August 8, 2013

Jump-Starting Your Journal: Exploding Content Access via Repository Publishing

Todd Bruns, Eastern Illinois University
Stacey Knight-Davis, Eastern Illinois University

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JUMP-STARTING YOUR JOURNAL
Exploding Content Access via Repository Publishing

Todd Bruns
Stacey Knight-Davis

2013 DC+ GLUG
August 8, 2013
AGENDA

ABOUT US

THE KEEP

JCBA and THE KEEP

THE KEEP vs. LEGACY PLATFORM

TAKEAWAYS

WHERE DO WE GO FROM HERE
ABOUT US
ABOUT US
If It’s Not Powered Up, It’s Rotting: Transforming Archival Collections from Obsolete Platforms and CD-Rs to an Institutional Repository and Storage Array

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ABSTRACT
Digital collections project began at Eastern Illinois University in the mid-1990s. These early projects had specialized interests and different storage strategies. With the creation of an institutional repository (IR) in 2011, these collections were brought under a content management and storage strategy. The rationale and challenges of utilizing an IR for the digitization of legacy and digital projects is discussed, along with data storage solutions appropriate for a mid-sized academic library.

Categories and Subject Descriptors
H.3.1 [Information Storage and Retrieval]: Digital Libraries—collections, dissemination, storage systems

General Terms
Management, Experimentation, Reliability

Keywords
Institutional repositories, IRs, digital preservation, legacy collections

INTRODUCTION
Eastern Illinois University is a mid-sized public comprehensive university located in Charleston, Illinois. The University is home to approximately 12,000 students and offers bachelor’s degrees, master’s degrees, and a doctorate in education. The Digital Library Services (DLS) at Eastern Illinois University (EIU) did not have an official University Archives. Recognizing the need to comply with the state Librarian’s request, Dr. Allen Lahmoe sought to create the oversight and established University Archives and Special Collections in both Library. Nearly a decade later, Dr. Lahmoe, along with Dr. Todd Bruns and Dr. Stacey Knight-Davis, developed the current institutional repository at EIU. The repository would not have been possible without Dr. Lahmoe’s vision and dedication. The success of the repository would be dependent on the commitment of the library’s staff and the support of the University Administration.

The rapid digitization of University Archives materials required more investment in setting up a scanning center. Equipment and staff were procured for the creation of a scanning center in both Library. A new service point that would serve to digitize items for The Keep, whether they be archives materials or faculty, student collections. These digitized materials were then cataloged, and digitization was performed for approximately seventy hours per week of student labor. Two service staff were assigned for half-time supervision duties over students from them reporting to the Institutional Repository Librarian.

The digitization of a vast amount of University Archives materials is underway. Early collections to The Keep included meeting minutes of faculty and staff governance committees, heavily used books and bulletin about the history of EIU, and historical press releases.

"WE'RE NOT DOING THAT AGAIN"
The unfortunate lack of establishment of a mid-sized University Archives at EIU has created a reality of being behind in archiving, digitization, and collection. The Data of Library Services, determined to avoid a similar fate in the future, focused efforts on two goals: one, establish an institutional repository for EIU, in keeping with similar efforts that were underway at peer institutions like Illinois Wesleyan and Southern Illinois University; and two, use the repository as a tool for the digitization of legacy and digital projects. Recognizing that these and other documents of record and institutional interest were being “born digital,” starting previously

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ABOUT US

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Journal of Collective Bargaining in the Academy

Widespread faculty collective bargaining is a relatively recent phenomenon in the history of American higher education. This phenomenon has largely paralleled what some have called the rise of the information age. Others have described it as part of a general trend toward business and industrial models of higher education organization and management.

Scholarly inquiry and writing about collective bargaining in the academy were prevalent in the 1970s and into the 1980s as faculty collective bargaining gained momentum in the United States. Since then, however, research and writing about collective bargaining in higher education has waned despite the fact that faculty unions occur in 33 states and the District of Columbia and that almost half of all faculty in the United States are unionized with the majority in four-year colleges and universities and a little less than half in community colleges.

Currently diminished levels of scholarship and writing about collective bargaining in the academy belie its importance as both a possible contributor to and a potential cure for many of the issues confronting higher education in the twenty-first century. Therefore, the purpose of the Journal of Collective Bargaining in the Academy is to advance research and scholarly thought in academic collective bargaining and to make relevant and pragmatic peer-reviewed research readily accessible to practitioners and to scholars in the field. By invitation and by selection of competitively submitted articles, the editors will endeavor to present perspectives that span the spectrum of scholarly thought about academic collective bargaining past, present, and future. In so doing, controversy will not be seen as something to be avoided but a symptom of something that needs to be studied, explored, and better understood.

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The Journal of Collective Bargaining in the Academy is a publication of the National Center for the Study of Collective Bargaining in Higher Education, supported in part by a generous contribution from TIAA-CREF, and is hosted by Scott Library, Eastern Illinois University.
ABOUT US

Thursday, August 8, 2013
THE KEEP

BEPRESS’ DIGITAL COMMONS
Editors

Editors-in-Chief: Jeffrey Cross, Eastern Illinois University
Steve Hicks, Pennsylvania State Colleges and Universities Faculties

The *Journal of Collective Bargaining in the Academy* (*JCB*) is a publication of the *National Center* for the Study of Collective Bargaining in Higher Education.

*JCB* is an open access, peer-reviewed, online periodical the purpose of which is to advance research and scholarly thought related to academic collective bargaining and to make relevant and pragmatic peer-reviewed research readily accessible to practitioners and to scholars in the field.

We welcome submissions from a wide community of practitioners including, but no limited to college and university faculty, graduate students, administrators, union leaders, and others with an interest in collective bargaining in the academy. Please see the *Aims & Scope* page for more information.

*JCB* is supported in part by a generous contribution from TIAA-CREF and is hosted by the institutional repository of Eastern Illinois University (EIU), The Keep (a service of EIU’s Booth Library).


From the Editors

In each issue of *JCB* we try to elucidate the issues confronting those of us who practice and/or study collective bargaining in the academy. This installment is no different as its various pieces speak to
THE KEEP

REPLACED CLUNKY SITE

EASIER TO USE

NEW FUNCTIONALITY

IMPROVED ACCESS
JCBA in THE KEEP

JCBA AS % OF CONTENT

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Local 9/2009-4/2012 2,744 visits from 45 countries
The Keep, April 2012-August 2013, 4,198 visits, 90 countries
Local platform, 47 states, 2,377 US visits

9/2009-4/2012
JCBA in the Keep touches all 50 states with 3,003 US visits

4/2012 – 8/2013
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Local Server, July 2011-March 2012: 2,093

The Keep, July 2012-March 2013: 6,801
Awstats removes common bots and spiders
Total downloads compared
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Proceedings
21%

Journal
79%
Keep downloads, July 2012 to March 2013

Proceedings
58%

Journal
42%
Top 3 articles in local compared to Keep for 2009

- **Benjamin**
  - Oct 2009-Sep 2010: 175
  - Keep FY13: 75

- **Goldstein**
  - Oct 2009-Sep 2010: 150
  - Keep FY13: 200

- **Lustig**
  - Oct 2009-Sep 2010: 100
  - Keep FY13: 100
Top 3 articles in local compared to Keep for 2010
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NCSCBHEP Proceedings 2011

Together at the Table: Moving the Academy Forward through Collective Bargaining

The 38th Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, Together at the Table: Moving the Academy Forward through Collective Bargaining, was held April 11-12, 2011 in New York City.

Proceedings Materials

- PDF 2011 Conference Program
- PDF Public Education/Private Funding - The Growing Impact of the New Pell Grant Funding
  Steve Katsinas
- PDF Higher Education Institution Factors and Technology-Mediated Distance Education
  Strategy Decisions
  David S. Murphy and Steve Katsinas
- File NCSCBHEP Panel - Public Education/Private Funding - Presentation
  Angelo Armenti
- PDF NCSCBHEP Panel - Public Education/Private Funding - Handout
  Angelo Armenti
- File Public Education/Private Funding - or, The Shakeout
  Rod Henry
Local Server Referrers

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- Direct: 18%
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- Bing: 1%
- Thekeep.eiu.edu/jcba/vol4/iss1/3: 1%
- Network.bepress.com: 1%
- Ucea.ac.uk: 1%
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- Digitalcommons.bepress.com: 1%

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WHAT CAN GOOGLE SEE?

From Google Scholar Help:

Google Scholar supports Highwire Press tags (e.g., citation_title), Eprints tags (e.g., eprints.title), **BE Press tags** (e.g., bepress_citation_title), and PRISM tags (e.g., prism.title). Use Dublin Core tags (e.g., DC.title) as a last resort - they work poorly for journal papers because Dublin Core doesn't have unambiguous fields for journal title, volume, issue, and page numbers.
Article Level Metadata
Academic Bargaining In Hard Times
Ernst Benjamin
Former Secretary General
American Association of University Professors

How should academic collective bargaining respond to the current recession – certainly the most severe of the recurrent economic downturns that have shaped higher education funding since the early 1970s? Common sense calls for a cooperative response to a common problem. Common experience foreshadows conflict. After some forty years of academic collective bargaining experience, why can’t we count on common sense?

Despite popular misconceptions, we know, or certainly should know, that conflict is not inherent in the bargaining relationship even in these difficult times. We know, that is, that the bargaining relationship, though it may emerge in response to conflict, can be and often is a means to resolve conflict. Diminishing resources do tend to reawaken and heighten conflict. Even so, when budget shortfalls are unavoidable, cooperative bargaining can seek and has
Academic Bargaining In Hard Times

Ernst Benjamin
American Association of University Professors

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TAKEAWAYS

QUALITY METADATA DRIVES DISCOVERABILITY

MUCH GREATER ACCESS FOR A MUCH LARGER COMMUNITY

GREATER STABILITY & USABILITY

MARKETING VALUE FOR THE UNIVERSITY
WHERE DO WE GO FROM HERE?

ADD CONTENT ANNUALLY

MONITOR “CITED BY” NUMBERS

STUDENT E-JOURNAL

FOCUS ON STUDENT OUTPUTS
THANK YOU

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QUESTIONS

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http://blogs.mtu.edu/archives/nhpro-cataloging-project/

http://www.kingletas.com/2013/04/top-10-magento-questions-i-get.html


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