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Huddersfield Open Access Publishing final report

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JISC Final Report

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Table of Contents

1	ACKNOWLEDGEMENTS	3
2	PROJECT SUMMARY	3
3	MAIN BODY OF REPORT	4
3.1	PROJECT OUTPUTS AND OUTCOMES	4
3.2	HOW DID YOU GO ABOUT ACHIEVING YOUR OUTPUTS / OUTCOMES?	4
3.3	WHAT DID YOU LEARN?	6
3.4	IMMEDIATE IMPACT	10
3.5	FUTURE IMPACT	15
4	CONCLUSIONS	16
5	RECOMMENDATIONS	17
6	IMPLICATIONS FOR THE FUTURE	18
7	REFERENCES	19
8	APPENDICES	21

1 Acknowledgements

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 - Sue White (Director of Computing and Library Services)
 - Dr Ian Pitchford
 - Dr Denise Robinson
 - Cherry Edmunds
- The University of Huddersfield Press Editorial Board
- Tim Thornton, Pro Vice Chancellor for Teaching and Learning
- Centres for Excellence in Teacher Training (CETTs)
- The Post Compulsory in Education and Training (PCET) Network

2 Project Summary

The Huddersfield Open Access Publishing (HOAP) Project aimed to develop a low cost sustainable journal publishing platform using EPrints software. The development of the HOAP platform has three main outcomes as part of the project.

It has been used to convert the University journal, *Teaching in Lifelong Learning*, from its existing model of a print subscription journal to an open access e-journal. A specific front end has been created for the journal, with content being archived in the University Repository. As part of this work, there has been a re-write of the notes for contributors section and a move from copyright transfer to a licence to publish model. Membership of CrossRef and the Committee on Publishing Ethics (COPE) has been investigated and the journal is to be submitted to the Directory of Open Access Journals (DOAJ) in due course.

The platform will also be used to launch a new title, *Huddersfield Research Review*, which will showcase the most significant research at the University of Huddersfield by including interviews with the authors of the most cited and/or most downloaded University articles in the University Repository together with an editorial overview by a senior researcher who will locate Huddersfield research within the broader national and international literature in the relevant fields and disciplines.

An audit of the University's journals has also been undertaken to assess the suitability of adding these to the platform in the future, this has proved extremely successful resulting in the addition of another title during the project but also the potential for starting two new Open Access titles in 2012.

Finally, the project has developed a toolkit for other institutions to use, including details of new workflows, a licence to publish template and guidelines for new title proposals, which the project hopes can be adopted by the wider community.

3 Main Body of Report

3.1 Project Outputs and Outcomes

Output / Outcome Type (e.g. report, publication, software, knowledge built)	Brief Description and URLs (where applicable)
Project blog	The project reported all outputs via a project blog, which discussed wins and fails via a number of themed posts using appropriate tags http://library.hud.ac.uk/blogs/projects/hoap/
Fully open access journal(s)	Teaching in Lifelong Learning: http://eprints.hud.ac.uk/journal_till/ Mental Health and Learning Disabilities Research and Practice: http://eprints.hud.ac.uk/journal_mhldrp/
Create a generic 'notes for contributors' section	http://eprints.hud.ac.uk/journal_till/cont_notes.html
Create a licence to publish to replace the copyright transfer agreement	http://eprints.hud.ac.uk/journal_till/pub_license.html
Author PDFs for inclusion in the individual author's Repositories	Included in the Licence to Publish conditions: http://eprints.hud.ac.uk/journal_till/pub_license.html
A toolkit for other HEIs to adopt	http://eprints.hud.ac.uk/12239/
A 'best of Huddersfield research' journal	A draft proposal for the Huddersfield Research Review is available via the blog at: http://library.hud.ac.uk/blogs/projects/hoap/2011/12/03/huddersfield-research-review/
To develop a culture of open access publishing within the University	As part of the audit of journals in the University and interest from other Schools as the project has progressed, the University Press hopes to publish as many as 9 titles in this way during 2012: http://library.hud.ac.uk/blogs/projects/hoap/2011/10/07/auditing-the-university%e2%80%99s-journals/
To create a community for early career researchers to publish	In order to attract early career researchers the journal has made its peer review process available at: http://eprints.hud.ac.uk/journal_till/review.html
To disseminate research to areas such as FE colleges that may not be able to justify subscriptions in the current economic climate	This has been achieved by making the TiLL title available on open access and also in Consortium Network Meetings: http://library.hud.ac.uk/blogs/projects/hoap/2011/09/22/consortium-network-meeting/

3.2 How did you go about achieving your outputs / outcomes?

The main aim of the project was to develop a low cost sustainable journal publishing platform using EPrints software to convert the University's Teaching in Lifelong Learning journal from its existing model of a print subscription journal to an open access e-journal. Given the current economic climate, the search has been to find a sustainable format for the journal and an open access (OA); online facility fulfilled this objective. The platform will then be used as a pilot to convert other existing

University journals in the future as well as a 'best of Huddersfield research' title that would draw its content from the Repository¹.

The project identified the following benefits to the wider community

- Development of a low cost platform for OA e-journals using EPrints software that could be adopted by other higher education institutions (HEIs) as a low cost alternative
- Development of a toolkit for other HEIs to use when considering conversion to OA for in-house journals
- Creation of an electronic archive via the Repository for an existing print only journal
- Dissemination of OA journal articles via Directory of Open Access Journals (DOAJ)²
- Furthermore, open and free access will allow a much wider audience for journal readership, both nationally and internationally, thus benefitting future readers and contributors
- The journal will also act as an example of how novice and emerging researchers could use such journals to act as a place for their first publications
- Other researchers and practitioners could also consider how they might use the journal as a template for the development of new journals in their own sphere of interests, thus facilitating the widening of niche interests and public dissemination and debate

The project was divided in to 5 workpackages:

1. JISC Reporting Schedule – including dissemination of the project plan and a project blog to report on progress
2. Software development – including a specification to be sent to EPrints and the actual development work itself
3. Teaching in Lifelong Learning development – this included a complete re-write of the journal notes, membership of crossref, the loading of the back issues onto the platform, a toolkit and the inclusion of the journal in the Directory of Open Access Journals (DOAJ)²
4. A 'best of Huddersfield research' title – this included the investigation, publication of the selection criteria, inclusion in DOAJ and subsequent launch
5. Sustainability planning – involving an audit of the University to see if other titles existed

Our success in achieving these work packages and the lessons learned will be discussed below in section 3.3 and 3.4.

The project group met in a number of face to face meetings as well as via email and telephone. In addition the project reported to the University of Huddersfield Press Board, which acted as the project steering group. The project also submitted a paper to the Teaching and Learning Management Group and University Research Committee (see below). The project maintained a blog, which was used to disseminate the project findings under a number of themed tags³. Denise Robinson, editor of the Teaching in Lifelong Learning journal also met at regular intervals with Centres for Excellence in Teacher Training (CETTs) and the Post Compulsory in Education and Training (PCET) Network. An example of a blog post referring to the consultation with the journal's stakeholders from the project blog in May 2011 is shown below:

'Initiating dissemination early-on in a project seems to me to be vital for maximum potential impact at a later stage; it is part of the process rather than an end-product. In order to heighten the profile of the journal (Teaching in Lifelong Learning) and encourage more authors from the Lifelong Learning Sector (LLS) (one of the objectives of the journal created by the Centres for Excellence in Teacher Training [CETTs]), I informed the immediate audience and supporters of the journal as soon as we started to consider and during the development of the bid, as well as immediately after we were informed of its success. The members of the national Association of CETTs have responded enthusiastically and appreciate the benefits that will accrue to the sector and the work they do to support initial teacher training in the LLS and continuing professional development, as well as sustaining novice researchers and future researchers. We know there are teachers and lecturers who have undertaken projects and written dissertations for a Masters award but who have never produced any publication for a wider audience who

would benefit from the dissemination of their work. Our aim is to give support to such individuals to write for publication.

Closer to home, I have informed the Post Compulsory in Education and Training (PCET) Network of teacher educators at their meeting (20th May) of the project and how this will be a benefit to themselves and their trainee teachers. This network is composed of some 27 Further Education Colleges (FECs) across the North of England which delivers the Education courses awarded by the University of Huddersfield. It includes 2,500 adults undertaking one of the following: Certificate in Education/Professional Graduate Certificate in Education; BA in Education and Professional Development; the Foundation Degree in Learning Support; and Certificate in Skills for Life. These are all in-service (i.e. they are undertaking the course on a part-time basis) and the majority (just under 2,000) are trainee teachers. This will give the teacher educators and tutors a resource that is free, easily accessible and is written by individuals from their sector. I have also written a summary of the project for the Steering Committee of the PCET Consortium which meets bi-monthly and is responsible for the HEFCE numbers and resources that are distributed across the 27 partner FECs. This next meets on 27th May'.

Dr. Denise Robinson
Director Consortium and HUDCETT
National Teaching Fellow

3.3 What did you learn?

The following section will discuss lessons learnt during the project in relation to the work packages:

- WP1 JISC Reporting Schedule**
- WP2 Software development**
- WP3 Teaching in Lifelong Learning development**
- WP4 A 'best of Huddersfield research' title**
- WP5 Sustainability planning**

3.3.1 Project planning

One of the major issues for the project was the timing – running a six month project over the summer was always going to be difficult given the availability of staff during July/August and true to form the project probably lost a number of weeks of vital development time when staff took annual leave. This has had a knock on effect for the whole project as the team were late getting the specification to EPrints, who then had to re-schedule some of the work during October/November 2011.

However, preparatory work with the stakeholders of Teaching in Lifelong Learning was on-going throughout the summer months:

Although the Summer period has seen a slowing down in both the submission of author papers and reviewers' comments, there has been a heightened awareness of the Journal and its role as a result of the project and the communication about future issues through Network meetings (June and August 2011) and the Consortium Newsletter. The Newsletter is distributed to over 150 individuals across the North of England in Lifelong Learning institutions; the Newsletters are normally posted on boards etc, and the electronic version is available on the Consortium web site; individual email group lists are also used to distribute the e-version of the Newsletter. This ensures that something like 300 individuals also receive the e-version and links to the web site.

The experience this Summer of the latest version of the (print only) Journal confirms the potential benefits of the e-version in the future. There have been problems and delays with this edition which will not be experienced with e-versions.

The Autumn edition (which is central to the JISC HOAP project) is presently being prepared with the usual flow of reviewers' feedback to author and their amendments, underway. I am also encouraging potential authors and the CETTs to write papers for

future editions, rather than the position we have at the moment, which is more akin to the 'just in time' practice of industry. This is, possibly, a reflection of the practices and culture of the sector; stringent timeframes, heavy workloads and a prioritisation of action research over the writing and publication of papers being the norm. Moves to expand HE work in FE colleges may shift the focus towards the latter however, and this is where the foundations being laid by the Journal will come to fruition.

Dr. Denise Robinson
Director Consortium and HUDCETT
National Teaching Fellow

3.3.2 *Platform specification*

The specification document in WP2 was due to be submitted to EPrints at the end of July; however, delays meant that WP2 and WP3 were effectively merged in to one. With hindsight, this was actually very beneficial to the project as there was a considerable overlap between the two. In reality, the specification document actually morphed into an extended discussion with EPrints about what would and would not work given the restrictions of the EPrints software and the University of Huddersfield template. As a result there have been a number of benefits to the journal platform and the Repository which will be discussed below.

3.3.3 *Adding content to Teaching in Lifelong Learning*

During August 2011, WP3 began in earnest with the team adding the back run of 42 articles to the Repository. However, there was a slight complication in doing this, which caused us to temporarily stop adding the full text. As part of WP3, the University Press investigated the feasibility of joining CrossRef⁴ as a publisher; the first year of membership was paid for out of the project funds, with the Press guaranteeing subsequent membership. This required us to go back through the PDFs and add DOIs to each article. This was not a significant job; however, things are never quite that simple! One of the membership rules states that:

Members have an obligation to link references in the journal articles they deposit via CrossRef. The Membership Agreement states that a Member has an obligation to actively maximize and maintain its own Cross-Linking to other members of PILA or other qualified users of the PILA System. Members who have not informed CrossRef within 18 months of joining that they have instituted outbound linking will have their accounts suspended. Members are encouraged to link references in other content types for which DOIs are deposited but are not currently required to do so.⁴

In order to fulfil these requirements, we had to request the original Word documents in order for changes to be made. A decision was made to attempt to complete this work as part of the project. In order to do this, one member of the team had to check all references for every article against the CrossRef database; these were then put onto a spreadsheet before being added to the Word documents and converted to PDFs. Approximately 200 DOIs were added in this way. In order to reduce the workload in future, the notes for contributors section of the journal pages were altered to request authors to supply DOIs where possible. The process of checking the DOIs will now become part of the copy editing process, as will the creation of new article level DOIs.

Although this process resulted in the correct metadata being added to the older articles it did result in the format of the original PDF and the Word/PDF copy being different. This has also led to a discrepancy in page numbering for these articles.

The move from a subscription model to an open access model required a complete review of the notes for contributors. The current print version requires the authors to assign the copyright to the Press, but this goes against the ideals of open access. The journal now has a new 'notes for contributors' section. In addition there is also new 'Licence to Publish' (LtP), which replaces the previous copyright transfer agreement. The LtP has been approved and amended by the University Secretary who also sits on the University Press Editorial Board, it is freely available for others to use and adapt as they see fit (Appendix 1).

The LtP allows the author to retain the copyright under a Creative Commons Attribution 3.0 Unported License (cc-by). This allows the University Press to publish the article first in the journal, but allows the author to add the PDF to their Institutional Repository and to re-use their work as they see fit without having to ask the Press for further permission.



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Volume 4, Issue 1 will become the first truly online only open access version of the journal in March 2012 – originally we had indicated that this would be Volume 3, Issue 2, which was due out in time for the end of the project. However, this would have created complications with print subscribers who had paid and therefore expected a print version of the journal. Volume 4 will see a change of ISSN for the journal as this is required by the British Library in order to reflect the change in format.

After a suggestion from one of the project team, it was agreed that the University Press become a member of the Committee on Publishing Ethics (COPE).⁶ COPE is a forum for editors and publishers of peer-reviewed journals to discuss all aspects of publication ethics. It also advises editors on how to handle cases of research and publication misconduct. The Press will cover the membership costs of COPE in future years.

There has been a delay in getting the journal into the Directory of Open Access Journals², as there is a waiting list for titles to be added. We are confident that this will be processed in 2012 and that this will see a significant increase in usage as the title will be added to Summon and other web scale discovery services as a result. However, the project did get a request from JournalTOCs at Heriot Watt University for the title to be included. JournalTOCs is the largest, free collection of scholarly journal Tables of Contents (TOCs): 17,493 journals (including 2,898 selected Open Access journals) from 962 publishers⁷.

3.3.4 Customising the platform

In our original project plan we scheduled WP3 for completion by the end of month 4 of the project (August). However, we completely underestimated the complexity of this and also the fact that August is not the best time to put a specification document together!

The delay actually worked to our advantage as the University rebranded its web presence and the HOAP pages now reflect this. In addition, research at the University is now to be defined into the six themes below. The delay in getting the specifications to EPrints allowed us to brand the journal under one of the University's new research themes.



The first mock-up is shown below alongside the final version of the landing page.



After discussions with EPrints, we provided a basic html file together with the appropriate branding. The pages have been kept relatively simple and can be reproduced for other journals. In the case of Huddersfield, this may mean that the header is changed to reflect the research area of the journal, e.g. yellow for art, red for health and education (see above).

This was done in such a way that the specific journal landing pages and related contents pages could maintain links to relevant sections appropriate to the journal⁸. Other titles could then be added at a later date. This allows each title to have its own branding on the landing pages and contents pages. For new titles, there may be a small charge for completing this work as part of any set up costs of the journal.

The journal landing pages and the volume/issue pages are completely automated. They reference the ISSN, year, volume, issue and page numbers in the articles, which are placed in the Repository in the normal way. The first article of a new issue will automatically create a new entry on the landing pages and a new issue page. Each article that is then deposited in that issue will be listed as they are deposited. This results in a very efficient workflow. An entire issue can be uploaded in just a few minutes. The articles themselves maintain the standard Repository branding, but each one also links back to the journal pages. It is important to link back as the navigation will be different on the left hand menu. Although this could be seen as a negative, we think it simplifies the process and aids discovery, e.g. the article only has one instance in the Repository and can be found through the Repository, via Google (Scholar), Summon and the journal pages.

3.3.5 Huddersfield Research Review

WP4 aimed to consider the feasibility of launching a 'best of Huddersfield research' journal. This received immediate support from the University's Research and Enterprise Directorate, however, it was agreed with the project's programme manager that it was not possible to launch the journal within the lifetime of the project. As part of the project a draft proposal for *Huddersfield Research Review* was sent for consideration at the University Research Committee in December 2011 (Appendix 2), the outcomes of which will be discussed below.

3.3.6 Auditing the University's journals

As part of the HOAP project's sustainability planning. WP5, we aimed to audit the University Schools and Services for other journal titles and to use the outcomes of this project as best practice to develop and launch other titles. After contacting our Research Excellence Framework (REF) Unit of Assessment Coordinators, the Research and Enterprise Directorate and the University's Teaching and Learning Institute (TALI) we have now compiled a list of our journal titles.

Mental Health & Learning Disabilities Research & Practice⁹

The journal is a joint publication between South West Yorkshire Mental Health NHS Trust and the University of Huddersfield and is now in its 8th Volume. However, due to funding issues the title ceased with the latest issue.

Radar¹⁰

RADAR, the Review of Art, Design and Architecture Research, is published annually by the School of Art, Design and Architecture. It is intentionally compiled to highlight the growing range of researchers in the school and their broad research work and experiences from early career to established researchers. Its intention is to communicate and signal University research both internally and more importantly externally. One of its aims is to act as an open invitation for further collaborations in the education and creative industry sectors.

CeReNeM¹¹

CeReNeM's (Centre for Research in New Music) research team brings together researchers and artists at the cutting edge of contemporary music performance, composition and new sonic media. The journal is peer reviewed and acts as a forum for discourse surrounding the research projects and activities such as intoacoustics, sound spatialisation, digital interface technologies, improvisation, experimental performance practice, composition, sonic art, new notations, the study of musical perception, temporality, cross cultural aesthetics and interdisciplinary collaborations. The journal has published two issues, the second featuring articles by postgraduate composers from across the UK and internationally.

North American Journal of Welsh Studies¹²

The North American Journal of Welsh Studies was first published in 2001; it took a break between 2006 and 2010, but has now been re-launched at Huddersfield. It is published on behalf of the North American Association for the Study of Welsh History and Culture, a multidisciplinary association of scholars, teachers and individuals dedicated to advancing scholarship on Welsh studies.

The journal is using the OJS platform, however, after a meeting with Professor Paul Ward, the journal's editor, it was agreed to collaborate on best practice such as sharing notes for contributors, the licence to publish, etc. We hope to work with the team to look at assigning DOIs to the articles and registering the journal with COPE. Looking forward, it will be interesting to see how the two platforms, OJS and EPrints, compare.

Teaching and Learning Matters (TLM)¹³

See section 3.4 for further information on the plans for this in-house journal.

WP5 has been a real success story, the implications of which will be discussed below.

3.4 Immediate Impact

There have been a number of immediate impacts for the project, both within the University and the community as a whole.

The project has been discussed internally at Teaching and Learning Management Board and the University Research Committee and is now a standing item on the University of Huddersfield Press Editorial Board.

3.4.1 Teaching and Learning Management Board

The project team gave a paper to the University's Teaching and Learning Management Board on the progress of the HOAP project in October. The Teaching in Lifelong learning journal is partly funded by the University's Teaching and Learning Institute (TALI). In the meeting it was agreed that a short article would be prepared for the in house newsletter, Teaching and Learning Matters (TLM), as part of the project dissemination, however, matters also turned to the future of the in house newsletter itself. It has been agreed that TLM would benefit from being part of the suite of journals on the EPrints platform and also needed to be registered for an ISSN etc. The project will discuss this further with

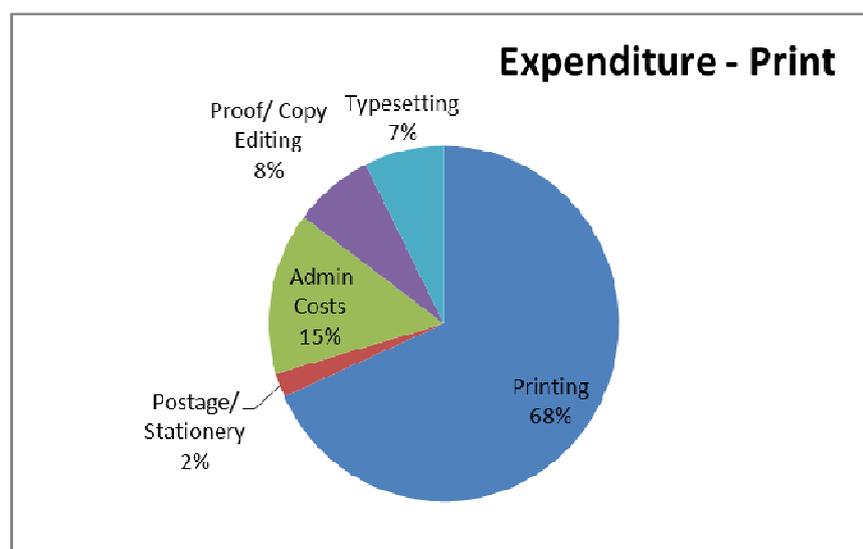
TALI with a view to moving the newsletter over to the new platform after the HOAP project has concluded.

3.4.2 Teaching in Lifelong Learning

The availability of Teaching in Lifelong Learning as an Open Access title will mean that trainee teachers will be able to use the journal papers for both content (to inform their own understanding and their preparation of assignments) as well as a tool to identify the correct use of Harvard referencing. This had already been trialled with the printed editions; now the journal will be available beyond those with access to the published paper version. For some, it will also provide a vehicle to prepare and submit papers for publication as their first step on the way to a research profile. A further development has been the establishment of a group of teacher educator researchers. Many of these are unpublished and/or novice researchers (many from the FE sector and some who have moved into the HE sector from FE). Denise Robinson, editor of the journal, has been asked to contribute to this group with a presentation on the journal and how this might be useful for both their role as researchers and how it can be used to support trainee teachers.

It is hoped that access to the back-copies will fill the gap in between the publication of books which inevitably become dated very quickly as there will be range of subjects and topics available.

A further impact on the Journal and the University are the costs of production. Like many journals, the Teaching in Lifelong Learning journal relies on voluntary contributions for the editorial role and peer review. Income is derived from subscription, a contribution from the Huddersfield University's Distributed Centre for Excellence in Teaching Training (HUDCETT) and the University's Teaching and Learning Institute (TALI).



70% of the expenditure of the journal goes towards the printing, postage and stationery costs associated with a print only copy. Thus, the move to an online Open Access model, although meaning a loss from subscription income, would actually result in a reduction in the amount of contribution from HUDCETT. Given the aims of the journal to disseminate the work of early years researchers, this contribution is seen as an investment for future research.

Changes to the way the journal is published, have also led the changes in the workflows from volume 4 onwards (currently in preparation). A lot of time has been saved compared to the time taken to prepare for the print issue, for example the layout of the PDFs have been simplified from two columns to one in order to make improvements to the online reading experience. There is now more work at the typesetting stage as DOIs have to be added to all references and checked for accuracy, however, publication is almost instantaneous, with an entire journal able to go live within a couple of hours. Appendix 3 details the new workflows for the journal.

The inclusion of an article DOI for all back issues of the journal will enable direct linking if the articles are cited in other publications. A plug-in to EPrints will also allow authors to see if the articles have been cited in Scopus. In addition there is an RSS feed for the journal on the front page, each article also has a range of social media links so that users can share the content via FaceBook, Twtter, Gmail, LinkedIn etc., it is hoped to build on this in 2012 (see section 3.5).



3.4.3 Impact on the Repository

The project has resulted in a number of improvements to the University Repository's interface¹. The 'bookmark and share' toolbar now displays as a default, allowing users over 330 ways of sharing the content.

Huddersfield Open Access Publishing Toolkit

Stone, Graham (2011) *Huddersfield Open Access Publishing Toolkit*. Manual.
University of Huddersfield, Huddersfield. (Unpublished)



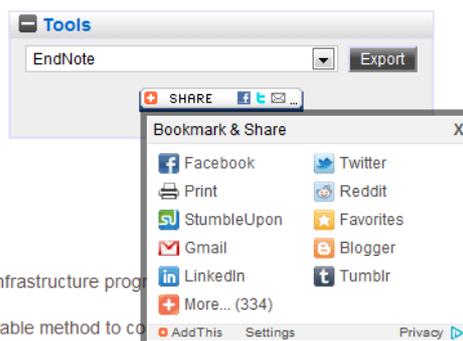
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Official URL: <http://library.hud.ac.uk/blogs/projects/hoap>

Abstract

The Huddersfield Open Access Publishing (HOAP) project is part of the JISC Digital infrastructure prog

The project aimed to develop a platform using EPrints software as a low cost, sustainable method to co Teaching in Lifelong Learning, from its existing model of a print subscription to an open access e-journal. The platform will now be used to convert other existing University journals in the future as well as a 'best of Huddersfield research' title that will draw its content from the Repository.

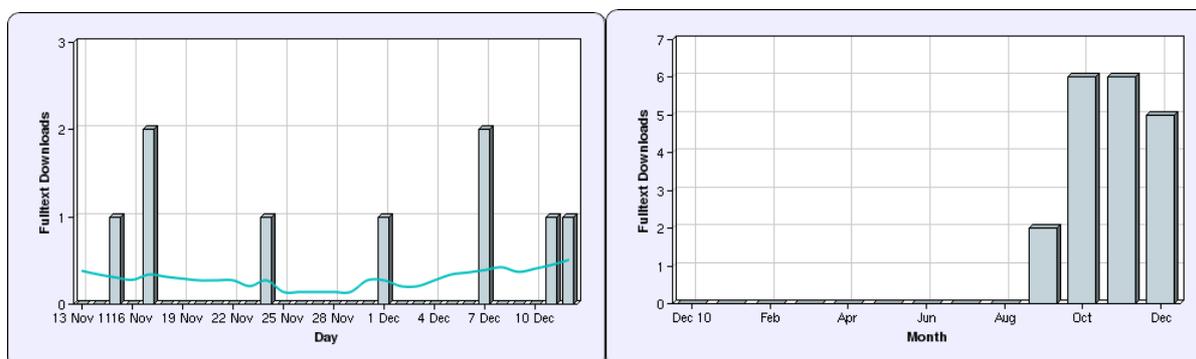


In addition, references have been added to the metadata display, the DOIs will be made hyperlinks in the New Year.

Item Type:	Article
Subjects:	L Education > L Education (General) L Education > LC Special aspects of education
Schools:	School of Education and Professional Development
Related URLs:	<ul style="list-style-type: none"> • Author • Author • Publisher
References:	<p>Arksey, H., Knight, P. (1999) <i>Interviewing For Social Scientists</i>. London: Sage Publications Ltd.</p> <p>Bailey, W., Blamires, C., Dixon, L., Robinson, D. (2010) 'Mentoring in Teacher Education', In Avis, J. et al (eds.) <i>Teaching in Lifelong Learning: A Guide to Theory and Practice</i>, pp. 199 – 206. Maidenhead: McGraw-Hill.</p> <p>Bailey, W., Schoch, J. (2010) 'Subject Specialist Mentors in the Lifelong Learning Sector: who needs them?', <i>Teaching In Lifelong Learning: A Journal To Inform And Improve Practice</i> Vol. 2, No. 1, pp. 5 - 14.</p> <p>Bray, L., Nettleton, P. (2007) 'Assessor or Mentor? Role Confusion In Professional Education', <i>Nurse Education Today</i> Vol. 27, No. 8, pp. 848 - 855. http://dx.doi.org/10.1016/j.nedt.2006.11.006</p> <p>Brockbank, A. (2006) <i>Facilitating Reflective Learning Through Mentoring and Coaching</i>. London: Kogan Page Limited.</p> <p>Butcher, J. (2002) 'A Case for Mentor Challenge? The Problem of Learning to Teach Post-16', <i>Mentoring and Tutoring: Partnership in Learning</i> Vol. 10, No. 3, pp. 197 – 220. http://dx.doi.org/10.1080/1361126022000037042</p> <p>Butcher, J. (2003) 'Sink Or Swim: Learning To Teach Post-16 On An 11-18 Postgraduate Certificate In Education', <i>Teacher Development</i> Vol. 7, No 1, pp. 31 - 57. http://dx.doi.org/10.1080/13664530300200185</p> <p>Clutterbuck, D., Sweeney, J. (2005) 'Coaching And Mentoring', Clutterbuck Associates: http://www.clutterbuckassociates.co.uk [accessed 1 April 2011].</p> <p>Clutterbuck, D. (2004) <i>Everyone Needs A Mentor, Fostering Talent On Your Organisation</i> (4th ed.). London: Chartered Institute of Personnel and Development (CIPD).</p> <p>Connor, M., Pokora, J. (2007) <i>Coaching And Mentoring At Work: Developing Effective Practice</i>. Maidenhead: Magraw-Hill.</p> <p>Cox, E. (2005) 'For Better, For Worse: The Mating Process In Formal Mentoring Schemes', <i>Mentoring and Tutoring</i> Vol. 13, No. 3, pp. 403 - 414. http://dx.doi.org/10.1080/13611260500177484</p>

3.4.4 Usage statistics

A big impact of only having one instance of the article in the Repository is that we can use IRstats to monitor usage for all articles in the journal. This also allows authors to see their own statistics immediately.



Downloader Countries

Flag Country	Downloads
 United Kingdom	13
 United States	2
 Brazil	1
 Poland	1
 Malaysia	1
 Taiwan, Province of China	1

[More statistics for this item...](#)

In addition the 'impact' of a particular volume can be measured over time using the reporting feature of the IRStats administration pages. For example, the latest volume, volume 3, has already had papers downloaded from 14 countries around the world including, Canada, Ireland, Columbia, Australia and Ethiopia.

3.4.5 Impact on the community

The project has been blogging and using the #hoapp hashtag throughout the project¹⁴; this has been a useful way of measuring our impact in the community as the project progresses. A number of the project tweets were re-tweeted, most recently by Simon Bains at the University Of Manchester, who has made a number of positive comments about the project, Dr Michaela Rossini at the Vienna University of Economy and Business and the SAS Open Journals project¹⁵. The invitation to add the Teaching in Lifelong Learning journal to JournalTOCs⁷ came from a comment on the project blog.

One of the outcomes of the project was to develop a toolkit¹⁶ for other institutions to reference. The toolkit was launched through the University Repository in December 2011 and features sections on:

- Moving to Open Access
- Setting up the landing pages using EPrints
- Adding the content
- Dissemination
- Workflows
- Setting up a new journal
- Setting up a best of research title
- Appendices
 1. Notes for contributors
 2. Licence to publish
 3. Notes for reviewers/Return Sheet – response to author(s)/response to editor
 4. Adding content to Teaching in Lifelong Learning
 5. Journal workflows
 6. Guidelines for the preparation of journal proposals
 7. Huddersfield Research Review (Draft proposal)

3.4.6 Dissemination

The HOAP project will be presenting its findings at the 16th International Conference on Electronic Publishing: Social Shaping of Digital Publishing: Exploring the interplay between Culture and Technology, 14-15 June 2012 at Guimarães, Portugal¹⁷ and the LIBER 41st Annual Conference, 27 June – 30 June 2012, University of Tartu, Estonia¹⁸. In addition, *Teaching and Lifelong Learning*, was highlighted in the 2012 Ofsted report on the School of Education and Professional Development¹⁹.

“HUDCETT has raised the profile of teacher education and its value and has been particularly active in skills development, especially in e-learning and information and communications technology. A particular achievement has been the publication of a journal to inform and improve practice which is disseminated nationally across centres for excellence”.

3.5 Future Impact

3.5.1 Social media

Huddersfield has been experimenting with social media and web 2.0 tools and technologies since 2005²⁰ and we were very keen to encourage reader comments and ratings and social tagging as part of the publication process. Although this has been partly achieved through the bookmarks and sharing features of the existing Repository, RSS feeds and automated tweets for new articles, and through the project blogs and Tweets, we really wanted to go one step further than this by encouraging authors and readers to use social media based on the recommendations of the RIN report, 'If you build it, will they come? How researchers perceive and use web 2.0'²¹ and discussions from the 4th ALPSP International conference²².

The Repository will be implementing the SNEEP (Social Networking Extensions for EPrints)²³ suite of social networking extensions in early 2012. This will allow readers of the journal (as well as all other Repository content) to comment, tag and make notes once they log in. However, this will be dependent on how comfortable readers feel with social media and this leads us back to the way this is encouraged and supported by their host institutions²¹.

3.5.2 Usage statistics

Between 2009 and 2011, the University of Huddersfield Repository participated in the PIRUS2²⁴ JISC project. This project showed that reliable usage data could be taken from EPrints repositories according to COUNTER rules. One of the recommendations to the JISC was the strong case for the implementation of 'IRUS' the Institutional Repository Usage Statistics service based on the technical and organisational model proposed in the final report of the PIRUS2 project²⁵. Future implications for the HOAP project and other university publishing initiatives would be to join IRUS and therefore be in a position to deliver individual articles level usage reports (AR1) for authors.

3.5.3 Teaching in Lifelong Learning

The prime implication for the future of the Teaching in Lifelong Learning journal is to market the open access availability through appropriate networks, newsletters and email distribution lists, regionally and nationally (through the Association of GETTs and the Institute for Learning). This will be done in early 2012.

3.5.4 Huddersfield Research Review

The Huddersfield Research Review was endorsed by the University Research Committee in December. This publication will showcase the most significant research at the University of Huddersfield by including interviews with the authors of the most cited and/or most downloaded University articles in the University Repository together with an editorial overview by a senior researcher who will locate the Huddersfield research within the broader national and international literature in the relevant fields and disciplines (see Appendix 2). It is intended to merge this title with the existing publication; Research in Action²⁶, the project will be taken forward in early 2012. There has already been interest from other universities in a publication of this type.

3.5.5 Other journals

It is hoped that a number of new and existing journals will be moved onto the HOAP platform as a result of the project. We have committed to finish migrating the Mental Health and Learning Disabilities Research and Practice journal from its current web page to the new platform⁹ after the HOAP project completes. As part of this we will assign DOIs in order to preserve the content.

A meeting with the School of Art, Design and Architecture is scheduled to discuss the proposal to move RADAR¹⁰, the Review of Art, Design and Architecture Research, onto the platform in January.

As part of the audit, two new journals will be considered for publication, the first, provisionally entitled Thorium has been put forward by the School of Applied Sciences, and the second proposal is from the new Head of Drama in the School of Music, Humanities and Music.

3.5.6 *New journals*

At the launch event for SAS Open Journals¹⁵, Damien Short gave a presentation on the questions that face the editor of a prospective new journal, given the potential future impact of new Open Access journals in the sector, appendix 4 takes its inspiration from Damien's comments along with guidelines already in existence for new book suggestions for the University of Huddersfield Press.

In addition, a policy document on University publications, including the University Press (monographs and journals), Huddersfield Contemporary Records and departmental publications is currently being drafted. The aim is to use the toolkit and workflows from this project to support this document.

3.5.7 *Advocacy model*

In order to plan for sustainability of the project, the University Press needs to develop an advocacy model in order to encourage Schools and research centres in the University to consider using the HOAP platform to publish journals. Furthermore, the press will liaise with the Head of Business Development in order to conduct a feasibility study to investigate whether the model could be offered to local societies in the region as a means to allow them to disseminate print journals via the HOAP platform.

4 **Conclusions**

4.1 *General conclusions*

At Huddersfield one of the main outputs of the project has been to fundamentally change the understanding of the utility of institutional repositories in which "innovation" and "impact" displace "management" and "preservation" as the primary functions. The HOAP platform provides not only an interface through which both original and archived peer-reviewed content can be delivered in a sustainable open access format but also a means of delivering specialist content to specific academic audiences through a traditional journal front-end. Furthermore, the editorial boards of HOAP journals have the opportunity to exploit the flexibility of repositories to review and renew the relevance of a vast range of digital content by supplementing and replacing traditional citation data with access and download data, thus broadening the traditional conception of the relevance and influence of research and scholarship, which is currently skewed towards bibliometrics.

The editorial board of Teaching and Lifelong Learning needs to ensure that the publication has a high profile to facilitate a constant flow of papers. This should become easier as the journal develops a higher profile (as a result of ease of access) and the research group promotes the journal across the FE teacher training providers. However, there is a still problem with the page numbering for the back issues and this will be addressed by the editorial team in early 2012.

4.2 *Conclusions relevant to the wider community*

In order for journals of this type to thrive, we need to establish what the on-going costs are going to be. There will be no more printing costs but any other costs need to be identified and the source of funding found. Furthermore, it is essential for institutions to secure academic buy-in at as high a level as possible to ensure that this use of repositories receives due consideration and support.

To this end the project hopes that the release of the HOAP Toolkit¹⁶ will inspire other institutions to investigate open access journals publishing either using the EPrints route or the OJS route used by the SAS Open Journals project¹⁵.

4.3 *Conclusions relevant to JISC*

HOAP has been in contact with our sister project SAS Open Journals¹⁵ throughout the project and there have been some interesting comparisons between the two models. Both models have unique strengths. On observation of the SAS Open Journals project and Huddersfield's North American Journal of Welsh Studies¹², the OJS platform has a very functional back end enabling a smooth workflow for the peer review process; however the look and feel of the OJS platform is not as configurable as the EPrints platform. The very nature of the Repository platform concept is one of dissemination and usability, journals published in this way could blend into an existing Repository or as a standalone publication or suite of publications. There is already good web 2.0 functionality and the addition of SNEEP²³ will vastly improve this. In addition journals become immediately discoverable

via Google (Scholar) and web scale discovery platforms. Looking forward, it will be interesting to see how the two platforms, OJS and EPrints compare.

The audit of University journals has proved extremely successful in tracing the different outputs from the Schools and also in starting a conversation about possible future projects. It may prove useful to repeat this audit across other UK universities with a view to depositing the metadata in a central repository; this could be something that might be considered by the Knowledge Base+²⁷ project?

There is another logical step that could be taken and that is to consider the possibilities of launching UK based open access journals in specific subject areas, such as education, possibly under the auspices of a body such as RLUK?

The outcomes and findings of the projects in this strand indicate that there is still further development work to do, of particular relevance to the HOAP project is PANfeed at the University of Southampton²⁸, which could be incorporated into the development of the Huddersfield research Review.

5 Recommendations

5.1 *General recommendations*

5.1.1 *Recommendations to the University of Huddersfield Press*

The project recommends that the University of Huddersfield Press continues to offer financial support to its OA journals by funding membership of organisations such as CrossRef, DOAJ and COPE in order to establish best practice. The project recommends that an advocacy model is developed to encourage Schools and research centres in the University to consider using the HOAP platform to publish journals.

5.1.2 *Recommendations to the University Research Committee*

Based on the success and interest generated by the audit of University journals, the project recommends that the University Research Committee encourage all Schools and Research Centres at Huddersfield to identify and plan potential research journals that could be launched on Open Access via the HOAP platform. These journals could take the form of in-house research journals enabling early career researchers to get a foot on the publishing ladder or collaborative titles with other universities and research centres.

5.1.3 *Recommendations to the Research and Enterprise Directorate*

Discussions will be held with the Head of Business Development in order to conduct a feasibility study to investigate the possibilities of developing a model to engage local societies in the region as a means to allow them to disseminate print journals via the HOAP platform.

5.1.3 *Recommendations to the Teaching and Learning Management Board*

The project recommends that the Board request the journal editors of all University journals to present papers identifying how their journals can be incorporated into teaching and learning, for example to develop understanding of the role of published research for undergraduate and postgraduate taught courses.

5.2 *Recommendations for the wider community*

5.2.1 *Open Access journals*

This project recommends that other universities investigate the potential of OA journals as an alternative to traditional forms of publishing, particularly for niche subject areas and markets.

5.2.2 *Usage statistics*

This project endorses the recommendations from the PIRUS2 project²⁵ for repository software vendors/developers to incorporate PIRUS2 tracker functionality into their 'out of the box' software in order to support the collection of COUNTER level usage statistics for University journals.

5.2.3 *Recommendations to EPrints*

The project recommends that EPrints look to add the functionality developed for the HOAP project to the EPrints Bazaar²⁹ at the earliest opportunity, in order for other universities to benefit from the outcomes of this project.

5.3 *Recommendations for JISC*

5.3.1 *Best practice guidelines*

The HOAP project toolkit has made a start at recommending best practice for the establishment of OA journals published by universities. It is recommended that the best practice from HOAP and SAS Open Journals project be combined to provide a set of best practice guidelines, and also alternative platform recommendations. It is envisaged that the PALS metadata and interoperability working group³⁰ could investigate some of these issues further.

5.3.2 *Usage statistics*

This report recommends that JISC investigate the recommendations of the PIRUS2 final report regarding IRUS in respect to campus based publishing through an Institutional Repository. There is potential to use the existing and proposed titles in the HOAP project as a pilot. It is also suggested that if this was to be rolled out for other universities there could potentially be a large duplication of effort. Logically there seems to be a role for the JISC Journals Usage Statistics Portal (JUSP)³¹ here, as they are perfectly placed to run custom reports for Open Access journals published in this way.

5.3.3 *Audit of University journals in UK*

A successful outcome of the HOAP project was the audit of Huddersfield's journals. It is recommended that JISC widen this audit to all UK universities in order to ascertain the number of campus based journal publications in existence. The metadata from this audit could then be used by the Knowledge Base+ project²⁷.

6 **Implications for the future**

6.1 *University of Huddersfield*

The University of Huddersfield Press is committed to further develop its journal portfolio, in addition the Press in conjunction with the University Research and Enterprise Directorate will develop the Huddersfield Research Review for launch in 2012.

In addition to the development of further titles, the project identified three areas which would benefit from further investigation.

1. As the HOAP titles become more established and usage increases through the various discovery tools available, more work is required on the development of statistical analysis. A proper understanding of usage will assist in the identification of 'hot topics', which will help to map out future directions for the journal titles. Analysis of usage will also show potential return on investment for the journals, e.g. a cost per download figure could be established by measuring usage against the on-going production costs of the journal.
2. Until now, the HOAP project has concentrated on workflows and discoverability of articles through the EPrints platform. However, there is a significant amount of work that could be done in developing a back-end to the platform. This would enable authors to deposit their articles directly into the system, which could then be peer reviewed, copy edited and published via a series of workflows. It is anticipated that the RIOJA toolkit³² could be used to facilitate this area of development, in addition to work already undertaken at other universities, who are considering the use of EPrints to automate the submission and assessment of PhD theses.
3. Ultimately the project is keen on developing social media concepts much further; initially we would like to pursue the concept of open peer commentary from a group of appointed expert individuals. One such model can be seen at Behavioural and Brain Sciences³³, which has thousands of appointed open peer commentators. Indeed, it has become so prestigious to be a Behavioural and Brain Sciences affiliate that it is the sort of thing academics put on their

CVs. The project would be interested to participate in a feasibility study of pen peer review within the wider community.

6.2 EPrints

The key findings of the project are applicable to digital repositories worldwide and the low-cost approach to journal publishing could facilitate a growth in specialist and interdisciplinary journals, which have traditionally been difficult to fund, EPrints could help to facilitate this by making the technical development available on the EPrints Bazaar²⁹.

Furthermore, it is recommended that EPrints looks to develop the outcomes of the EPICURE project³⁴, which aimed to develop and make public an XML template for UCL e-publishing. This would allow both HOAP and Institutional Repositories to make output available in PDF and XML versions resulting in wider dissemination through mobile devices.

6.3 JISC

There is great potential in the recommendations outlined in section 5.3 to be taken further by JISC as part of a central service/ clearing house by combining University Repositories as publishing platforms, the recommendations of the PIRUS2 project²⁵ and the Knowledge Base+²⁷ and JUSP³⁰ projects. In addition further work could also be carried out on devising best practice for metadata in order to ensure that these publications are truly discoverable.

Ultimately, there is mileage in JISC supporting the development of additional projects to exploit the potential of the HOAP platform in maximising the return on investment from publicly-funded research and also further studies on the concepts and findings of the projects within the campus-based publishing strand.

For further information on the HOAP project and the University of Huddersfield Press, please contact:

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3. Huddersfield Open Access Publishing blog: <http://library.hud.ac.uk/blogs/projects/hoap/>
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5. Creative Commons: <http://www.creativecommons.org.uk/>
6. Committee On Publishing Ethics (COPE): <http://publicationethics.org/>
7. JournalTOCs: <http://www.journaltocs.hw.ac.uk/>
8. Teaching in Lifelong Learning: http://eprints.hud.ac.uk/journal_till/
9. Mental Health and Learning Disabilities Research and Practice: http://eprints.hud.ac.uk/journal_mhldrp/

10. Radar: <http://www2.hud.ac.uk/ada/research2/RADAR.php>
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25. PIRUS2 final report: http://www.cranfieldlibrary.cranfield.ac.uk/pirus2/tiki-download_wiki_attachment.php?attId=170&download=y
26. Research in Action: http://www2.hud.ac.uk/research/research_in_action.php
27. Knowledge Base+: <http://www.jisc-collections.ac.uk/KnowledgeBasePlus/>
28. PANfeed: <http://panfeed.ecs.soton.ac.uk/>
29. EPrints Bazaar: http://wiki.eprints.org/w/Category:EPrints_Bazaar
30. PALS metadata and interoperability working group: <http://www.jisc.ac.uk/aboutus/howjiscworks/committees/workinggroups/palsmetadatagroup.aspx>

Project Identifier: HOAP
Version: 1.0
Contact: Graham Stone (g.stone@hud.ac.uk)
Date: March 2012

31. JISC Journals Usage Statistics Portal (JUSP): <http://jusp.mimas.ac.uk/>
32. RIOJA Toolkit: <http://arxivjournal.org/rioja/>
33. Behavioral and Brain Sciences: <http://journals.cambridge.org/action/displayJournal?jid=BBS>
34. EPICURE (E-Publishing Infrastructure Capitalising on UCL's Repositories):
<http://www.ucl.ac.uk/ls/epicure/>

Appendices

Appendix 1

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Signed by the Author: _____

Date: _____

Return to: Denise Robinson, University of Huddersfield, Queensgate, Huddersfield, UK HD1 3DH

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University of Huddersfield Press August 2011

Appendix 2 Huddersfield Research Review (Draft proposal)

ISSN: pending

Frequency: quarterly

Description: The aim of Huddersfield Research Review (HRR) is to showcase the most significant research at the University of Huddersfield in each of themes outlined below. The Journal will be developed using the [Huddersfield Open Access Publishing](#) platform.



Each issue of HRR will include interviews with the authors of the most cited and/or most downloaded University articles in a specific research area together with an editorial overview by a senior researcher who will locate the Huddersfield research within the broader national and international literature in the relevant fields and disciplines.

There will be links to items in the University Repository and to relevant news articles and stories that contribute to an understanding of the work and its contribution to knowledge and to human welfare.

The impact beyond academia of the research cited will be a focus of each issue, with a strong emphasis on contributions to economic development, global quality of life and enabling environments.

The potential for further exploitation of the research discussed will also be explored and the journal will thus contribute to securing the maximum benefit from our research.

Selection criteria:

Highly cited articles on Web of Science (WoS) or Scopus and/or downloads from the University repository over a period judged appropriate by the editor of each issue and reference to external benchmarks, guidance, and indicators of best practice will guide the selection of material for HRR. Suggestions from senior researchers involved in research assessment will also be taken into account.

The rationale and method used to select the research highlighted will be justified in each issue, but will be governed by established principles of research quality.

For example, the 2010 JCR impact factors (released in 2011) were calculated as follows:

$$\frac{\text{number of citations in 2010 to articles published in 2008 and 2009 in Journal X}}{\text{number of articles published in 2008 and 2009 in Journal X}}$$

The 2010 impact factor for *Advances in Physics* was calculated as follows:

- Citations in 2010 to articles published in *Advances in Physics* in 2008 = 115
- Citations in 2010 to articles published in *Advances in Physics* in 2009 = 86
- **Total citations received in 2010 to articles published in 2008 and 2009 = 201**

- Number of articles published in *Advances in Physics* in 2008 = 12
- Number of articles published in *Advances in Physics* in 2009 = 9
- **Total number of articles published in 2008 and 2009 = 21**

$$\text{2010 impact factor} = \frac{\text{citations in 2010 to articles published in 2008 and 2009}}{\text{number of articles published in 2008 and 2009}}$$

$$\text{2010 impact factor for } \textit{Advances in Physics} = 201/21 = 9.571$$

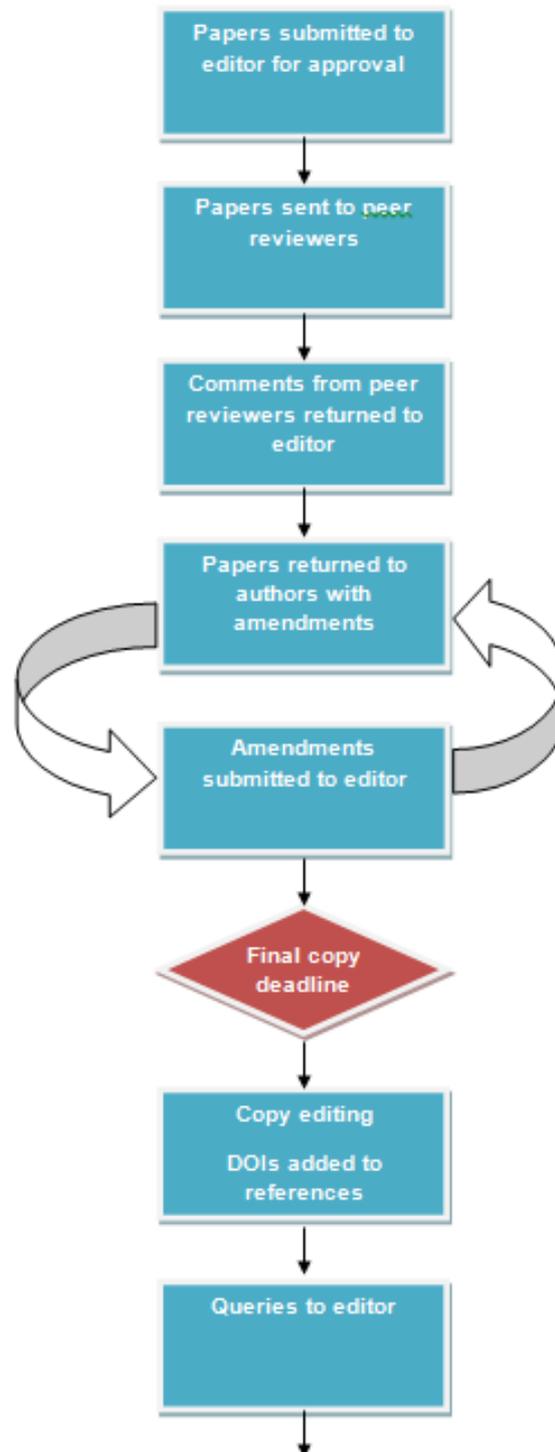
(Modified from Cross, J (2009) *Impact factors: the basics* In: *E-Resources Management Handbook*. UKSG DOI: 10.1629/9552448-0-3.17.1)

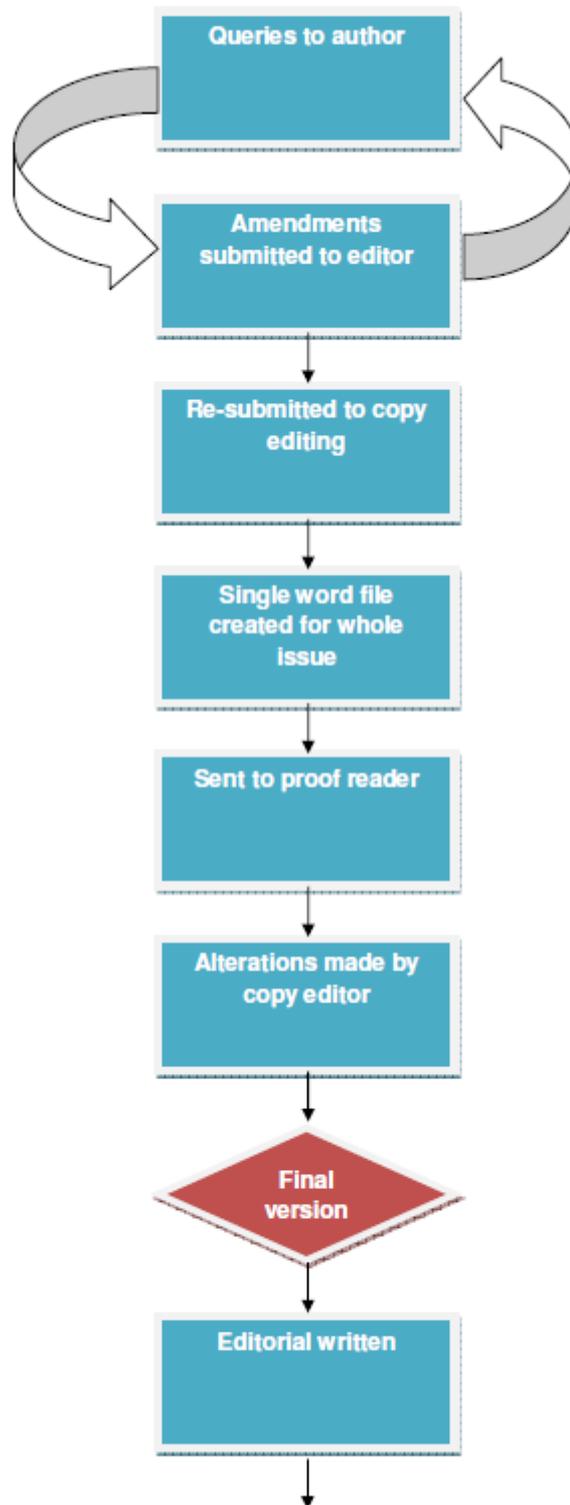
International Editorial Board:

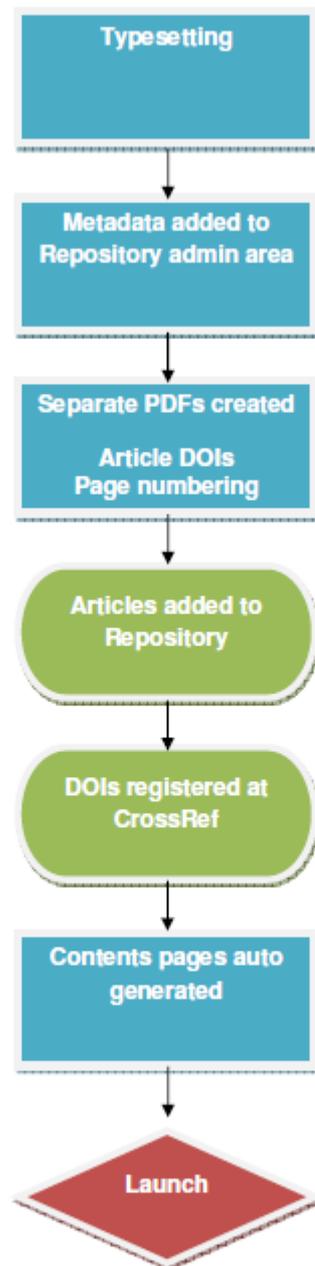
Subject to approval by the University Research Committee we will aim to establish an international editorial board early in 2012 with a view to producing the first issue soon thereafter. The Editor-in-Chief will be a senior Huddersfield academic who has been interviewed and appointed to the role for an initial period of two years.

The Editorial Board will ensure that an informed international perspective is brought to bear on the selected contributions. The Board will include research users with experience of evaluating the cultural and socio-economic impact of research.

Appendix 3 Journal Workflows







Appendix 4

University of Huddersfield Press

GUIDELINES FOR THE PREPARATION OF JOURNAL PROPOSALS

Please send a detailed description of the journal covering the following points:

1. The proposed working title. The title should give a clear indication of the content of the journal.

2. Background – was this a planned development from teaching/ research other? If based on your own course(s) please specify.

3. Market - please provide information about the main competing titles and state what is it that will make your journal distinctive

4. Target readership – is your journal aimed at academics, postgraduate researchers, undergraduates, professional etc. Think in international terms, e.g. would your title be appropriate for the North American market?

5. Nature of submissions – what types of papers will your title include, e.g. research, case studies, opinion pieces, field notes/raw data etc.

Will you include audio and video files?

6. Target authors - will your journal issue a call for papers, or commission articles. Which areas of expertise do you want to attract, e.g. academics, postgraduates, undergraduates, practitioners etc.

7. Peer review – please state if your journal will be peer reviewed. If so please indicate the nature of the advisory board, e.g. international, national, practitioners. Please provide a list of members with affiliation.

8. Frequency – how many issues will be published per annum.

9. Workload – please specify who you plan to staff the journal, e.g. editorial team, editorial assistants. Will there be a cost implication or can this be covered by current working practices.

10. Costs – Please state how you propose to fund the journal, e.g. copy editing, production costs. Please note that there may be set up costs involved (up to £1,000)

11. How do you propose to fund the publication? E.g. grant funding, School research funds

12. Please see the toolkit for further information on notes for contributors, license to publish, creative Commons licensing and a design template for University Press journals (<http://eprints.hud.ac.uk/12239/>)

**Please send your proposal via email to Graham Stone, University of Huddersfield
Press Manager
g.stone@hud.ac.uk**