

Open Access Awareness in Scholarly Communication: The Case of Çankaya University

Hamid Darvish
Çankaya University

INTRODUCTION

The Scholarly Communications processes consist of collecting and analyzing of data—including published information—through its transformation into publications or other output, and its usage or preservation by other users. In this respect, researchers, publishers, libraries and data managers play important roles in applying and implementing of scholarly communications.¹ Conventionally, the flow of scientific papers' publication starts by a research activity followed by manuscript submission, peer review, publishing cost by publisher and so on. Whereas, in open access publication, after peer review the cost of publication is paid by the author (See, Figure 1).

The importance of scholarly communication awareness has been studied by several educational institutes. For example, the University of California with association of Greenhouse associates Inc, survived the importance of scholarly communication university wide measuring the faculty's members awareness of the subject.² In a nutshell, the executive summary of the University of California's Office of Scholarly Communication stated that the faculty members were aware of the importance of scholarly communication, but, they were concerned with the copyright, access, tenure/promotion and quality of the publications. According to the Australian National Data Service report, there are four main issues regarding the scholarly communication, such as cost, access, copyrights and quality.³ The issues are out of the scope of this research. In addition, Ertürk conducted a survey measuring the open access in scholarly communication awareness at Hacettepe University in Ankara,

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1. Australian National Data Service, "Scholarly Communications Awareness: Awareness Level." Retrieved from <http://ands.org.au/guides/scholarly-communications-awareness.html>, on April 10, 2012.
 2. The University of California, Office of Scholarly Communication and the California Digital Library eScholarship Program in association with Greenhouse Associates, 'Faculty Attitudes and Behaviors Regarding Scholarly Communication: Survey Findings from the University of California' (August 2007), retrieved from <http://osc.universityofcalifornia.edu/responses/materials/OSC-survey-full-20070828.pdf>, on April 10, 2012.
 3. Australian National Data Service, "Scholarly Communications Awareness: Awareness Level."

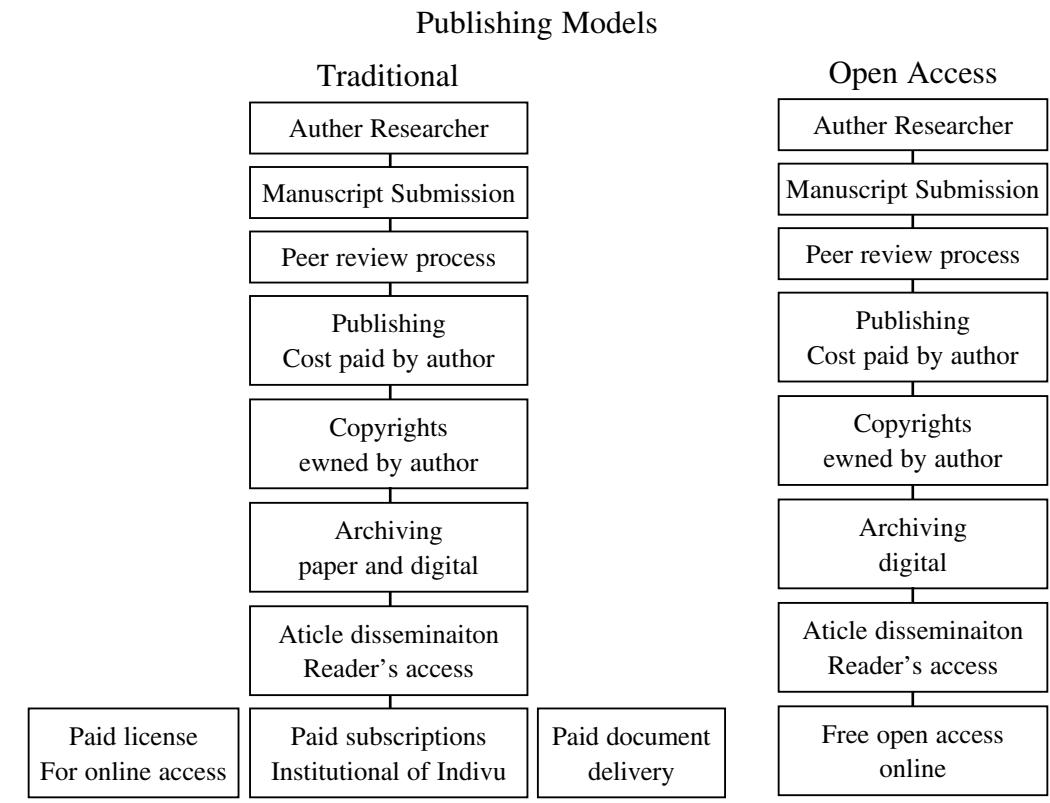


FIGURE 1—Chart Comparing Publishing Models

Turkey.⁴ His research can be summarized as following: First, scientists should be aware of OAI in universities and its importance in scholarly communication. Second, there should be political will to establish a central repository in ULAKBİM. Finally, there should be an archiving center for utilizing, maintaining, upgrading, indexing and accessing open access documents. Moreover, there should be an information policy set by government to manage the above activities.

Johnson states that libraries will play an important role in disseminating scholarly communication in the future.⁵ For example, Association of College and Research Libraries—‘ACRL’— and the Scholarly Publishing and Academic Resources Coalition—‘SPARC’—have joined together to promote scholarly communication awareness in institutions in North America, the United Kingdom, Europe, Asia, and Australia.

4. K. Levent Ertürk, Türkiye’de Bilimsel İletişim: Bir Açık Erişim Modeli Önerisi [‘Scholarly Communication in Turkey: A Proposed Model for Open Access’] (Ph D. dissertation, Hacettepe Üniversitesi, 2008).
5. Richard K. Johnson, “The Future of Scholarly Communication in the Humanities: Adaptation or Transformation.” The paper was delivered at a program entitled ‘Scholarly Journals: Our Futures in the Digital Soup’ on December 30, 2004 in conjunction with the Modern Language Association Annual Convention. The document is retrieved from http://www.arl.org/sparc/bm~doc/johnson_humanities_2004-2.pdf, on April 10, 2012.

SPARC is affiliated with major library organizations in Australia, Canada, Denmark, New Zealand, the UK and Ireland, and North America.

RESEARCH QUESTION

The aim of this paper is to investigate open access awareness in scholarly communication, particularly at Çankaya University in Ankara, Turkey. A quantitative analysis was used by utilizing SPSS, measuring faculty members' open access awareness in Çankaya University statistically. Using descriptive data, we try to address the following questions: (1) what impact has scholarly communication using open access had on faculty members' publications in Çankaya University? (2) how often do faculty members make use of an open access repository in their research activities?

SAMPLE CHARACTERISTICS

Çankaya University was established and ratified through the Turkish National Assembly decree number 4282 which was published in *Resmi Gazete*, No.23050, dated July 15, 1997. The official establishment of Çankaya University was finalized through the Higher Education Council decision No.16641, dated August 27, 1997, and the university commenced its functions in the autumn of the same year.⁶ Students are placed in programs in the University through national examination (ÖSYM) organized by the Higher Education Council. The language of instruction is English in Çankaya University—except for the Faculty of Law. In all faculties, institutes and in the Vocational Training School, instruction is on the standard semester basis.

The University has four faculties—the Faculty of Arts and Sciences, Faculty of Law, Faculty of Economics and Administration Sciences, Faculty of Engineering and Architecture, with twelve departments, two institutes of graduate studies—Institute of Science and Engineering, and Institute of Social Sciences—with ten graduate programs, the Vocational Training School with one program, and the English Language Preparatory School, which provides supportive service for instruction in English.

METHOD

A quantitative research was conducted using a survey method (See, Appendix A). Then, SPSS was used to utilize the statistical results. The whole population consists of

6. http://www.cankaya.edu.tr/universite/tarihce_en.php.

TABLE 1—Number and List of Full Faculty Members

Title	Faculty Members	
	Number of Faculty Members	%
Professor	28	24
Associate professor	8	6.9
Assistant professor	33	28
Instructor	46	40
Total	115	98.9

TABLE 2—Number and List of Faculty Members Who Answered

Title	Faculty Members	
	Number of Faculty Members	%
Professor	12	29.3
Associate professor	13	31.7
Assistant professor	3	7.3
Instructor	13	31.7
Total	41	100

115 faculty members. Numbers of faculty members according to their departments and their titles are shown in Table 1. Survey was distributed manually and collected in the Çankaya University. 41 faculty members out of 155 answered the survey. Table 2 shows the title and numbers of faculty members who answered the survey.

DATA AND RESULTS

SPSS was used to utilize the survey's data. Frequency and cross tab methods were used for measuring the open access in scholarly communication, due to small population in Çankaya University. Following bar chart (Figure 2) depicts the book publication by faculty members in Çankaya University. Professors have the highest publication in the University; however, associate professors have not.

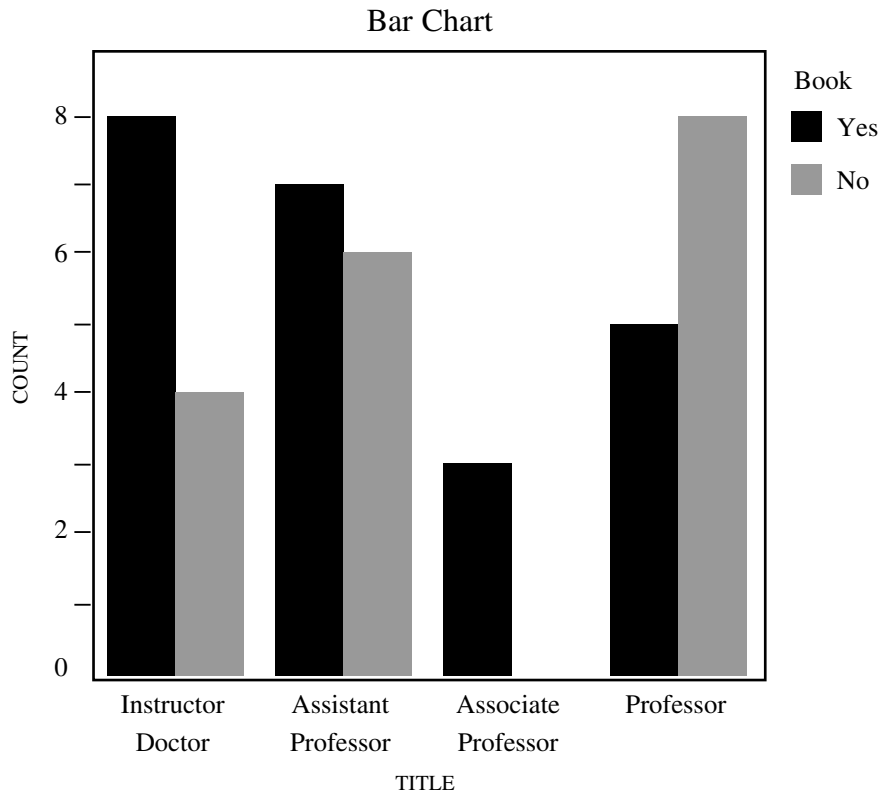


FIGURE 2—Book Publication in the University

6 out of 13 assistant professors have published books. Also 4 out of 12 instructors published books (See, Figure 2, and Table 3).

TABLE 3—Status and Book Publication

Status	Sharing Results		
	No	Yes	Total
Instructor	8	4	12
Assistant professor	7	6	13
Associate professor	3	0	3
Professor	5	8	13
Total	23	18	41

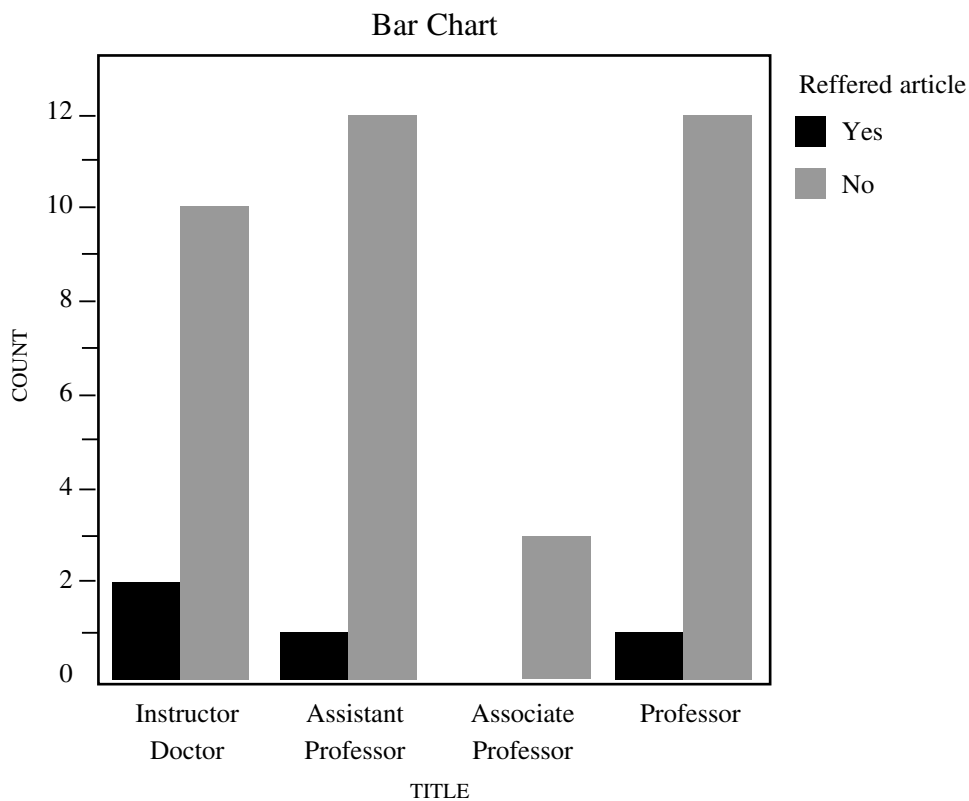


FIGURE 3—Number of Refereed Publication in the Çankaya University

All faculty members, regardless of their status, have refereed publications. Figure 3 and Table 4 show the existing situation.

TABLE 4—Status and Refereed Articles

Status	Sharing Results		
	No	Yes	Total
Instructor	2	10	12
Assistant professor	1	12	13
Associate professor	0	3	3
Professor	1	12	13
Total	4	37	41

Instructors who have their degrees lack working papers, when compared to other faculty members. However, 50 percent of assistant professors have worked on working papers and technical reports (Figure 4, and Table 5)

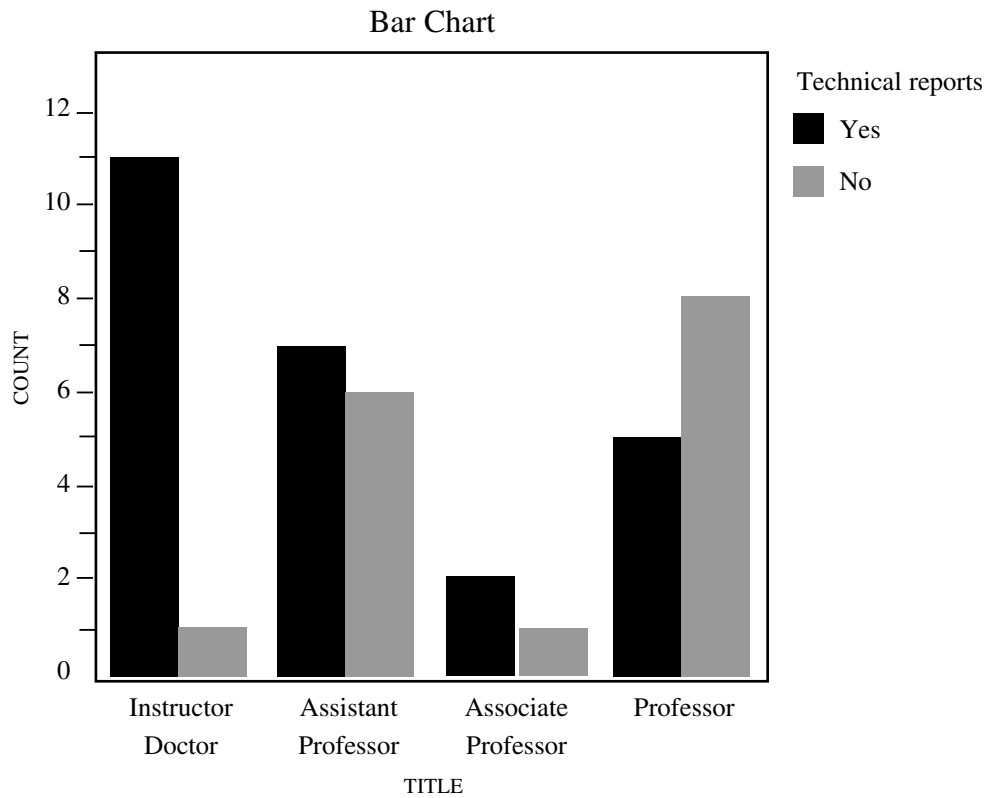


FIGURE 4—Technical Paper Distributions among Faculty Members

TABLE 5—Number of Technical Reports by Status

Status	Sharing Results		
	No	Yes	Total
Instructor	11	1	12
Assistant professor	7	6	13
Associate professor	2	1	3
Professor	5	8	13
Total	25	16	41

Internet usage among faculty members is an indicator of the familiarity of faculty members with computers. Some professors have been using internet since its invention. Assistant professors are the most computer-oriented faculty, compared to other faculty (see, Figure 5, and Table 7).

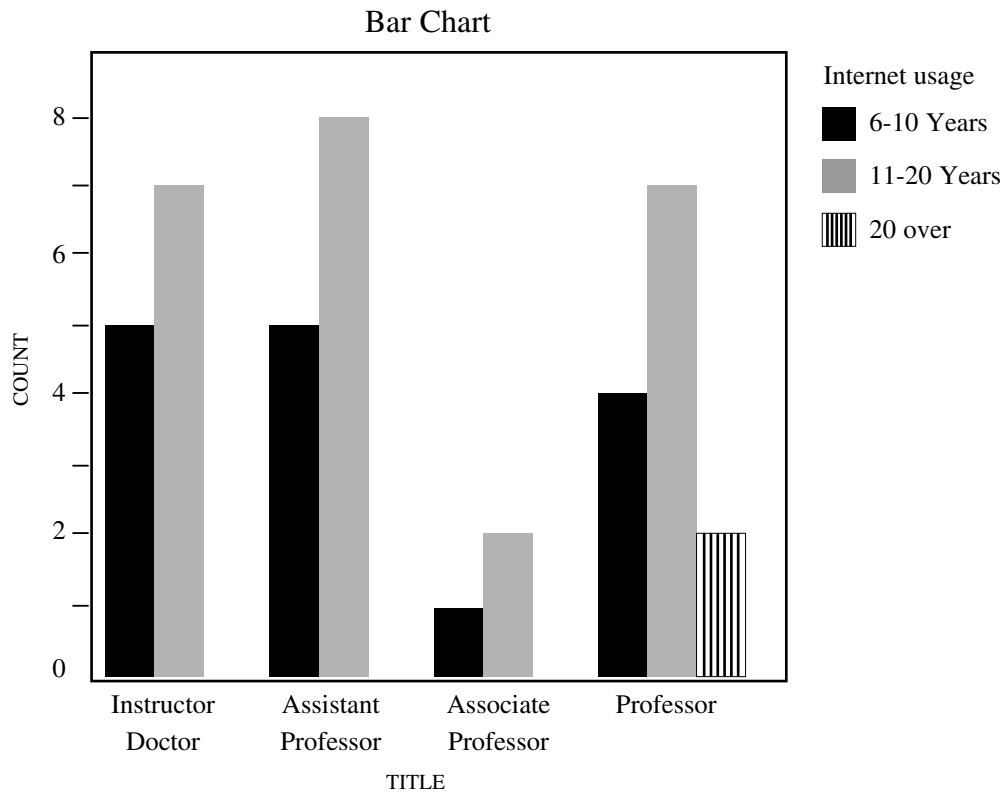


FIGURE 5—Number of Faculty Using Internet

TABLE 6—Number of Faculty Members Using Internet

Status	Internet Usage			Total
	6-10 Years	11-20 Years	20 and Over	
Instructor	5	7	0	12
Assistant professor	5	8	0	13
Associate professor	1	2	0	3
Professor	4	7	2	13
Total	15	24	2	41

Only twenty-five faculty members willingly released their copyright to the publishers. Out of twenty-five members the assistant professors have the highest percentage among faculty member in releasing their copyright to the publishers (see, Figure 6, and Table 8).

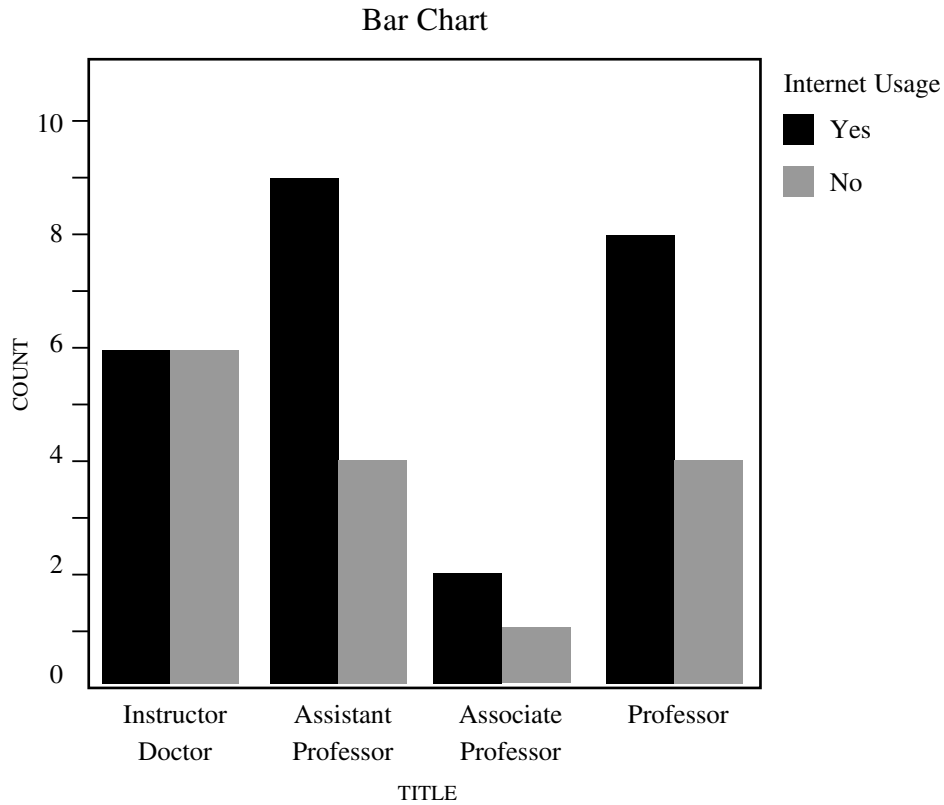


FIGURE 6—Number of Faculty Members Releasing Their Copyright to Publishers

TABLE 7—Number of Copyright Release to Publishers

Status	Sharing Results		
	No	Yes	Total
Instructor	6	6	12
Assistant professor	9	4	13
Associate professor	2	1	3
Professor	8	4	12
Total	25	15	40

Data shows that a high percentage of research results done by faculty members are not released on the public domain. None of the associate professors release their work on public domain. However, 50% of the professors share their scholarly works on the public domain (see, Figure 7 and Table 8).

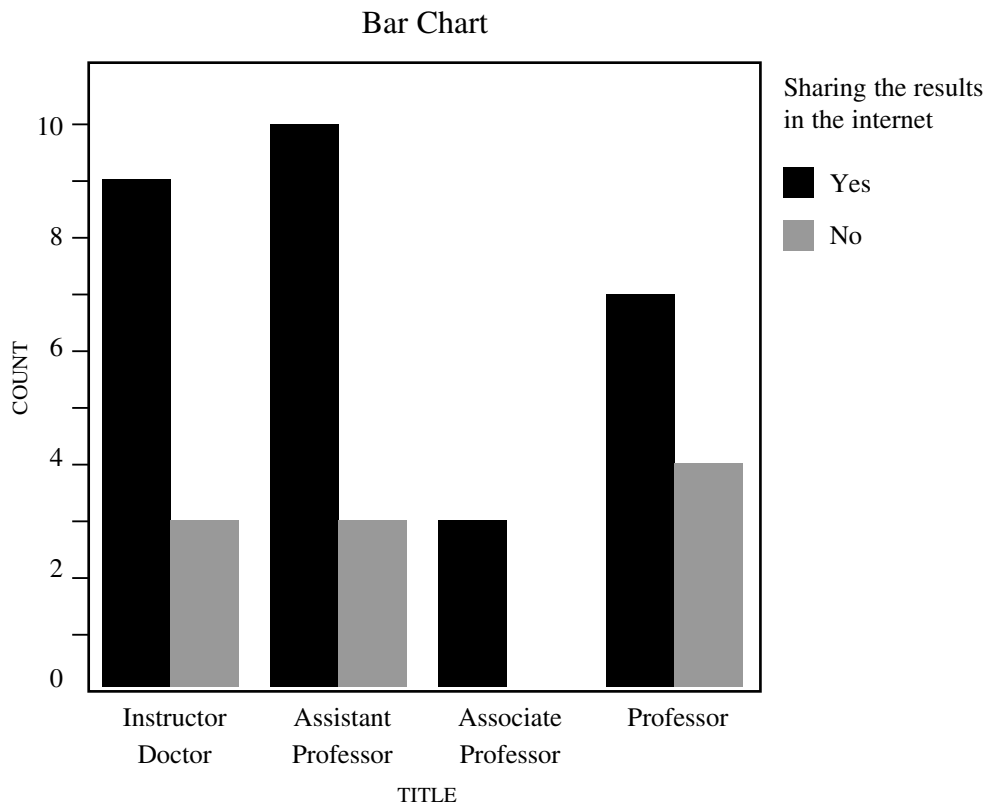


FIGURE 7—Number of Faculty Members Sharing Their Research Results

TABLE 8—Number of Faculty Members Sharing Their Research Results

Status	Sharing Results		
	No	Yes	Total
Instructor	9	3	12
Assistant professor	10	3	13
Associate professor	3	0	3
Professor	7	4	11
Total	29	10	39

Thirty faculty members use open access archive according to the survey’s results. Assistant professors have the highest percentage following professors and instructors (see, Figure 8, and Table 9).

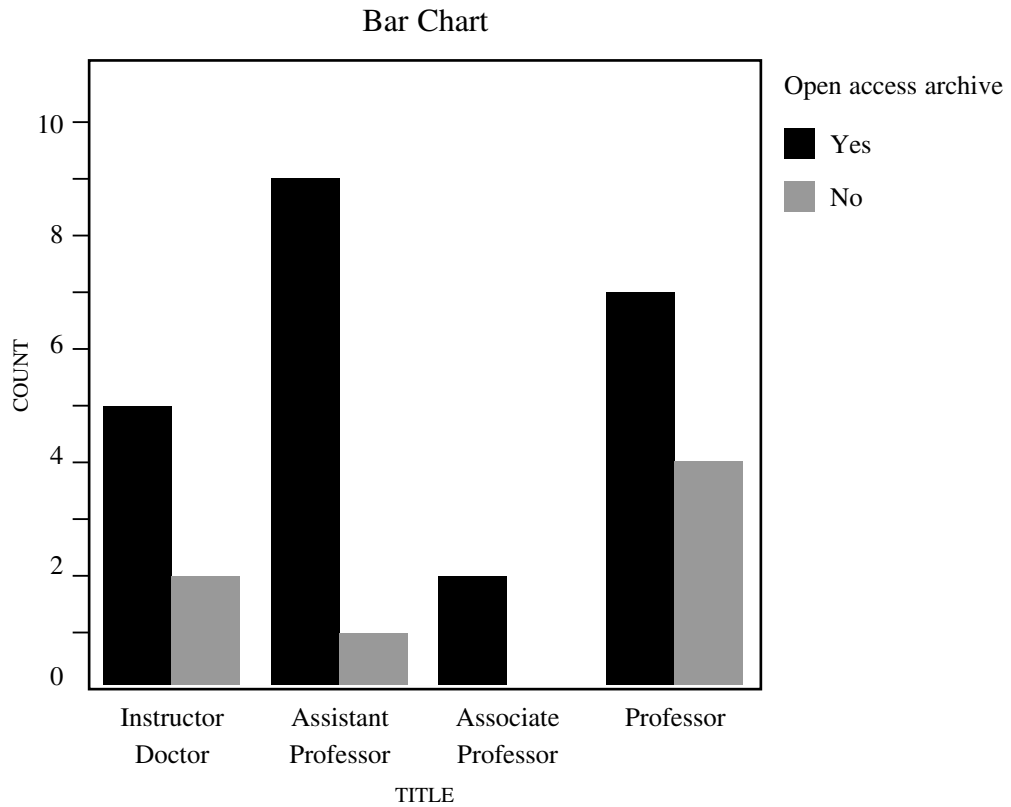


FIGURE 8—Number of the Faculty Members’ Usage of the Open Access Archive

TABLE 9—Open Access Archive Usage

Status	Sharing Results		
	No	Yes	Total
Instructor	5	2	7
Assistant professor	9	1	10
Associate professor	2	0	2
Professor	7	4	11
Total	23	7	30

75 percent of the survey participants are aware of the open access concept. Almost every faculty member regardless of his or her status uses open access archive. Figure 9 and Table 10 depict that faculty members are aware of the open access archives.

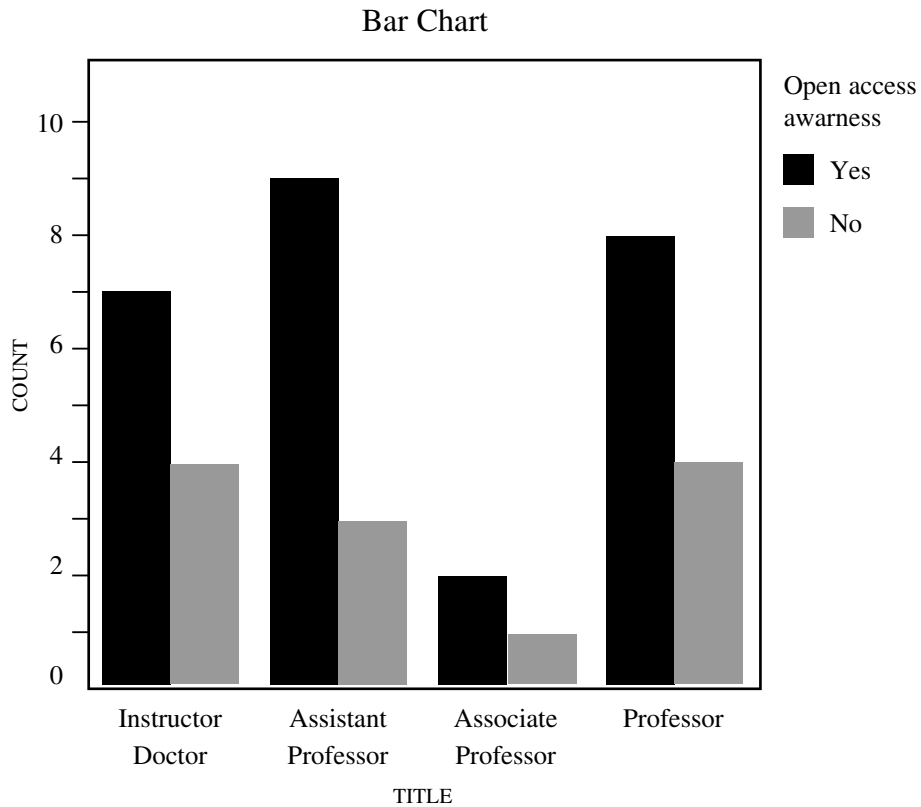


FIGURE 9—Number of Faculty Members’ Awareness of Open Access Archives

TABLE 10—Number of Faculty Members’ Awareness of Open Access Archives

Status	Sharing Results		
	No	Yes	Total
Instructor	7	4	11
Assistant professor	9	3	12
Associate professor	2	1	3
Professor	8	4	12
Total	26	12	38

Currently, there is no open access archive in the university. However, there are few faculty members who make their own scholarly work available on their personal web page available to public (see, Figure 10, and Table 11). Only a small percentage of the faculty members keep their works online such as professors and associate professors.

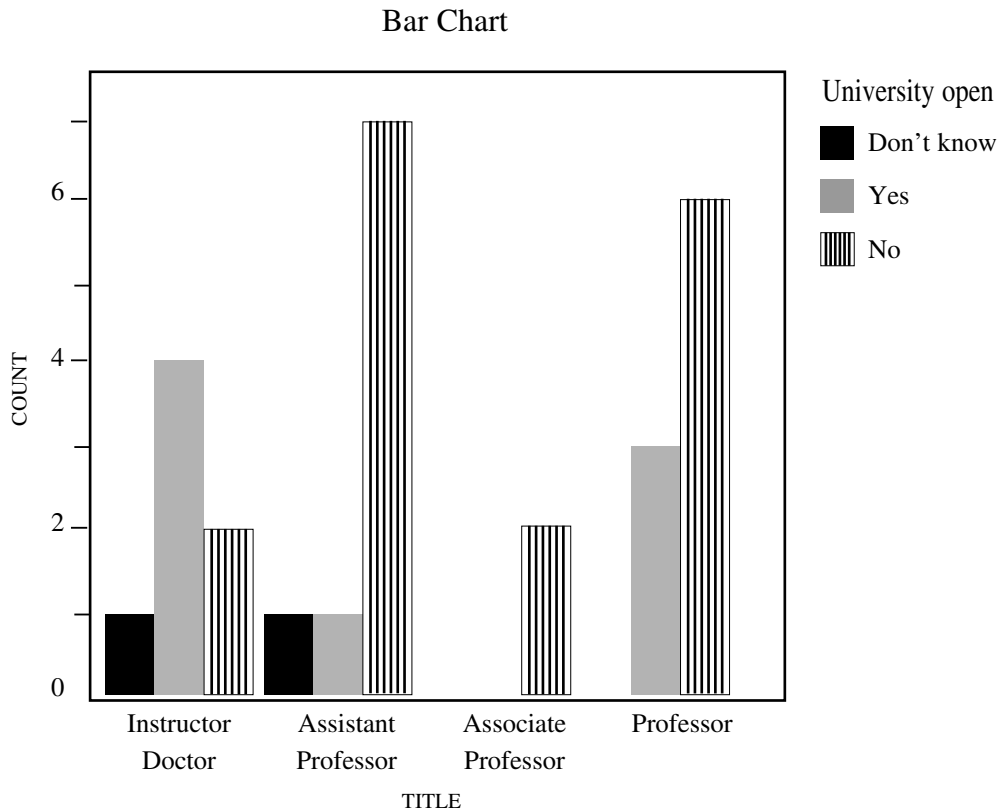


FIGURE 10—Number of Faculty Members and Open Access in University

TABLE 11—Open Access Usage in Çankaya University

Status	Open Access Usage in the University			
	Don't Know	Yes	No	Total
Instructor	1	4	2	7
Assistant professor	1	1	7	9
Associate professor	0	0	2	2
Professor	0	3	6	6
Total	2	8	17	27

CONCLUSION

Open access in scholarly communication is not a totally new concept. However, it has not been fully utilized in every society. With the advent of technology, knowledge and information become available in the fastest way. However, there are barriers of reaching or accessing the information that are important in every modern and democratic society. Open access movement has been trying to overcome these constraints by introducing open access initiatives set by IFLA. In our research we have found out that Çankaya University's faculty members are aware of open access archives. Nevertheless, in this endeavor faculty members and administration should work hand in hand in order to fulfill the OAI (open access initiatives) properly. Faculty members, mostly assistant professors, have higher usage of open access, whereas associate professors and professors have lower rate. On the other hand, the cross tab for almost all diagrams are distributed evenly. Respectfully, instructors have used open access archives in lesser extent. It would be interesting to compare and adapt other universities' initiatives in Turkey. Then, we can begin to see a clearer picture of open access in scholarly communication in Çankaya University.

RECOMMENDATIONS

Internet technology has enabled users a quick access to scholarly and/or non-scholarly information at any location. In this respect, universities create a vast amount of scholarly work that should be available to society at large to benefit from. Open access movement supports the idea of sharing values and information among academia and research organization or even governments. Çankaya University should also participate in this movement. Open access in scholarly communication can be achieved in the university by applying the following:

- Administrative support

- Management support

- Financial support

- Using freeware software designed for open access archive

- Following and adapting other universities which are using open access archive

- Preparing and conducting workshops regarding open access archives and their benefits

- Encouraging faculty members of using open access concepts and movements

APPENDIX

Open Access Awareness Survey (University Professors)

1. Open Access Awareness Survey (University Professors)

	Yes
Book	
Chapters of Book	
Article with Scientific Index	
Article without Scientific Index	
Conference–Presentation	
Research Report	
Technical Report	
Editorial Letter- Critical Writing	

2. How many years have you been using internet

	Yes
1-5 years	
6-10 years	
11-20 years	
20 + years	

3. Which one of the below do you use in your publication, research and/or educational environment

	Frequently	Sometimes	Not at All
E-mail			
Discussion List			
News Groups			
Web sites			
Web Based Audio-visual Systems			
Others (Please Name)			

4. Choose Below the Importance Level of the Aims of Your Publications in Printed and/or Electronic Periodicals

	Very Important	Important	Not Important
To inform the academic environment and for taking feedbacks			
To inform the sector and taking feedbacks			
To be awarded for research fund or to make it continue			
To develop ones academic carrier			
Others (Please Name)			

5. Choose Below the Importance Level of the Aims of Your Publications in Printed and/or Electronic Periodicals

	Very Important	Important	Not Important
How prestigious the periodical			
Printing numbers of the periodical			
How many times in a years the periodical published			
How short is the periodical's evaluation period of article			
Web Access of the Periodical			
Others (Please Name)			

6. Copyright can be transferred to publisher, partially or fully. Have you been transferred the copyright of your publications in written form to your publisher until now?

Yes	
No	

If your answer is "no" please pass to question number 8

7. The copyright of my publication to my publisher:

	Very Important
Willingly transferred	
Unwillingly transferred	
Transferred by re-organizing my contract with my publisher	
Others (Please Name)	

8. Do you agree with the following statement: “Copyright arrangements shall not set limit to information sharing and articles shall be published at the web sites at any time”?

	Yes
Agree	
Agree, full article can be published	
Agree, article can be published with refereeing the published article	
Agree, full article can be published with the permission of publisher	
Agree, can be published with changes	
Agree, but (please specify)	

9. Please chose at which platforms do you share, if you share the research results before publishing at the Internet?

	Yes
Don't share	
Discussion List	
News Group	
Personal web sites	
Department's web site	
Pre-print sites	
E-Print sites	
Others (Please specify)	

10. Dou you have any publication in the e-journals in Internet which can be accessible at any time from the outside of campus without asking any ID number or access code?

Yes	
No	

If your answer is “No” pass to question 14

11. Sign the suitable answer for you?

Numbers of your publication in e-journals	1-5	6-10	11-20	20+
Do you have any articles in Turkish language in the e-journals	Yes	No		
Do you have any articles in the foreign language in the e-journals	Yes	No		

12. Is any publisher charged fee to publish your articles in their e-journals?

Yes	
No	

If your answer is "No" pass to question 14

13. Would you please specify your articles in e-journals which were charged?

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14. Do you think you are informed about open access?

Yes	
No	

If your answer is "No" conclude the survey

15 How did you gain knowledge about the open access awareness?

	Yes
International literature	
National texts	
Colleagues	
Seminars and conferences	
Others (Please specify)	

16. Do you use Open Access archives?

Yes	
No	

If your answer is "No" pass to question 18

17. Choose from the below with the importance level your aim of using Open Access Archives?

	Very Important	Important	Not Important
To use Open Access reveals my research results faster			
To use Open Access multiplies the impact of my research results			
I can reach the research results of my colleagues faster by using Open Access			
Others (Please specify)			

18. Some publishers set the embargo to placing published articles in personal or institutional Open Access archives. Do you approve this embargo?

Yes	
No	

If your answer is “No” pass to question 14

19. Do you authorize to place an electronic copy of Masters theses or PhD theses to Open Access archives?

Yes	
No	
With conditions(Please Specify)	

20. Do you authorize to place your publications (even if they were published before) in the institutional open access archives of your university or faculty?

Yes	
No	
With conditions(Please Specify)	

21. Is there any agenda in your faculty or department to create an institutional open access archives

Yes	
No	
In the planning phase	

Survey is done, thank yo

