



11-16-2016

## Opening Access, Increasing Impact: IRs are Ideal for Smaller Institutions!

Janelle L. Wertzberger  
*Gettysburg College*

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Wertzberger, Janelle. "Opening Access, Increasing Impact: IRs are Ideal for Smaller Institutions." Presentation at Messiah College, Mechanicsburg, PA, November 16, 2016.

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# Opening Access, Increasing Impact: IRs are Ideal for Smaller Institutions!

## **Abstract**

What do smaller academic institutions need to know about institutional repositories and open access? Student and faculty authors enjoy many benefits from making their work open, and the hosting institution receives international visibility. A repository can be a DIY publishing platform. Learn how Gettysburg College got started and hear about the wide range of materials that are being shared. Gettysburg's repository, The Cupola, currently includes over 5,000 works that have been downloaded 420,000 times... and counting.

## **Keywords**

open access, institutional repository, The Cupola, Digital Commons

## **Disciplines**

Scholarly Communication | Scholarly Publishing

## **Comments**

Presentation for the Messiah College Provost's Cabinet 11-16-16

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# Opening Access, Increasing Impact

IRs are ideal for smaller institutions!



Janelle Wertzberger 11-16-16

Gettysburg College  
Musselman  
**Library**



Institutional  
repository?

Open  
Access?

“Open Access literature is digital, online, free of charge, and free of most copyright and licensing restrictions.”

- Peter Suber



# How open access benefits authors

- Discoverability & visibility
- Citation impact
- Author rights
- Funder criteria
  - NIH Public Access Policy (2009)
  - OSTP Memo (2013)
  - Gates Foundation, Howard Hughes Medical Institute, and more



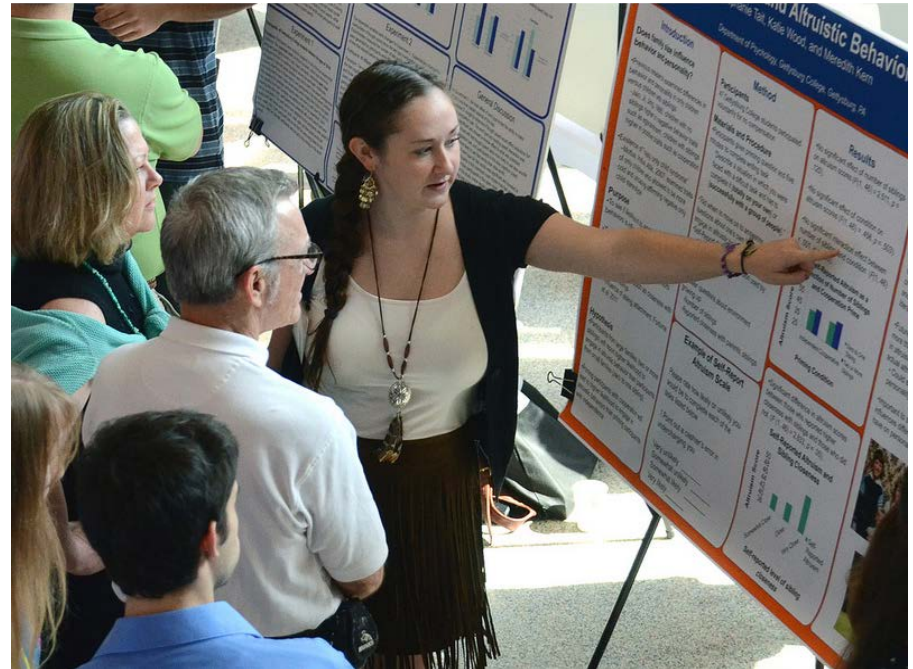
# How open access benefits everyone

- Spreads knowledge and allows it to be built upon
- Levels the playing field across different types of institutions
- Equalizes access around the globe
- Speeds innovation
- Provides return on investment to entities that fund research



# What really got us started

- Growing campus interest in showcasing undergraduate research
- High quality, hosted solution became available
- Change in administration



# The Cupola

## Scholarship at Gettysburg College



**A Comparison of AVIRIS and Landsat for Land Use Classification at the Urban Fringe**  
Rutherford V. Platt and Alexander F.H. Goetz

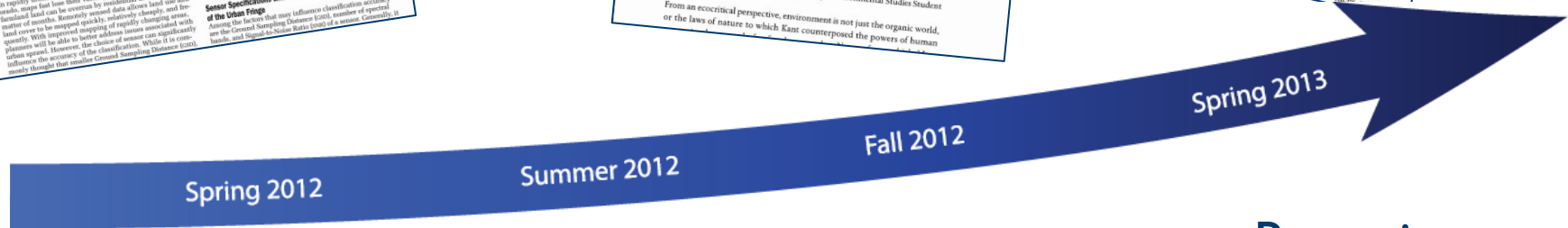
**Sonnet 29**  
For The Gettysburg College Choir  
Matt Carlson

**introduction: cuts to dissolves—defining and situating ecocinema studies**

**Perception, 2003, volume 32, pages 1093–1107**  
Russell

**Beauty, and the relative luminance of facial features**

**Senear Specifications and Classification Accuracy: The Case of the Urban Fringe**



Infrastructure work, soft launch

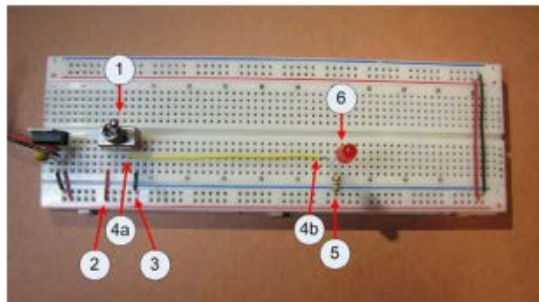
Faculty focus, marketing

Hard launch

Repository grows







# DIGITAL CIRCUIT PROJECTS

Understanding Digital Circuits through Implementation  
Second Edition

8,764 downloads

## Part 3: The Uncertain President

Allen C. Guelzo, Gettysburg College

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Lecture Series Title  
The Mister Lincoln Lecture Series

Document Type  
Presentation

Publication Date  
1-29-2014

Department  
Civil War Era Studies; History



### The feasibility of using drones to count songbirds

A. Wilson, J. Barr, M. Zagorski  
Environmental Studies Dept.  
Gettysburg College, PA  
[awilson@gettysburg.edu](mailto:awilson@gettysburg.edu)  
[AndyWGettysburg](https://www.facebook.com/AndyWGettysburg)

Presented at North American Ornithological Conference 2016, Washington DC, August 2016.

### Journal of Exercise Physiologyonline (JEPonline)

Volume 10 Number 3 June 2007

Review

#### THE PHYSIOLOGICAL CONSEQUENCES OF BED REST

KRISTIN J. STUEMPFLE<sup>1</sup>, DANIEL G. DRURY<sup>1</sup>

<sup>1</sup>Department of Health Sciences, Gettysburg College, Gettysburg, PA, USA

ABSTRACT

Stuempfle, KJ, Drury, DG. The Physiological Consequences of Bed Rest. *JEPonline* 2007;10(3):32-41.

# 8

## WOMEN'S LEADERSHIP AND THIRD-WAVE FEMINISM

KATHLEEN IANNELLO  
Gettysburg College

Leadership is a term that women strive to claim as their own. Whether in the halls of Congress, the corporate boardroom, or the privacy of the home, women's leadership challenges traditional notions of the concept. Throughout the ages images of leadership feature men in uniform and men in positions of power, whether it be military, government, or market. The traditional view of leaders is imbued with male images of "heroes," who issue orders, lead the troops—save the day. But leadership has another face. It is the face of Abigail Adams admonishing

(Dicker & Piepmeier, 2003, p. 163). Women are less inclined to need an official title or location on the organization chart to initiate change. Women are more inclined to challenge hierarchy, or classic, top-down organization structure (Iannello, 1992). Women's collaborative nature has long been a factor in gaining equal rights for women in the United States. As far back as the Revolutionary War, women collaborated in organizing boycotts of tea and other British goods (Elshtain & Tobias, 1990, pp. 94-95). This early collabo-

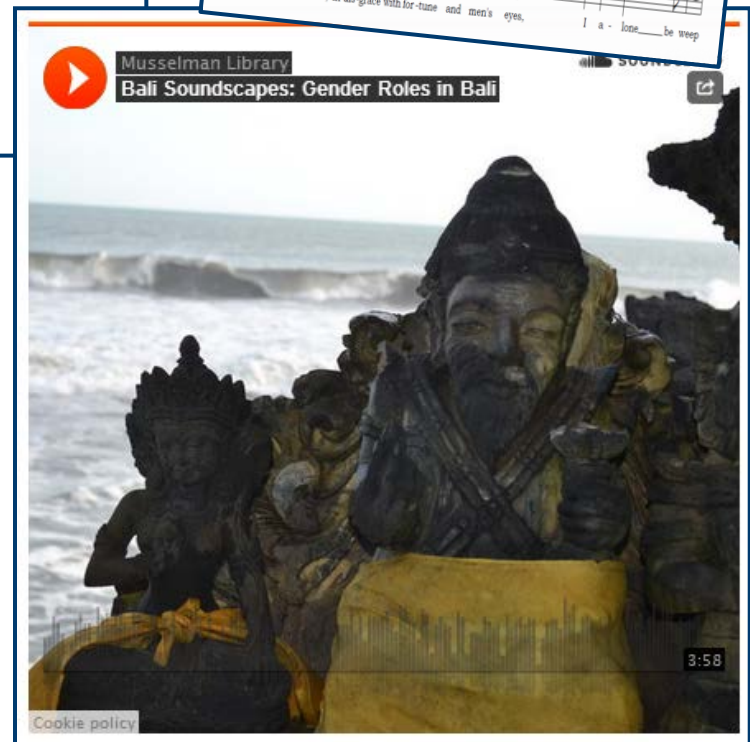
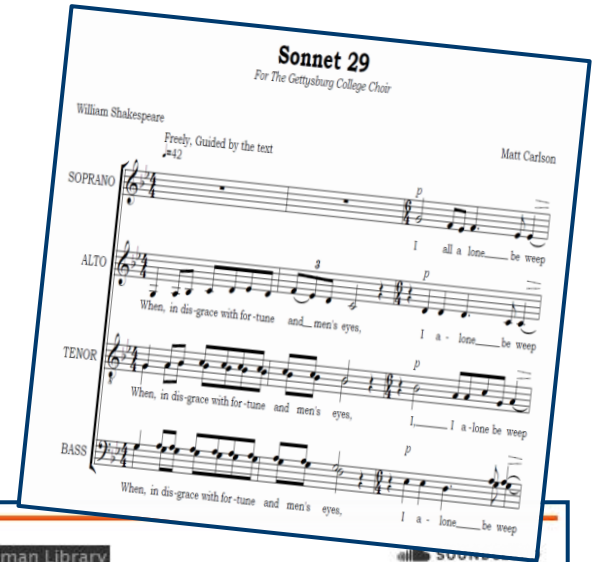
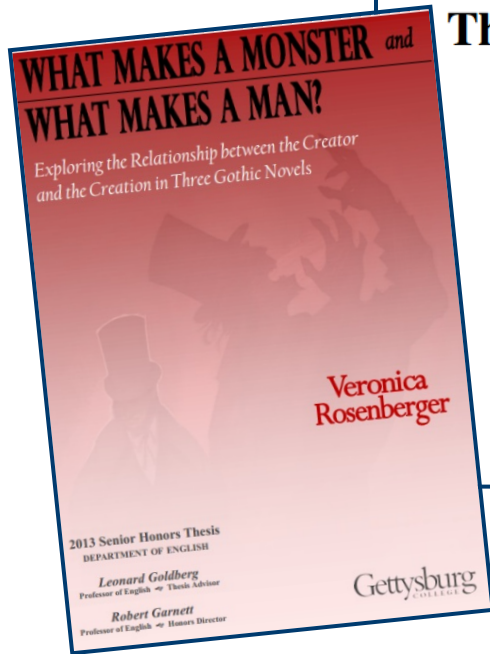
ions. However, bed rest often is used to treat a wide variety of conditions. Bed rest reduces the hydrostatic pressure in the cardiovascular system, reduces muscle force, and reduces bone mineral density. Bed rest also causes fluid retention, which leads to edema. Bed rest also causes a decrease in bone density, which leads to osteoporosis. Bed rest also causes a decrease in muscle mass, which leads to weakness. Bed rest also causes a decrease in bone density, which leads to osteoporosis. Bed rest also causes a decrease in muscle mass, which leads to weakness. Bed rest also causes a decrease in bone density, which leads to osteoporosis. Bed rest also causes a decrease in muscle mass, which leads to weakness.

# How Bebop Came to Be: The Early History of Modern Jazz

Colin Messinger

FYS 118 - Why Jazz Matters

December 5, 2013





- What All Americans Should Know about Women in the Muslim World: An Introduction
- The Motivations Behind Westerners' Obsession with the Islamic Veil
- The Myth of "Sharia" and Child Marriage
- Ms. Marvel: Changing Muslim Representation in the Comic World
- The Mainstream Misrepresentation of Muslim Women in the Media
- To Veil or Not to Veil: A Loaded Question
- Kittens and Nutella: Why Women Join ISIS
- Contraception, Abortion and Assisted Fertility Among Muslim Women A Look at Islamic Culture and Policy in Iran and Afghanistan
- Stoning in Iran: A Sexist and Overlooked Practice

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ES students and faculty members work side-by-side on research **projects** that lead to publications in scholarly journals and professional **conference presentations**. Student-faculty collaboration is a priority not only in the ES department, but throughout Gettysburg College, which helps students obtain support **undergraduate research and creative activities**.



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Emily M. Love, Emma R. Okell

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search

ES

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Action Plan: A Grassroots  
Approach  
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Jolina A. Kenney



# THE GETTYSBURG COLLEGE JOURNAL OF THE CIVIL WAR ERA

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THE GETTYSBURG  
HISTORICAL JOURNAL

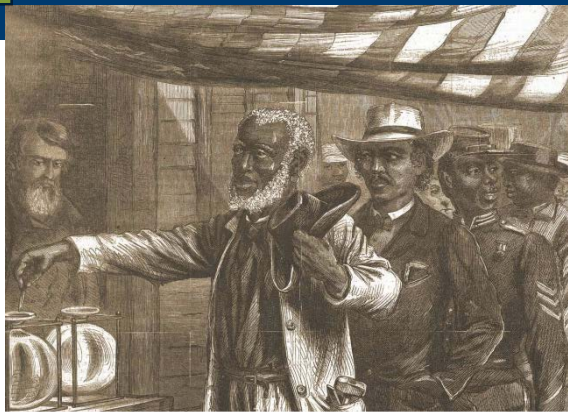


The Gettysburg  
**Economic Review**



# THE MERCURY

THE STUDENT ART & LITERARY MAGAZINE OF GETTYSBURG COLLEGE



## SLAVES, SOLDIERS, CITIZENS: African American Artifacts of the Civil War Era

From the collection of Angelo Scarlato Curated by Lauren H. Roedner '13



Augusta Georgia Jan 27th 1876  
Mass Mex. Dear Sir I take this opp  
to drop you a few lines I receive your  
letter & check I went & got the mon  
this morning I had never ~~said~~ said  
nothing to Dr. Robert about coming  
home until this to night & he  
get me to write you this letter  
stating if you dont want no partic  
business with me. he want me to  
stay until school break. he said w  
give me four dollar per month  
to buy my permission I would be



### Slave Collars & Runaway Slaves: Punishment for Rebellious Slaves

Jordan Cinderich '14

Slave owners have utilized slave collars as far back as ancient Rome as punishment for runaway slaves. The size, shape, and weight of the collars made it much more difficult for slaves to run, especially through wooded areas. Mr. William Armstrong of Louisiana reported seeing a slave wearing an iron collar that, "...while walking the streets, made it necessary for the slave to hold his hand to one of its sides, to steady it." Men were the primary victims of slave collars due to the fact that nearly ninety percent of runaway slaves in the 18th century were men under 39 years of age. In fact, when white men would see women subjected to such a "degraded" form of punishment, they were surprised.

Not only did the collars have an effect on those wearing them, but were also intended to frighten other slaves thinking of running away. Miss Heaps, a former Alabama slave, recalled in 1910, "I saw a boy bro't back once. Dey put a piece o' iron in his mouth dat run back o' his head. He couldn't eat or speak or spit. Den dey works him in de field till he mos' dead. No, I didn't run away, I was too afraid." Slaves were reluctant to flee the plantation knowing the dangers of being caught. To make capture more likely, slave masters started putting their names on slave collars such as the one in this collection marked "J.E. Middleton." Middleton was a wealthy South Carolinian who probably took his slave in this collar to war with him, as this collar was found at a Confederate campsite. The sight of a slave collar was intimidating in itself; wearing one was an excruciating punishment both physically and psychologically.

Almost every attribute of slave collars was individualized according to the will of the slave owner using them. The one commonality between most collars was that they were made of heavy iron and often had spikes of some sort that would encompass the wearer's head. Common additions to a slave collar include gag bars, connecting pieces to other constraints on the slave's body, and bells to alert the slave master in

case of another escape attempt. There are even accounts of slave collars with lock-and-key to prevent the slave from eating for long periods of time while still working in the fields. Some collars were so tight that they were almost constantly choking the wearer; there is one in this collection that is a mere six inches wide for the slave's neck to fit in. A Virginia merchant, Mr. Robert McDowell, gave a vivid account of a house slave wearing a collar:

I once saw a colored woman, of intelligent and dignified appearance... with an iron collar around her neck, with horns or prongs extending out on either side, and up, until they met at something like a foot above her head, at which point there was a bell attached. This yoke, as they called it, I understood was to prevent her from running away, or to punish her for having done so.

In addition to being chained down at night for months at a time and constantly humiliated, the slave collar was very effective in what it was intended to do. As slave owners refined their techniques, such as adding leather bands on the inside of collars to keep the slaves presentable during auction, slave collars and other 'obedience' devices tell a narrative of oppression and attempts to prevent slaves from finding searching for freedom.

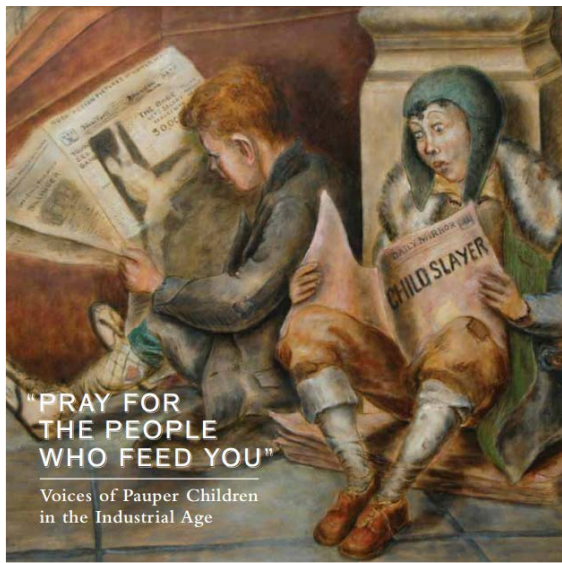
Handmade Basket  
From the early 19th century, a slave in South Carolina or Georgia crafted this sturdy, woven basket. It was most likely used for storing food or carrying vegetables from the garden. Larger baskets or sacks would have been used for harvesting staple crops.



Copper Slave Collar  
Worn around the neck, a copper collar was lighter than iron and would often be forced upon women or children. This one was found near Avery Isle, LA.





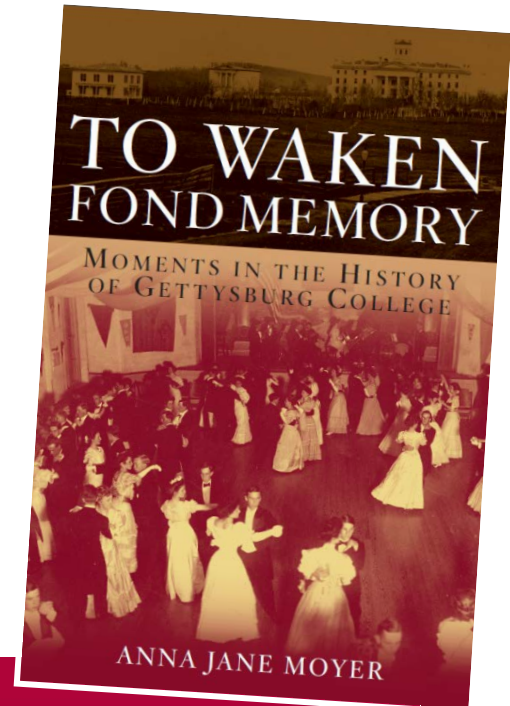


"PRAY FOR THE PEOPLE WHO FEED YOU"

Voices of Pauper Children in the Industrial Age



Summer Reading © Musselman Library



Melissa Ichijui: In the Flesh

Friends of **MUSSELMAN LIBRARY**  
 GETTYSBURG COLLEGE | 2020-2021 | FEBRUARY 2021

**"Lincoln: The Constitution and the Civil War"**  
 Opens in February

An event in the first installment, the American Library Association Musselman Library to host its reading series "Lincoln: The Constitution and the Civil War." The event will occur in the library on February 19th at 6:00 pm and will be held in the library's main reading room.

The exhibit books at home President Lincoln used the Constitution to control the immediate crisis of the Civil War. It is comprised of informative panels featuring old libraries. It is comprised of original documents, including a draft of Lincoln's first inaugural speech, the Emancipation Proclamation and the Thirteenth Amendment. Further, visitors are invited to engage with the exhibit through a series of interactive activities.

To complement the exhibit, the library has created additional displays and programming. Located in the main and public reading rooms, the exhibit will be open to all visitors and will be open from 10:00 am to 5:00 pm. For more information, please contact the library at 717.338.2200.

**From the Director**

Dear Friends: As we celebrate the 150th anniversary of the Emancipation Proclamation, we are proud to have the honor of hosting the exhibit "Lincoln: The Constitution and the Civil War." This exhibit is a testament to the power of the Constitution and the role of the library in preserving our history. We hope you will find it a rewarding and enlightening experience. Thank you for your support and for being a part of our community.



This exhibit will include a full set of new historical items that have been donated to the library by the American Library Association. The exhibit will be open from 10:00 am to 5:00 pm. For more information, please contact the library at 717.338.2200.



YONDER BEAUTIFUL AND STATELY COLLEGE EDIFICE:  
*A History of Pennsylvania Hall (Old Dorm),  
 Gettysburg College, Gettysburg, Pennsylvania*

CHARLES H. GLATFELTER  
 Emeritus Professor of History  
 Gettysburg College

**METHOD AND MEANING:**  
 Selections from the Gettysburg College Collection

Reader from:  Ankara, Ankara, Turkey

## The Duality of Unca's Identity: The Use of the Idol in Colonial and Religious Subjugation

Cheryl E. Tevlin

*Student Publications*



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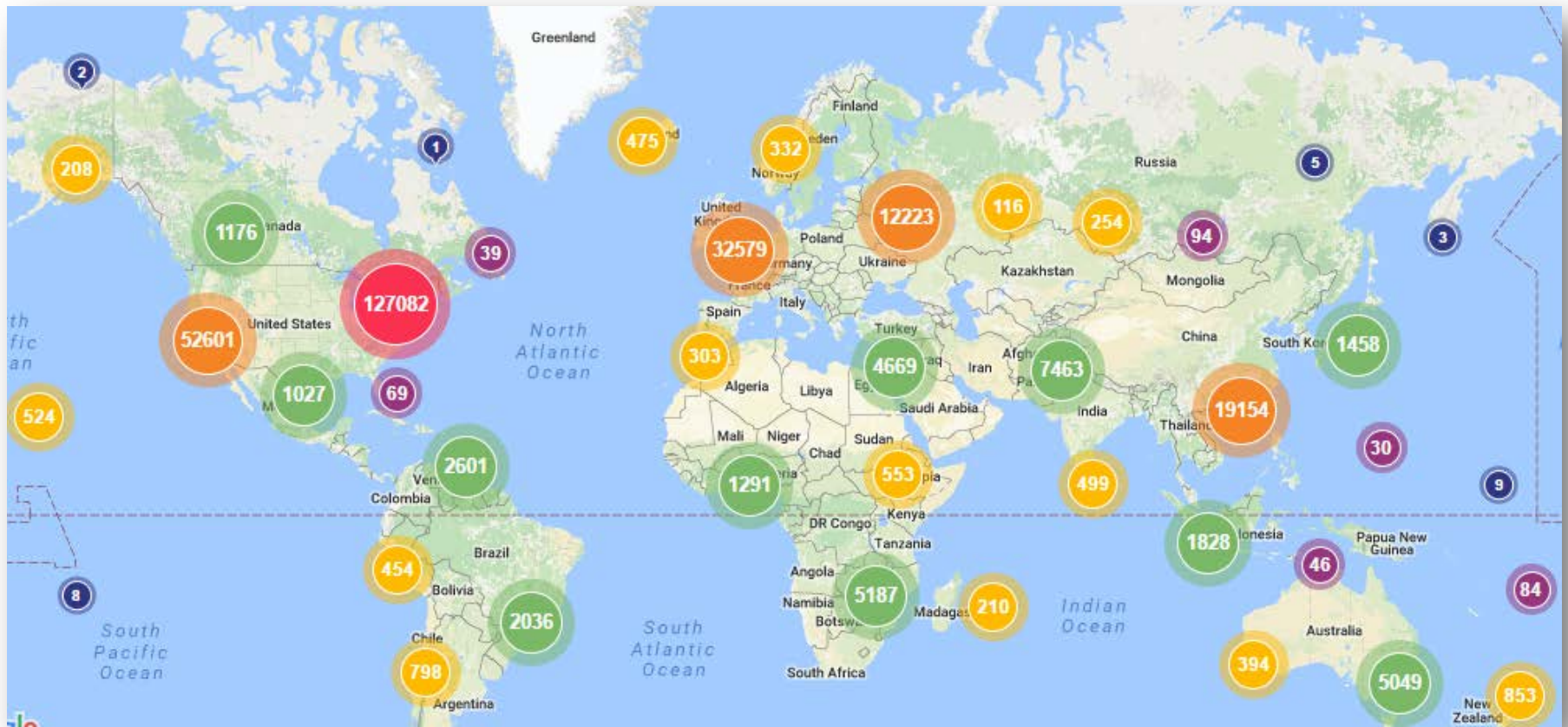
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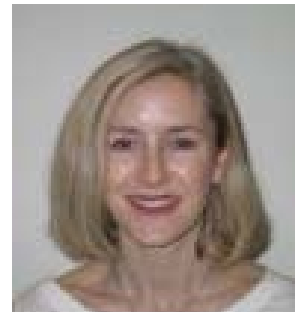
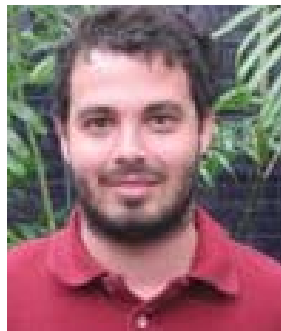
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Gettysburg College  
Musselman  
**Library**



# Outreach and education

## **Should my research be open access? Perspectives from Gettysburg faculty authors**



**Daniel DeNicola, Philosophy  
Darren Glass, Mathematics  
Julia Hendon, Anthropology**

**Janelle Wertzberger, Musselman Library**

**February 21, 2014**

Open Your Research Without Opening Your Wallet

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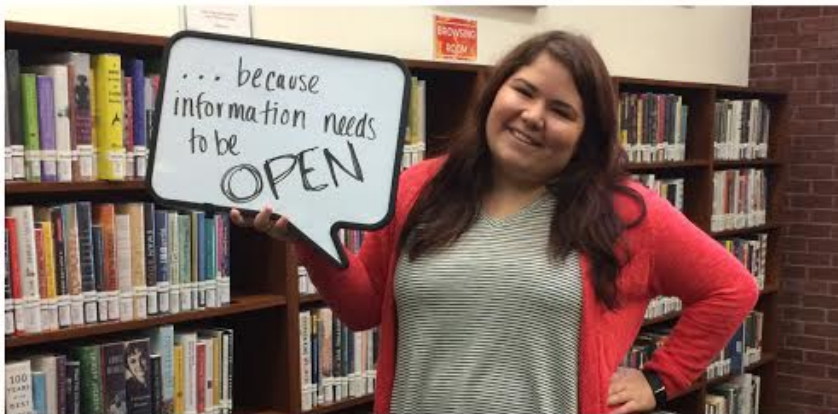
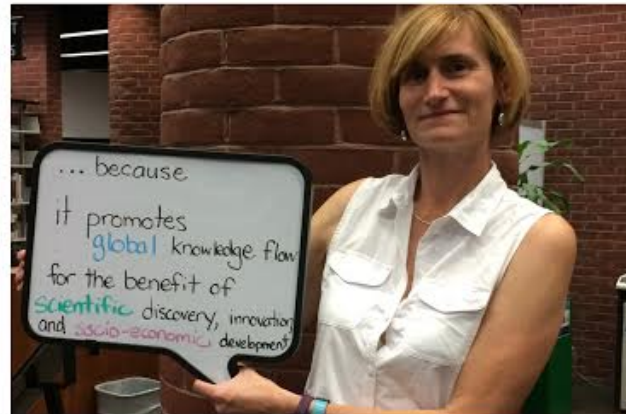
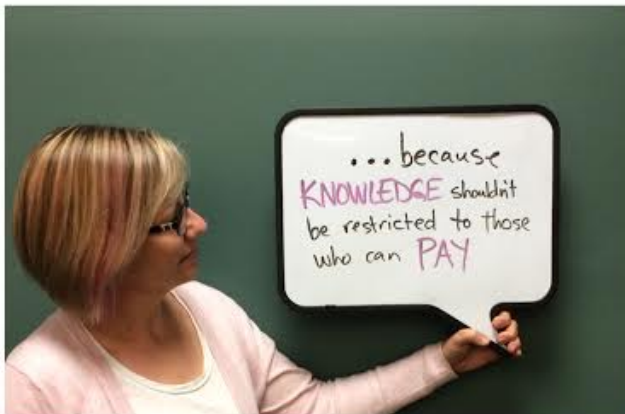
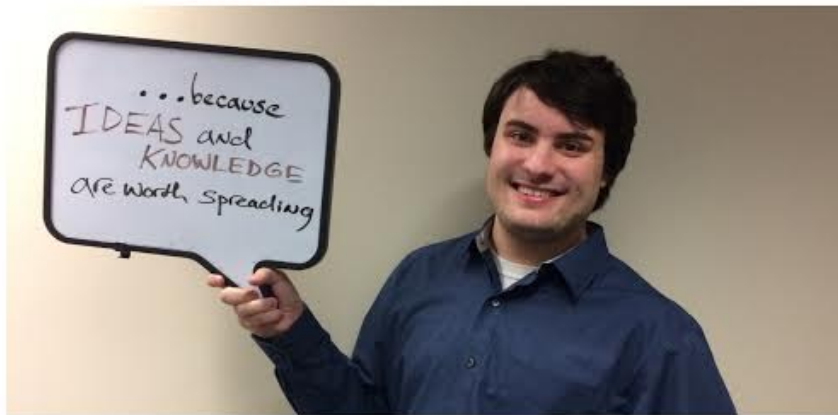
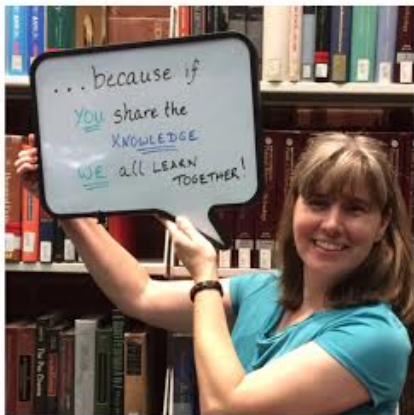


<http://cupola.gettysburg.edu/oaweek/>



 **Musselman Library** @GburgColLibrary · Oct 25  
Cookies have been delivered to our faculty authors who have published in #openaccess journals - Happy #OAWeek to all!





# College Authors Reception





Footprints in the black sand of Klinting Pantai beach, by Rachel M. Grande '16

# What's next?



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Introductory text for *Gettysburg Social Sciences Review*.  
See the [Aims and Scope](#) for a complete coverage of the journal.

Current Issue: Volume 1, Issue 2 (2016)  
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*What would happen if you ditched your textbook?*

## Gettysburg Faculty Share Strategies

Ian Clarke, English  
Sharon Birch, Sociology  
Charles Kann, Computer Science

Janelle Wertzberger, Library  
November 4, 2016

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ACCESS WEEK

# Questions?

The Cupola - <http://cupola.gettysburg.edu>

Scholarly Communications libguide -  
<http://libguides.gettysburg.edu/scholcomm>

Email: [jwertzbe@gettysburg.edu](mailto:jwertzbe@gettysburg.edu) or  
[cupola@gettysburg.edu](mailto:cupola@gettysburg.edu)