
Open Access Publishing, **AU**rora, and You

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Auburn University Research Week
Auburn University Hotel and Conference Center
April 4, 2013

Overview

- Open access (OA) publishing
 - Self-archiving
 - Institutional repositories (IRs)
 - Copyright
-

What is open access publishing?

- “Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. What makes it possible is the internet and the consent of the author or copyright-holder.”
-Peter Suber, Earlham College, Harvard Open Access Project
 - Amherst College Press
 - Ph.D. Comics
-

Why should I care about open access?

- Allows you to maintain/reassert control over your own scholarship
 - Makes your work more widely available and more widely discoverable
 - Supports the mission of the university
 - Responds to federal mandates (NIH, NSF, NEH, etc.)
 - Helps to stretch the library's acquisitions budget
-

Motivators for open access

- Disciplinary culture
 - Belief that open access has an indirect but positive affect on academic reward
 - Altruism
 - Complying with a funding agency mandate
 - Saving time
-

How can I support open access?

- Publish in open access journals
 - ✓ [Directory of Open Access Journals](#)
 - Self-archive published materials on your own website
 - Upload published materials to disciplinary repository
 - ✓ [PubMed](#)
 - Upload published materials to institutional repository (IR)
 - ✓ [AUrora](#)
-

Example of self-archiving

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Jo Mackiewicz

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- Technical and Professional Communication and Linguistics
- Writing Studies Program, English Department
- 9030 Haley Center
- Auburn University, Auburn, AL 36849-5203 USA
- mackiewicz (AT) auburn.edu
- +1 334 844 9071
- Curriculum Vitae (updated 23 January, 2013)

FALL 2012: English 5000: Technical Editing (PDF of the syllabus)

FALL 2012: English 6000: Technical Editing with Sustainability Theme (PDF of the syllabus)

Auburn University
Auburn University English Department
Master of Technical and Professional Communication at Auburn University

Editorships

- 2012–present. Editor, *ATTW Book Series in Technical and Professional Communication*
- 2011–2012. Managing Editor, *Auburn Speaks*, Auburn University book series
- 2008–2011. Editor-in-Chief, *IEEE Transactions on Professional Communication*

Research: Publications about Reviews

- 2011. Epinions Advisors as technical editors: Using politeness to motivate comprehensive editing. *Journal of Business and Technical Communication* 25: 421–448.
- 2010. The Co-construction of credibility in online product reviews. *Technical Communication Quarterly* 19: 403–426.
- 2010. Assertions of expertise in online reviews. *Journal of Business and Technical Communication* 24: 3–28.
- 2008. Reviewer motivations, bias, and credibility in online reviews. In S. Kelsey and K. St. Amant (Eds.), *Handbook of Research on Computer Mediated Communication*. Hershey, PA: The Idea Group Publishers, pp. 252–266.
- 2007. Compliments and criticisms in book reviews about business communication. *Journal of Business and Technical Communication* 21: 188–215.

Research: Publications about Document and Web Design

- 2012. A usability analysis of municipal government website home pages in Alabama. *Government Information Quarterly* 29: 582–588. (second author, with Norman E. Youngblood)
- 2011. *Visual Composing: Document Design for Print and Digital Media*. (second author, with Kathryn Riley) (podcast interview with Tom Johnson of idratherbewriting.com)
- 2009. Color: The newest tool for technical communicators—redux. *Technical Communication* 56: 3–13.
- 2007. Audience perceptions of fonts in projected PowerPoint text slides. *Technical Communication* 54: 295–307.
- 2007. Perceptions of clarity and attractiveness in PowerPoint graph slides. *Technical Communication* 54: 145–156.

Research: Publications about Tutoring Interactions

- forthcoming 2013. Questions in writing center conferences. *Writing Center Journal*. (first author, with Isabelle Thompson)
- forthcoming summer 2013. Motivational scaffolding, politeness, and writing center tutoring. *Writing Center Journal*. (second author, with Isabelle Thompson)
- 2012. Relying on writing consultants: The design of a WID program for a college of business. *Journal of Business and Technical Communication* 26: 229–258.

Barriers to open access

- Concern about copyright and publisher policy
 - Time and effort
 - Belief that access is not a problem in your discipline
-

What's an IR?


“A set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.”

-Association of Research Libraries

“An online locus for collecting, preserving, and disseminating—in digital form—the intellectual output of an institution, particularly a research institution.”

-Wikipedia

Harvard & MIT



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Your Story Matters

I am looking for new approaches and information to teaching economics. Lacking open access, I wouldn't have access to articles like this.

Community College Instructor


What is DASH?

A central, open-access repository of research by members of the Harvard community.

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Featured Works

Blind Spots



Research shows that even "good people," those who make an earnest effort to make unbiased judgments and act only on their best intentions, still bear unconscious prejudices against certain social groups. In their book *Blindspot: Hidden Biases of Good People*, Mahzarin Banaji and Anthony Greenwald examine how membership in social groups can influence our deepest feelings about others based on such factors as age, gender, race, ethnicity, religion, social class, sexuality, disability status, and nationality.


Banaji, Richard Clarke Cabot Professor of Social Ethics, has written extensively on these mental blindspots in relation to crime alerts, trustworthiness, and those considered to be lucky or unlucky.

2013 Sloan Research Fellows

Five Harvard researchers have been awarded fellowships by the Alfred P. Sloan Foundation. The Sloan Research Fellowships recognize distinguished performance by early-career scientists and the researchers' unique potential to make substantial contributions to their fields.

Three of the Harvard recipients have made works publicly available in DASH: Krzysztof

HyDASH Statistics



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Welcome to **DSpace@MIT**, MIT's institutional repository built to save, share, and search MIT's digital research materials including an increasing number of conference papers, images, peer-reviewed scholarly articles, preprints, technical reports, theses, working papers, and more. For research materials in print form, please go to [Barton: MIT Libraries' catalog](#).

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Latest News

MIT Open Access Articles




DSpace@MIT's **Open Access Articles** collection contains over 7,500 scholarly articles that MIT Faculty have made openly available on the web under their **Open Access Policy**. Articles have been viewed more than 600,000 times since the collection was launched in October 2009. (Updated October, 2012) | [More information about the policy](#) | [Submit a paper](#) | [Browse the collection](#)

Celebrating three years of the MIT Faculty Open Access Policy




In the 3 years since the establishment of the Policy, articles in the Open Access Articles Collection have been downloaded at a rate that has grown to more than 40,000 per month, with requests from **nearly every country in the world**.

MIT Thesis Collection Tops 35,000



DSpace@MIT contains selected digital theses and dissertations from all MIT departments dating as far back as the mid-1800s. Since 2004, all new Masters and Ph.D. theses have been added to the collection after degrees have been awarded. [Browse the collection](#)

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SMARTech contains over 39,000 scholarly works, including over 16,000 Georgia Tech the information on SMARTech, please contact us: smartech@library.gatech.edu

It's easy to submit your scholarship to SMARTech (and comply with the Georgia Tech Open Form)

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Access. Knowledge. Success.

About the Repository

Purdue e-Pubs is a [Digital Commons](#) project that highlights university scholarship of various types (working papers, journal articles, dissertations and theses, etc.).

About Institutional Repositories

Institutional Repositories (IRs) bring together all of a University's research under one umbrella, with an aim to preserve and provide access to that research.

IRs are an excellent vehicle for working papers or copies of published articles and conference papers. Presentations, senior theses, and other works not published elsewhere can also be published in the IR.

Where can I learn more about IRs?

The [Association of Research Libraries](#) is a good resource for information about Institutional Repositories. The following paper, "[The Case for Institutional Repositories: A SPARC Position Paper](#)" by Raym Crow, defines Institutional Repositories and argues their merits within an academic institution.

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Auburn's IR: AUrora



AUrorora

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AUrorora: Auburn University Scholarly Repository

Welcome to AUrorora, an open-access repository of research and scholarly works by Auburn University faculty members. AUrorora supports the outreach mission of Auburn University by making research by Auburn faculty easily accessible to citizens of the state of Alabama and to the general public.

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Benefits of self-archiving with AUrora

1. Increasing citation impact
 2. A permanent home with persistent URLs (preservation and findability)
 3. Increasing research access (wider readership), including to taxpayers, legislators, and media
 4. Earlier dissemination so greater impact
-

Benefits of self-archiving with AUrora

5. Bundling papers and supplemental materials
 6. Dispensing with need to maintain your own database of papers
 7. Getting help with publisher policies, depositing material, and description (metadata)
-

How AUrora works 1



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AUrora

Submitting an Item

Workflow tasks

These tasks are items that are awaiting approval before they are added to the repository. There are two task queues, one for tasks which you have chosen to accept and another for tasks which have not been taken by anyone yet.

Tasks you own

Task	Item	Collection	Submitter
<input type="checkbox"/> Submission being edited	Criticism is not a four-letter word: Best practice ...	AUrorra documents	email: Jaena Alabi
Return selected tasks to the pool			

Tasks in the pool

Task	Item	Collection	Submitter
<input type="checkbox"/> Awaiting editor's attention	Tony testing the after submission process 4	AUrorra documents	email: oraveaa@auburn.edu
Take selected tasks			

The submission process involves filling out a form to describe the item and uploading the file or files associated with it. Each community in AUrora may set its own submission policies.

[Start a New Submission](#)

Submissions being reviewed

These are your completed submissions which are currently being reviewed by collection curators.

Title	Collection	Status
-------	------------	--------

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Select a collection

Collection:

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- Select a collection...
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- Annual Reports
- Auburn University Libraries
- AUrora documents
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- College of Architecture, Design & Construction
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- College of Education
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- Orange and Blue
- PACERS Digital Archive

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Item submission

[Describe](#) → [Upload](#) → [Review](#) → [Complete](#)

Describe Item

Contribution Type(s):

Abstract
Afterword
Art
Art Exhibition
Article
Audio

Type of work. Use Data Set for collections of data. See pick list for choices

Author(s):

Weare William H. Jr [Add](#)

Last name, e.g. Smith First name(s) + "Jr", e.g. Donald Jr
Format: Last name, First name and Initial plus Jr, II, etc.

Alabi, Jaena [Remove selected](#)

Alternate Form of Author's Name:

[Add](#)

Last name, e.g. Smith First name(s) + "Jr", e.g. Donald Jr
Alternate form of author's name(s): Last Name First. Ex. Maiden or married name, different form of name: pseudonym.

Title:

By and For Us: The Development of a Program for

Title or name of the article, artifact, book, book chapter, dataset, performance, or presentation.

Abstract:

observed, the observer, and for the PROT group as a whole. The authors also found that the implementation of a PROT program can enhance the sense of community among colleagues.

Abstract or brief description of the work. For datasets, describe the content of the dataset, the purpose of the data, the methods used to

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Title/Name this work is part of:
The title of the larger work for book chapters and journal articles, or conference/meeting name (if applicable)

Volume:
Volume of journal

Issue:
Issue of journal

Date:
Year Month Day
Date of article or book or data set

Starting page:
Starting page of article or book chapter, if applicable

Ending page:
Ending page of article or book chapter, if applicable

ISSN/ISBN:
ISSN of journal or ISBN of book, if applicable

Publisher/Sponsoring Organization:
The publisher of the book or journal or the sponsoring organization of the conference/meeting. Examples: Cambridge University Press, Taylor & Francis, Modern Language Association

Location:
The geographic location of the publisher or the conference/meeting.

Extent:
The extent of the work in pages, slides, or file size

Subject(s):
User-supplied keywords
 peer review of teaching
 library instruction

Place:
Geographic area(s) covered in the work (if applicable)

Date range:

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Type of file e.g. PDF

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Status of article e.g. Published, In press

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Whether peer reviewed: Yes or No

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Optionally, provide a brief description of the file, for example "Main article", or "Experiment data readings".

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Item submission



Review Submission

Describe Item

Contribution Type(s):	Article
Author(s):	Alabi, Jaena
Author(s):	Weare, William H. Jr
Title:	By and For Us: The Development of a Program for Peer Review of Teaching by and for Pre-Tenure Librarians
Abstract:	Seven pre-tenure librarians at the University Library at Indiana University-Purdue University Indianapolis (IUPUI) created a peer review of teaching (PROT) group. This article provides an overview of the library literature on PROT and identifies the commonalities and variations found in PROT programs. The development, implementation, and benefits of the PROT program at IUPUI are discussed as well as out-comes pertaining to benefits for the observed, the observer, and for the PROT group as a whole. The authors also found that the implementation of a PROT program can enhance the sense of community among colleagues.
Title/Name this work is part of:	Collaborative Librarianship
Volume:	4
Issue:	4
Date:	2012
Starting page:	165
Ending page:	174
Subject(s):	

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The combined collections of the Auburn University Libraries contain over 3 million volumes as well as 2.6 million government documents, 2.5 million microforms, and over 148,000 maps. The Libraries receive over 35,000 current periodicals, many which are available online. The library also provides access to over 227 electronic databases and has over 10 million archival and manuscript items.

The library includes other online collections like the [Auburn University Digital Library](#) and the [Graduate School's Electronic Theses and Dissertations](#) collection.

Collections in this community

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Recent Submissions

[By and For Us: The Development of a Program for Peer Review of Teaching by and for Pre-Tenure Librarians](#)
Alabi, Jaena; Weare, William H. Jr (2013-04-03)

[RDA Intro Session 1](#)
Caudle, Dana M. (2013-04-02)

["Slavic Studies and Slavic Librarianship" Revisited: Notes of a Former](#)

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Author:	Alabi, Jaena; Weare, William H. Jr
Abstract:	Seven pre-tenure librarians at the University Library at Indiana University-Purdue University Indianapolis (IUPUI) created a peer review of teaching (PROT) group. This article provides an overview of the library literature on PROT and identifies the commonalities and variations found in PROT programs. The development, implementation, and benefits of the PROT program at IUPUI are discussed as well as out-comes pertaining to benefits for the observed, the observer, and for the PROT group as a whole. The authors also found that the implementation of a PROT program can enhance the sense of community among colleagues.
URI:	http://hdl.handle.net/123456789/44157
Date:	2013-04-03

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Files	Size	Format	View	Description
154.pdf	156.6Kb	PDF	View/Open	article

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Your rights as an author

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- Decisions concerning use of the work, such as distribution, access, pricing, updates, and any use restrictions belong to the copyright holder.

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Traditional publication agreements

- Often titled “Copyright Transfer Agreement”
- “According to the traditional publication agreement, all rights—including copyright—go to the journal”
- You may not be able to place the work on course Web sites, copy it for students or colleagues, deposit the work in a public online archive, or reuse portions in a subsequent work.

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Investigate publisher policies

Look for Author's Rights pages, FAQs, or standard copyright transfer agreements.

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Search [SHERPA/RoMEO](#) to find other publisher policies

Resources for negotiating publication agreements

- Scholarly Publishing and Academic Resources Coalition (SPARC) Author Addendum
 - Scholar's Copyright Addendum Engine
 - Columbia University Copyright Advisory Office
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Selected bibliography

- Amherst College Press
 - Columbia University Copyright Advisory Office
 - Directory of Open Access Journals (DOAJ)
 - OpenDOAR
 - Ph.D. Comics
 - SHERPA/RoMEO
 - Using the SPARC Author Addendum
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Thank you. Questions?

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