2017

Amplifying CUNY Voices with CUNY Academic Works

Jill Cirasella  
*CUNY Graduate Center*

Adriana Palmer  
*CUNY Graduate Center*

Roxanne Shirazi  
*CUNY Graduate Center*

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**Recommended Citation**

Cirasella, Jill; Palmer, Adriana; and Shirazi, Roxanne, "Amplifying CUNY Voices with CUNY Academic Works" (2017). *CUNY Academic Works.*

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Amplifying CUNY Voices with CUNY Academic Works

Jill Cirasella, Adriana Palmer, Roxanne Shirazi
The Graduate Center, CUNY

What Is CUNY Academic Works?

“CUNY Academic Works is a service of the CUNY Libraries dedicated to collecting and providing access to the research, scholarship and creative work of the City University of New York. In service to CUNY’s mission as a public university, content in Academic Works is freely available to all.”
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**TL;DR:** CUNY’s open access repository
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TL;DR: CUNY’s green open access repository
How Does It Amplify CUNY Voices?

Access + Discoverability
How Does It Amplify CUNY Voices?

Access:

- Provides online access to works not otherwise available
- Provides cost-free online access to works paywalled elsewhere
- Provides long-term online access to works on impermanent sites

Discoverability:

- Machine-readable metadata describing each work
- Indexed by Google, Google Scholar, and other tools
Not Just Journal Articles!

- University open access repositories are most often associated with scholarly journal articles by faculty authors.

- University repositories can amplify — make accessible and discoverable — much more than faculty-authored journal articles.

- They can amplify university-affiliated voices of many kinds, in many forms.

- **Coming up:** three case studies from the Graduate Center
Case Study #1: Women’s Studies Quarterly

- WSQ: Women's Studies Quarterly (originally Women’s Studies Newsletter) is “interdisciplinary forum for the exchange of emerging perspectives on women, gender, and sexuality.”

- Published by The Feminist Press, based at the Graduate Center

- Available only via subscription and library databases; provides Feminist Press with necessary revenue stream

- Less revenue from backfiles, which tell history of women’s studies in academia and beyond
Case Study #1: Opening the Backfiles

- Agreement to add early volumes to CUNY Academic Works
- Already scanned by JSTOR, but can’t use those scans!
- How to tackle?
Case Study #1: How & Who

- **Scanning, OCR, etc.**: intern + flatbed scanner
- **Metadata creation**: intern + JSTOR + Zotero import/export
- **Quality control**: work/study student (with MLS)
- **Finalization & upload**: Jill + Adriana + Megan Wacha (Scholarly Communications Librarian at Office of Library Services)
- **Bajillion little decisions**: Jill + Adriana + Megan
Case Study #1: One Big Little Decision

- Upload full volumes or individual articles?

- **Full volumes:** Less work, worse discoverability

- **Individual articles:** More work, better discoverability

- **Verdict:** Individual articles

- **Rationale:** Article-level metadata enables Google Scholar to match our records to corresponding records in JSTOR, etc., and present Academic Works links alongside paywalled links
WSQ: Women's Studies Quarterly is a peer-reviewed interdisciplinary forum for the exchange of emerging perspectives on women, gender, and sexuality. The journal began in 1972 as Women's Studies Newsletter and was renamed Women's Studies Quarterly in 1981. It is published by The Feminist Press at the City University of New York.

A subset of the journal's back files are freely available here on CUNY Academic Works. More recent volumes are available directly from The Feminist Press and via library databases (check your library's holdings).

Submissions from 1973

- **PDF** Bragging about Bragging, Susan Koppelman Cornillon
- **PDF** Closeup: Washington Women's Studies Program, Julie E. Coryell and Mary L. Eysenbach
- **PDF** Conference: Women Learn from Women, Julie Denison and Lynne Kaduson
Bragging about Bragging

Susan Koppelman Cornillon

Document Type
Article

Publication Date
Summer 1973

Abstract
One of the most important functions of women's studies is to establish an understanding of the crippling effects on our egos and self-esteem of our second-class status. I have developed a technique that I use in my women's studies classes that offers one approach to this task. My course, called "The Problems and Potential of Women," meets once a week for a three hour session and is limited to fifteen people. The first night we go around the room and each woman talks a little about herself and about why she's taking the course. We try to begin knowing each other. I talk about how we women don't really think we're very much of ourselves, how we settle for less because we don’t think we deserve more, how it is that we measure ourselves against Them instead of Them against us. I describe the traits that Gordon Allport discusses in The Nature of Prejudice in the chapter "Traits Due to Victimization."

BRAGGING ABOUT BRAGGING
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Women in high school history textbooks
P Arlow, M Froschi - Women's Studies Newsletter, 1975 - JSTOR
Women receive a few paragraphs of extravagant praise as essential to America, their high position in our culture is stressed, and a few are even mentioned. For the other 99 percent of the book, women are ignored. I Concerned about the inclusion of women in the secondary

The Berkeley School System: Women's Studies Program in Jeopardy
S Groves, P Koppelman, L Reese - Women's Studies Newsletter, 1978 - JSTOR
The Women's Studies Program of the Berkeley Unified School District was cre-at-ed in 1972. It all began when pressure was placed on the Berkeley Board of Education in 1970 by the Education Committee of the Berkeley chapter of NOW. The committee, which included

Women's studies and science
A Fausto-Sterling - Women's Studies Newsletter, 1980 - JSTOR
One manifestation of the rigid division of sex roles in our society is the fact that relatively few women are scientists, especially physical scientists and mathematicians. My interest in addressing the subject of women and the science curriculum stems from my desire to change
Case Study #2: Latino Data Project Reports

Flagship program of the Center for Latin American, Caribbean, and Latino Studies (CLACLS).

Advance the study of Latin American, Caribbean, and Latino cultures and communities across the United States.

LDP established in 2003.

Provides insights on New York City Latino experience with analyses of U.S. Census Bureau data, published as reports on the CLACLS website for public consumption.
Why Academic Works?

CLACLS already making reports freely available to the public online, through their own beautiful, carefully branded website.

(Collaboration with CNN is also giving the Center a boost in the public eye.)
The Pitch

The Library emphasized **back-up** as a reason to opt-in when we pitched to the Center’s staff.

“CUNY is committed to maintaining this resource and service into perpetuity, in order to preserve our community’s intellectual legacy and to promote the work of our researchers as widely as we can... **Regardless of platform changes or migrations or upgrades in technology... We’ve got you covered!**”

The guaranteed long-term access provided by the repository could bolster open access mandate compliance claims with funding agencies, in addition to boosting their online profile.
Previous Projects in our Portfolio

While CLACLS was the first Center we had worked with, there were other Graduate Center Programs who we helped to archive key publications in Academic Works, that we could use as examples.

**Economics Working Papers**: Economics program also posts WPs to the open access repository RePEc; saw value in using Academic Works in addition to increase their online presence.

**Computer Science Technical Reports**: back-up project with Computer Science program example of a near-miss; saved reports from oblivion when maintenance of old server ended.
And, That Download Map...
Meant To Be...
Buy-In, All In!

Not only was CLACLS an enthusiastic adopter of Academic Works as a second home for their LDP Reports... they wanted to upload the reports themselves, and create their own metadata!

**Library**: set up configuration for the CLACLS series in Academic Works (in coordination with CUNY’s Central Office); provide training and support on metadata creation and submitting works.

**Center**: Choose keywords, create abstracts, etc. Submit reports.
Waiting Game...

2016 was a busy year for CLACLS!

- Usual research and pedagogic activity, including grant-writing.
- Full programming calendar... as part of its mission, CLACLS organizes public forums, lectures, symposia, and academic conferences featuring contemporary issues in the region, as well as cultural presentations of art, music, dance, and photography with colleagues from all over Latin America and the Caribbean.
- An election year... CLACLS partners with CNN en Español to broadcast detailed reports about Latinos in the American elections over several multi-media platforms geared toward Spanish-speaking audiences around the world.
- And last December, CLACLS celebrated its 15th year anniversary at the Graduate Center!

Laude Bernard, Center for Latin American, Caribbean and Latino Studies

Document Type
Report

Download

Included in
Demography, Population, and Ecology Commons, Human Geography Commons, Inequality and Stratification Commons, Washington Heights/Inwood Commons
12-2008


Laird Bergad
Center for Latin American, Caribbean, and Latino Studies

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 cidade of New York (CUNY)
CUNY Academic Works


Laird W. Bergad
Director, Center for Latin American, Caribbean & Latino Studies

Latino Data Project - Report 18 - December 2008
Since the 1980s the upper Manhattan neighborhood of Washington Heights/Inwood (hereafter WH/I) has been transformed by the immigration of a large Latino population of whom Dominicans have been the most prominent national group. Latinos made up 67% of WH/I population in 1990, 74% in 2000, and 73% in 2005. Dominicans moved into the neighborhood in large numbers during the 1980s and 1990s and after 2000 accounted for more than 50% of the neighborhood’s total population and more than 70% of all Latinos in the district. (See figures 2, 3, and 4).
Next steps

- Linking directly to the Academic Works PDFs from their own website
- Collect their readership stats in one place
- Will require some help from IT department to provide redirects
- May require some persuasion... Time expenditure ≠ 0
- Continued outreach and support
Case Study #3: Theses + Dissertations

★ December 2015, the Graduate Center stopped archiving print copies of master’s theses and doctoral dissertations; only electronic files are collected

★ Moved to an online self-submission system using CUNY Academic Works to manage intake, review, and publication

★ Students also submit to ProQuest, a subscription database

★ +500 submissions each academic year
4 of the 10 most popular items across CUNY are Graduate Center theses or dissertations.
Theses + Dissertations: It’s Complicated

For faculty and students:
★ Evidence of scholarly merit and academic genealogy
★ Demonstration of research aptitude + writing skills for job seekers
★ Can lead to future articles, books, career opportunities

For libraries and users:
★ A trove of useful data: citations, names, places, equations
★ Archival records of degree programs, faculty interests
★ For libraries, these are unique collections (and, therefore, resource-intensive)
Delayed release options

★ Students can apply a publication embargo of up to two years, renewable upon request

★ 54% of students choose to make their work immediately available

★ 46% apply some length of embargo (6-months, 1-year, 2-years)

★ Information ABOUT the work is still amplified: title, author, abstract
Lessons Learned

★ Doctoral students are publishing earlier; need help with...
  ○ deciphering publication contracts
  ○ obtaining copyright permissions
  ○ understanding fair use + author’s rights

★ Yes, even master’s and doctoral students need help with...
  ○ citation formats
  ○ image credits
  ○ managing files
  ○ Microsoft Word
USING MS WORD FOR YOUR DISSERTATION OR THESIS
using microsoft word

*moves an image 1 mm to the left*

all text and images shift. 4 new pages appear. in the distance, sirens.
WHAT IS THE DIFFERENCE?

Section break
Used to **format parts of the document** individually; can choose to apply settings to “whole document” or “just this section.”

Page Break
Literally serves **one** function: tells Word to always start a new page at this point.
NAME YOUR FILES BETTER

★ Avoid special characters: ~ ! @ # $ % ^ & * ( ) ` ; < > ? , [ ] { } ' " and |

★ That’s right: no periods, no commas

Want to know more?

Best Practices for File Naming
Looking ahead: Build capacity for new formats

★ Composite dissertation (collection of published articles with summary essay)

★ A film or other media work, accompanied by an explanatory essay

★ A critical edition or curated exhibit/catalog

★ Software applications and other fully digital works

Integrate robust digital preservation actions into our workflow
More Voices to Amplify: CUNY Journals

- *Women’s Studies Quarterly* is not the only CUNY-affiliated journal.

- There are many more journals published by CUNY entities and/or led by CUNY researchers.
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Wait, are there really?
Identifying CUNY Journals

- **We needed to find out!** How many, what kinds, what platforms, still active?

- **Method:** Journ-a-thon!
  - 4-hour journal scavenger hunt by Megan Wacha + 10 other librarians
  - Scoured CUNY library catalog, campus websites, annual scholarship reports, CUNY Academic Commons, faculty profiles & CVs, etc.
  - Looked for journals in CUNY webspace or published by CUNY department/center or helmed by CUNY faculty
Journ-a-thon Findings

- 134 unique journals found!
- **Subjects:** arts, humanities, social sciences, business, education, STEM
- **Publication models:** open access + subscription-based
- **Platforms:** CUNY platforms + commercial sites + homegrown sites
- **Status:** most active, some ceased, some unclear
- **Not just faculty:** several student journals!
What’s Next?

- **Journ-a-thon #2**: More scouring!

- **Survey editors**: What kinds of support/services are needed?

- **How can CUNY help amplify the voices in these journals?** Possibilities include assistance with policies, licensing, workflows, platforms, metadata, discoverability, preservation, succession planning, transitioning to open access, etc.

- **How will CUNY help amplify them?** What services will we build? Stay tuned...
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Slides 40-43 were excerpted from “Using Microsoft Word for Your Dissertation or Thesis,” prepared by Roxanne Shirazi using a presentation template by SlidesCarnival.
Questions? Thoughts? Ideas?

Jill Cirasella, Graduate Center
Associate Librarian for Public Services & Scholarly Communication
jcirasella@gc.cuny.edu

Adriana Palmer, Graduate Center
E-Resources & Institutional Repository Librarian
apalmer@gc.cuny.edu

Roxanne Shirazi, Graduate Center
Dissertation Research Librarian
rshirazi@gc.cuny.edu