authors as well as over 100 works from community authors and nonprofits.
- The Press at Cal Poly Humboldt, a subsidiary of the Scholarly Communications Office publishing campus and community books and journals.
- An educational summer program titled L4Humboldt bringing together the campus and the community in shared learning experiences.
- A sustainability librarian position whose efforts connect the library, campus, and community on impactful works of social justice and environmental stewardship.
- A growing capacity in special collections for the ingest and protection of community digital records, as well as the development of a program to create historical publications promoting university/community collaborative initiatives.
- Tours to local schools, public events on voter education and book-banning topics, and work to connect local schools and nonprofits with select campus classes.
- The transformation of the children's literature collection with new resources and an improved environment for campus and community families.
- The launch of the Discovery Humboldt project, bringing over 50 million Google Maps views to places and resources around Humboldt County.
- A collaboration with students in the computer science department to develop innovative solutions to informational challenges affecting students and the community.

APPENDIX B: ALIGNMENT WITH CAL POLY HUMBOLDT VISION

Cal Poly Humboldt will be a campus for those who seek above all else to improve the global human condition and our relationship with the environment. Toward this goal are the following six posted vision statements and how community publications are meeting that goal.

Vision 1: We will be the premier center for the interdisciplinary study of the environment, climate crisis and resilience to climate change, and the conservation of ecological systems and natural resources.

The press is dedicated to publishing works that address the environment and climate crisis.

- *To Catch the Rain: Inspiring stories of communities coming together to harvest their own rainwater, and how you can do it too!* <http://www.tocatchtherain.org/>
- *To Catch the Sun: Inspiring stories of communities coming together to harness their own solar energy, and how you can do it too!* [https://tocatchthesun.com/The CSU Journal of Sustainability and Climate Change](https://tocatchthesun.com/The_CSU_Journal_of_Sustainability_and_Climate_Change), <https://digitalcommons.humboldt.edu/sustainability/>
- *Research and Management of High-Elevation Five-Needle Pines in Western North America*, [https://digitalcommons.humboldt.edu/h5ii/conference proceedings](https://digitalcommons.humboldt.edu/h5ii/conference_proceedings).
- *Humboldt Bay Shoreline, North Eureka to South Arcata: A History of Cultural Influences*, <https://digitalcommons.humboldt.edu/monographs/10>
- *A Photographic Exploration of Wigi*, <https://digitalcommons.humboldt.edu/monographs/23>

These children's books raise awareness of the environment to our youngest readers.

- *The Extraordinary Voyage of Kamome: A Tsunami Boat Comes Home*, <https://digitalcommons.humboldt.edu/monographs/1>
- *You Don't Need Green to Dream*, <https://digitalcommons.humboldt.edu/fiction/13>
- *Lift up the Sky! Levanten el Cielo!*, <https://digitalcommons.humboldt.edu/fiction/10>

Vision 2: We will be a center for the interdisciplinary study of just global societies.

Our national and international publications shine a light on underrepresented voices, threatened cultures, medical gaps, and global visions to shape a more just future for all.

- *African Masks from the Collection of James Gaasch*, <https://digitalcommons.humboldt.edu/monographs/3>
- *Võ Phiến and the Sadness of Exile*, <https://digitalcommons.humboldt.edu/monographs/2>
- *Sewing their Stories, Telling their Lives*, <https://digitalcommons.humboldt.edu/monographs/8>
- *What Kind of Future Will Our Children Inherit?* <https://digitalcommons.humboldt.edu/monographs/9>
- *Trịnh Công Sơn and Bob Dylan: Essays on War, Love, Songwriting, and Religion*, <https://digitalcommons.humboldt.edu/monographs/22>
- *Professional Manual for the Parent Reaction to Autism Diagnosis Scales (PRADS-2) with Guidance for Tailoring Parent Supports*, <https://digitalcommons.humboldt.edu/textbooks/7>
- *The American LGBTQ Rights Movement: An Introduction*, <https://digitalcommons.humboldt.edu/textbooks/2>
- *Far Less*, <https://digitalcommons.humboldt.edu/fiction/6/>
- *The History of Congressional Apportionment*, <https://digitalcommons.humboldt.edu/monographs/5>
- *American Prometheus: Carnegie's Captain, Bill Jones*, <https://digitalcommons.humboldt.edu/monographs/4>

The press's 20-plus translated works demonstrate a commitment to international access to knowledge. Our Spanish language publications include:

- *Spanish I: Beginning Spanish Language and Culture*, <https://digitalcommons.humboldt.edu/textbooks/4>
- *Discursos del viaje del agua: Siglos XV-XXI*, <https://digitalcommons.humboldt.edu/monographs/24>
- *Oaxaca y más allá, microrelatos bilingües del corazón*, <https://digitalcommons.humboldt.edu/monographs/20>
- *Migraciones de la sangre: Textos de escritoras latinoamericanas*, <https://digitalcommons.humboldt.edu/monographs/13>
- *Chile, en particular*, <https://digitalcommons.humboldt.edu/fiction/12>
- *Quiebres en California*, <https://digitalcommons.humboldt.edu/fiction/8>

Vision 3. We will serve as a regional center for the arts inclusive of diverse arts traditions and contributions and will fully engage with community arts partners and employers on behalf of our students.

The press has published the following works showcasing local painters, poets, and artisans.

- *Looking for Beauty: Humboldt's Plein Air Community Shows Why Art Matters*, <https://digitalcommons.humboldt.edu/monographs/15>
- *Acupuncture for Curious People: A Needle Healer's Manual*, <https://digitalcommons.humboldt.edu/monographs/18>
- *Toyon: Seven Decades of Student Driven Publishing*, <https://digitalcommons.humboldt.edu/monographs/11>
- *To Japan and Back: The Art of Orr Marshall*, <https://digitalcommons.humboldt.edu/reprint/6>
- *Song of Six Rivers*, <https://digitalcommons.humboldt.edu/fiction/1>
- *The Sauntering*, <https://digitalcommons.humboldt.edu/fiction/14>
- *Evaporation*, <https://digitalcommons.humboldt.edu/fiction/17>
- *Growland*, <https://digitalcommons.humboldt.edu/fiction/7>
- *Peacekeepers*, <https://digitalcommons.humboldt.edu/fiction/9>
- *The Friendly Crocodile*, <https://digitalcommons.humboldt.edu/fiction/3>
- *The Ant Story*, <https://digitalcommons.humboldt.edu/fiction/5>
- *My Friend Petunia*, <https://digitalcommons.humboldt.edu/fiction/15>
- *Frankie's First Halloween*, <https://digitalcommons.humboldt.edu/fiction/16>

Vision 4. As a designated Hispanic-Serving Institution (HSI) and as a Minority-Serving Institution (MSI), we will be an institution in which Black, Indigenous, and Persons of Color (BIPOC) students thrive.

The press supports diverse student publishing opportunities across campus, as well as local, national, and international publications emphasizing themes of diversity, equity, and inclusion. See Vision 2 about how our publications model Cal Poly Humboldt's DEI ambitions.

Vision 5. We will partner with Indigenous communities to address the legacy of colonialism and create space for nurturing Traditional Ecological Knowledge (TEK), pedagogies, and curricula responsive to their identified needs.

Our most recent photograph publication was published in coordination with the Wiyot tribe. The colonial names have been replaced with Soulatluk place names, including a link to the Wiyot webpage where audio pronunciations can be learned. The publications *Northern Humboldt Indians* and *Southern Humboldt Indians* provide previously unheard stories of Indigenous Peoples, settlements, and history in Humboldt County. The press also supports campus journals that include the voices of Indigenous communities such as *Rou Dalagurr Food Futures Magazine*.

Vision 6. We will be exemplary partners across our region and state by integrating community engagement and contributing to workforce development in our academic enterprise and beyond.

We work with local community partners to uplift non-profit work and services in our community.

- *The Gray Bird Sings: The Extraordinary Life of Betty Kwan Chinn*, <https://digitalcommons.humboldt.edu/monographs/21>
- Jerry Rohde's *History of Humboldt County People and Places* series, <https://digitalcommons.humboldt.edu/monographs/>
- *Y.E.S.: 50 Years of Community Building*, <https://digitalcommons.humboldt.edu/monographs/6>
- *North Coast Otters Public Arts Initiative: Commemorative Auction Catalog*, <https://digitalcommons.humboldt.edu/reprint/8>
- *Can Emu Really Sing Jambo?! ¿Puede Emu Cantar Realmente Jambo?* <https://digitalcommons.humboldt.edu/fiction/2>

APPENDIX C: SAMPLE STUDENT REFLECTIONS

Anonymous student reflection #1:

They say that Augustus found Rome a city of rubble and left it a city of marble and, in much the same way I feel as though HSU Press has changed me. I came to Humboldt State University in the fall of 2018 a destitute freshman believing I had no prospects; I was so unbelieving that my chosen major, English, would yield me any true opportunity for a job that I was seriously considering dropping out at the end of my first year.

Before that could happen, and much to my great fortune, I happened to come across HSU Press, and though I had no experience to speak of at all in the field of publishing, I managed to land a job. Little did I know at the time, but this was the beginning of what I have more or less decided to be my career.

Introductory jobs made available to college students is something I know should be common practice. Learning of theory in a classroom is all well and good, but without practical experience, graduates are under prepared to enter the workforce or their specified industry. I myself know that the opportunity of HSU Press has set me miles ahead of my peers in preparation for what is to come after I leave Humboldt State behind.

Anonymous student reflection #2:

The Press at Cal Poly Humboldt was my first work experience within the publishing industry and working as a student assistant allowed me to experience some of the various sectors within this industry. I now have hands-on experience in different levels of the editing process, worked with industry standard software, enhanced my communication and managerial skills, conducted administrative tasks within an institutional repository, and have a better understanding of the publishing workflow from an academic publisher perspective. I worked under the supportive leadership of Sarah and Kyle, and was always encouraged to ask questions, develop and share my opinions on projects, and explore my interests within the various publishing projects we had on task. This experience was very valuable for my professional development and aspirations. Working at the press was always a great part of my day at Cal Poly Humboldt and helped instill the confidence I now have to continue working towards a career in publishing. I am proud to have been a part of the team at the press, and work towards its mission as well as working within the campus community.

APPENDIX D: ANONYMOUS STUDENT RESUME

Student Publishing Assistant: March 2019 – May 2022

- Reviewed graduate theses for formatting, style guide, and ADA compliance.
- Project management and author relations for book publications.
- Conducted developmental editing, line editing, and copyediting on nonfiction and fiction publications.
- Designed, formatted, and typeset publications using Adobe InDesign.
- Photograph editing in Adobe Photoshop
- Conducted interviews for contributors to student journals
- Video interview editing in Adobe Premiere Pro and Camtasia, including adding closed captions
- Data entry and metadata editing in Microsoft Excel and Digital Commons
- eBook creation in Amazon Kindle

Publishing credits

- *African Masks of Burkina Faso and Mali: Trilingual Edition*, 2019. Cover and interior layout and design for print and digital versions <https://digitalcommons.humboldt.edu/monographs/3/>
- *Far Less*, 2020. Interior layout and design for print, digital, and ebook versions <https://digitalcommons.humboldt.edu/fiction/6/>
- *Growland*, 2020. Interior layout and design for print, digital, and ebook versions <https://digitalcommons.humboldt.edu/fiction/7/>
- *Peacekeepers*, 2021. Copyeditor. <https://digitalcommons.humboldt.edu/fiction/9/>
- *Humboldt Bay Shoreline North Eureka to South Arcata: A History of Cultural Influences*, 2021. Interior and cover layout and design for print and digital versions <https://digitalcommons.humboldt.edu/monographs/10/>
- *Southern Humboldt Indians*, 2021. Interior and cover layout and design for print and digital versions <https://digitalcommons.humboldt.edu/monographs/14/>
- *Southeast Humboldt Hinterlands*, 2022. Interior and cover layout and design for print and digital versions <https://digitalcommons.humboldt.edu/monographs/16/>

- *Southwest Humboldt Hinterlands*, 2022. Interior and cover layout and design for print and digital versions <https://digitalcommons.humboldt.edu/monographs/17/>