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Welcome. My name is Carol Hixson and I am the Dean of the Library at USFSP. I have been involved in the open access movement and specifically with building institutional repositories since 2003. I started 3 IRs – at the University of Oregon, the University of Regina in Saskatchewan, and now at the University of South Florida St. Petersburg.

My two colleagues who helped prepare this presentation are senior librarians at USFSP but they were unable to attend. They are members of our library Digital Collections Team. I'll be speaking about 35-40 minutes with time for discussion after.

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This is an overview of the central part of our campus. We're located on the waterfront in south St. Petersburg. The library sits right on Bayboro Harbor. – the right of the screen

Slide 3 What is USFSP?

- Master's level comprehensive, separately accredited (SACS) institution within the University of South Florida System
- 3 Colleges (Arts & Sciences, Business and Education) offer 35 degree programs to 6,000 students, including 2 fully online degree programs
- 149 full-time faculty and 142 adjunct faculty

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This is a view of the back of the Library shot from a spot on the harbor.
- My office is on the third floor right there.

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- Separate from the USF Libraries and reporting to Regional Vice-Chancellor for Academic Affairs of USF St. Petersburg
- ADA-compliant 81,000 square foot building open 79 hours a week
- 21 permanent positions with another 8-10 temporary positions and several FTE of student assistants
- Full range of standard library services plus centralized campus support for distance/online learning and classroom technology support
- On-site collections of 300,000 items plus access to million+ electronic resources through the USF System
- Library-run institutional repository with 7700+ items and counting. No special funding beyond what we spent to bring in a consultant I had worked with before to get the archive set up for us– we just absorbed it
- Currently, we have 63 faculty collections in the archive.

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This is the home page for our archive – no fancy name as yet. We call it a digital archive rather than an institutional repository because we find that is more easily understood by all our users. We use DSpace

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Two of the strategic goals enumerated in the 2010–2014 library’s strategic plan, were to “support USFSP’s undergraduate and master’s level research and instruction” and to “increase effective use of technology to improve library services and support a collaborative learning environment, including the creation and preservation of digital collections”

I charged several work groups with implementing the strategic plan, including a Digital Collections Team consisting of me the library’s dean, the head of Public Services, the Special Collections librarian, and the head of Systems. (Two more librarians have since joined the team.) We all know how to do everything and we back each other up.

The Digital Collections Team began planning for the establishment of an open-access digital archive for the campus in the spring of 2010. The group selected DSpace because it was open source, was the most widely adopted software in the world for institutional repositories, had a robust user community, was compliant with the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH), had the functionality desired by the library (statistics, easy modification of collections and submission templates, Creative Commons licenses, and ability to migrate to another platform), and had been used twice before by me at other institutions.

I was approached in fall 2010 by a faculty member in the College of Education for help publishing a student research journal and that became our first non-library collection.

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There are 149 regular faculty and 142 adjunct faculty at the university.

More than 7700 items in the archive overall

63 collections for individual faculty

22% of all faculty (full-time and adjunct)

38% of our permanent faculty have collections in the archive

90% of the faculty collections in the archive are those of permanent faculty

More than 1515 items in faculty collections (20% of total submissions to the archive)

Other content is from university archives, institutional history and business documents, and some outreach materials for the university.

Slide 9 How we achieved faculty buy-in

We wanted to be sure that we had faculty buy-in from the start.

One way we did this was to ask one faculty member from each College to serve on a faculty steering committee to set policies. We started with the policies that we had developed over time at the U of Oregon when we started the institutional repository there and modified them. At Oregon, we developed the policies AFTER we had started the archive and created them in response to situations.

Here, we used that experience and made sure we founded the archive in agreed-upon policies. The group only met twice and conducted some additional work over email. If new situations arise, I suggest a policy modification and send it out to the group for review and approval – *and then put the policy into the archive.*

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In the section of the Archive called About the Archive, we let everyone know about the composition of the Steering Team.

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We also provide links to all the policies and procedures in use at the archive through the About the Archive section.

Slide 12 Lead by example and follow through

As we got started, we felt it was important for us to model the behavior we hoped to see in our faculty colleagues. Our first goal was to get content into the archive.

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Librarians at USFSP have faculty status and we created a community for our scholarly works, within the broader Community of Scholarly Works. Each librarian, and some of our professional staff, have created collections within the archive.

– You can see them listed [here](#)

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The first collection in the archive was mine that was harvested out of the University of Oregon's Scholars' Bank archive and populated the USFSP archive with some content. I model the behavior I would like to see, putting all my work of any professional substance in the archive: peer-reviewed articles, non-peer-reviewed publications, presentations, videos, professional blog postings and more. I am the consummate peacock. I use my collection to show people the possibilities.

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This is the collection of one of my co-authors, Deb Henry. Deb was one of the Library faculty who quickly established a collection in the archive. She has now joined the Digital Collection Team and she works with Tina

Neville to solicit new content from College faculty and teach them about open access in the process. Another librarian who just joined us as our Scholarly Communications and Special Projects Librarian will also be joining our Team and working with students and faculty on the archive. We share expertise, thus reducing institutional risk and ensuring continuity.

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Tina Neville, another of the co-authors of this presentation, is an original member of the Digital Collections Team and she works extensively with College faculty now to get their work into the archive. Because the archive has been growing so fast, we have divided up areas of the archive among different members of the team. Tina now specializes in faculty content.

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In addition to setting a good example, we also undertook and continue with a very active marketing campaign. These are some of the marketing steps we have taken.

- The first step is self-explanatory. My colleagues and I asked to meet with all the College faculty councils in 2011/2012 and gave a presentation about the archive. We made sure there was always someone in the room who had a collection in the archive so they could chime in and offer their support. The same approach was followed with many individual academic departments.

In these presentations we emphasize what's in it for them – exposure of their work and the proof from the statistics.

Slide 18 Reaching out to individual faculty

- These are some of the other steps that we take. We monitor the campus email list for announcements of presentations and contact individuals to solicit their work for the archive.
- I ask the College deans for list of their new faculty and then I email them about the full suite of library services, including the archive. My colleagues Tina and Deb will then contact those faculty specifically about the digital archive and encourage them to set up a collection. They use these contacts to educate faculty about open access but we don't make their adoption of it a pre-condition of setting up a collection.
- We also encourage faculty to create student collections. Since we emphasize student research at our university, this often resonates with faculty.

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We do occasional presentations, especially during Open Access week, about the archive. We place the presentations in the archive ahead of time and model the behavior we hope to see by calling them up live from within the archive. This year, we took the 12 Step AA program and translated that into the Twelve Steps of OA. Interspersed with the twelve OA principles, we showed pictures of faculty who had collections in the archive and we called them USFSP Recovering Academics.

Slide 20 Copyright seminar

This was an example where we brought in two of the world's experts on copyright and had them spend the afternoon with our faculty following a more general public presentation in the morning. Having outside

copyright experts explain the value of open access and how to promote it and still comply with copyright restrictions helped ease faculty concerns about what we were doing.

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We look for opportunities to promote open access and the archive. Every year the campus celebrates Research Month in April and the Library always has an event to showcase faculty research. We always have some short presentation or make a plug for the archive at these events. Having faculty plug the archive during these events is also very effective.

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This was a presentation I made as part of the annual Undergraduate Research Forum. This reached students and their faculty sponsors. We look for opportunities to tie in with what is going on across the University and make direct connections to targeted groups. *Going Green* was a title designed to appeal to students' interest in all things green

Slide 23

We also market by creating high-profile collections, such as this one. Dr. Fueyo was the founding dean of our College of Education and we created this collection for her as a model for her faculty. She is now the Interim Regional Vice-Chancellor for Academic Affairs – our provost – and my boss.

Slide 24

Dr. Ebrahimpour is the Dean of the College of Business and a strong supporter of open access. These collections send a message to faculty that there is institutional support for this effort. The new Regional Chancellor, Dr. Sophia Wisniewska, has asked to have a link to the faculty collections placed prominently on the University's web page. She recognized the potential these collections have for showcasing the output of the University.

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Dr. McHale was the Department Chair in Psychology when we created this collection and he encouraged his colleagues to join when we went to their department meeting. As a result, all the permanent faculty in that department established collections in the archive. He has become one of our champions. He recently consulted with us for advice on how to negotiate for the right to put an upcoming webinar being produced for another institution into our digital archive. I gave him suggested language and they granted him the right to use the content anywhere else he wanted. *Just last week he consulted with us on making the full text of another of his articles available.* These are individually small open access victories but are important steps in changing the culture.

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We have recently started to collect faculty testimonials. We take their words, create a PDF with their picture, add it to their personal collection, put in a subject term of *Testimonial* in the description so that we are able to collect all testimonials with a single search and dynamic

link, and then paste the links strategically on key pages within the archive and elsewhere.

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On the handouts is a link to all the Faculty testimonials.

Each faculty member has taken a unique approach with what they want to emphasize. The first one I wrote a draft and the person modified it slightly. The subsequent ones have been more elaborate and they seem to be inspired by what their colleagues before them have written. It is going to help us tremendously with marketing to new faculty.

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We have created a Facebook page for the digital archive and we post links to new content there, as well as links to interesting Open Access developments around the world. We also push some of this content out to departmental and student-sponsored Facebook pages to increase awareness of the archive. Whenever I post something on the student-run page, I can watch the statistics in the archive go up quickly.

Slide 29

I started a blog for our digital collections. Right now our digital collections are limited to this DSpace archive so we use this as yet one more way to get the word out about the archive and open access. Shameless promotion, wherever we think we can reach our target audience.

Slide 30

There are other ways that we achieved a high percentage of faculty buy-in. Our motto is, “Once a faculty member, always a faculty member” If they establish a collection with us, we commit to maintaining their collection, even if they move on to another institution. LIFETIME SUPPORT.

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We have had to refine this policy somewhat, after there was some objection about one adjunct faculty member’s collection. The objections were deemed to be legitimate and we removed the collection and everything in it.

We have since added in the caveat that adjunct or visiting faculty must have the approval of their department head or dean before establishing a collection in the archive.

That is usually not a problem because almost half of our faculty now are adjuncts and they are well respected by their permanent faculty colleagues.

Slide 32 Lifetime support : policy statement

One of our policy documents in the archive spells out our institutional commitment to authors, including:

- We commit to preserving and making available the materials submitted to the Archive

- We commit to retaining materials that have been submitted to it, whether the individuals who have created and submitted the materials continue their affiliation with the University or not.
- Materials will not be withdrawn from the Archive simply because an individual author is no longer affiliated with the University.
- All authors who have submitted their professional work to the USFSP Digital Archive and subsequently leave the University of South Florida St. Petersburg will still be able to access and add to their work, as long as new items fit the archive's collection guidelines

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Faculty need to know that they are not doing anything that puts their career or professional standing at risk. So we show them how they are part of a **community of scholars.**

Slide 34

The broadest community is all Scholarly Works from USFSP. We have four categories: Faculty, Student, Researchers or Administrators, and USPSP-sponsored publications. The last category was created for a faculty member to host a new open-access journal that he is starting.

Slide 35 College page

Within the Scholarly Works/Faculty community, another level of community is the College page where we pull together all the collections emanating from the faculty in a particular college.

Slide 36 Departmental page

The College of Arts & Sciences has individual departments and we have also created a community page for each department. We have faced some challenges with this as departments change their names or divide up into two separate departments. But we are committed to this model and have not had many problems with this.

Slide 37 Lightning talks

This year for the library's event during April's Research Month we organized a series of "lightning talks" to give faculty 5 minutes to talk about their work and answer one question from the audience. We also videotaped many and loaded them into the digital archive.

This was a very popular event that we will probably do more frequently than just during the annual Research Month for the University. These kinds of efforts help get the word out to faculty and encourage the word-of-mouth promotion that is so effective.

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This is the front shot of one of the faculty lightning talk videos available in the archive. We added in a subject term on all the items so that we could pull them all up at once.

Highlighting faculty work in creative ways in the archive is a great way of eliciting more faculty participation.

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We create personalized collection pages for each faculty member who wants one. Faculty have to be able to promote their work in the way that they see fit. For this reason, each faculty member gets a personalized collection page.

Slide 40

The format for the pages is similar but each person can tweak it. Every page contains a standardized form of the person's name (last name first) and then a general scope statement – *This collection contains some of the work of so and so, with their rank and departmental or College affiliation*. Then there is information about their education, possibly a statement about their research interests, Contact information, possibly a picture, and possibly a link to another external page.

Slide 41

While we can give the faculty member authorization to edit their collection pages, the one time we did the person got so confused by the underlying html formatting that we took the access away and now we just handle it for them. It is not a burden. We keep track of changes to their status and go in and update their rank and other information as needed.

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Each personal page always contains a link, front and center, to a search of all items in their collection – this was an early response to a faculty

member's suggestion who didn't think the canned search on the right-hand navigation built into the software was easy to spot.

It also contains a copyright statement that we put on every page in the archive:

It is the intention of the USFSP Digital Archive to comply with all U.S. and international copyright restrictions and to respect the intellectual property of all authors whose work is represented in the archive. If any individual or corporate entity has concerns about a specific item, please contact digcol@nelson.usf.edu

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Another important step for achieving faculty buy-in is that we strive to create as comprehensive a digital portfolio for faculty as copyright and their personal preferences allow.

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This includes adding in everything they want added.

Slide 45

We keep up with what faculty are doing by doing e-alerts in Web of Science and Google Scholar for faculty who have collections in the archive to notify us when they have something new published. This has produced several new items to add to collections and also enables us to congratulate them on their publication and ask if they still have the post-print. Some faculty want only peer-reviewed publications and others also want presentations, their theses, and more. As long as it is

professional in content and doesn't violate copyright, we put it in the archive for them.

Slide 46 Unless they want only select items

- If all they want is peer-reviewed articles, that's what we put in. If they want presentations and other types of works, we put that in, too.
- In September, we got an email from two faculty who were giving a presentation at a conference who decided at the last minute that they wanted the presentation to be in the archive so they could direct conference attendees to their work. The fact that faculty are starting to see how the archive can help them present their research and scholarship in new ways is something we consider a huge success.

Slide 47 At Least an abstract

If our initial review of the publisher's policies does not indicate that full-text can be put in, we put in a record describing the item and create an abstract file to add to it. We also provide a citation to where the full-text can be found. This serves to drive more readers to their work. When we get requests from readers around the world to gain access to the full text, we explain the copyright restrictions, suggest they explore interlibrary loan, and also put them into direct contact with the faculty member who might be able to provide them a copy of their work.

Slide 48 Proxied links

We have also started to add in a proxied link to the full-text when such licensed access exists. If they are USF affiliates where the content has been licensed, they will be able to access it directly. If they are not, then

they still have the full citation that they can pursue through their own campus licensed access, interlibrary loan or some other means.

Slide 49 Theses scanned

We have had some faculty who wanted to have their paper dissertations scanned and put into the archive. We provide this service – and do OCR on the file. We do not do extensive cleanup on the OCR, however, so the full-text searching will only be as good as the clarity of the original paper document makes possible.

Slide 50 Library handles all the work of submitting

From my previous experience setting up the institutional repository, Scholars' Bank, at the University of Oregon, I had learned that faculty will not take the time to enter their own work. It is just one more thing for them and they will not take the time to do it. *In the first year of hosting the IR at the University of Oregon, we had only 100 works of scholarship – and we had harvested those items from a discipline-specific archive. That represented a minute portion of faculty scholarship at Oregon.* After we started offering to do all the work for them, faculty interest grew significantly and they now have significant faculty collections within Scholars' Bank

So we knew going into it that this is what it would take. Because we do it all, we have achieved buy-in from 22% of all 291 permanent and adjunct faculty and 38% of our permanent faculty.

Slide 51

We commit to doing all the work for them. What does that mean in reality?

- All they have to do is give us the CVs, tell us what they want us to put in, and take five minutes to review the collection page we set up for them.
- There are now 3 librarians who devote part of their time to creating the faculty collections, with occasional student assistance. It is a manageable workload. We strive to respond quickly and follow through on what we have committed to doing.
- There is more that we would like to do but time prevents us from expanding our services further.

Slide 52 Robust suite of services

Another way we get faculty buy-in is by building a robust suite of services around the archive. I'm going to give some detail around each of these points

Slide 53 Lib Guides

We have developed a Lib Guides outline of faculty services, including those connected with the digital archive.

Slide 54 Investigate copyright

- We follow a standard set of steps to investigate copyright for individual items. Even if we find that a publisher **does** permit a full-text version to be placed in an open access archive like ours, they usually stipulate that it cannot be the publisher's formatted version. Most of our authors have not retained their final peer-reviewed file,

so our only option in that case would be to recreate it. We are not currently able to do that because of limited time. But we hope to be able to do that someday.

- We start by checking the Sherpa/RoMEO site for publishers' policies regarding open access posting. For those who may be unfamiliar, this is a site hosted by the University of Nottingham that collects publishers' policies on open access. This site seems to be undergoing some renovation so it's not clear what impact that will have on our work.
- We also frequently go directly to publishers' web sites for more detailed information
- We occasionally contact a publisher and ask them to clarify their policies.

Slide 55 help understand publishers

Because part of what we do when we set people up is talk with them about their rights as authors and encourage them not to sign away their rights without thinking, we are getting contacted by more faculty routinely asking us to help them review their publisher's agreements. *We give them our advice but stress that the final determination and negotiation with the publisher is their responsibility. We are not lawyers and we make that clear that we are only giving our interpretation.*

Slide 56

This is an example where the faculty member asked for our advice for a new publication and negotiated an agreement from the publisher to be able to deposit the full-text in the archive following an embargo period. We followed our standard practice of putting in just an abstract and providing the full citation. *Full text article will be available at this location six months after publication ...*

Slide 57

After the embargo period was lifted, we secured the author's manuscript and loaded it in. And we changed the description of the item. It still contains the full citation to the publication, but now says that it was originally published in Academy of Business Disciplines Journal, vol. 5, no. 1

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- On an occasional basis, we review the individual faculty member's collection page and item statistics and let them know about the reach their work is having through the archive.
- We give them total number of hits, as well as general information on the number of countries and cities from which those hits have come. It's only partial because these are taken from the stats pages which only show details on the last few months. The statistics always impress them. This is also very time-consuming. Ideally, we would run queries and gather such data systematically but that is currently beyond our capabilities

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We help faculty review and understand the statistics generated from the archive.

It is the responsibility of faculty to interpret those statistics and insert data into their tenure and promotion portfolios. We had a misunderstanding early on where a faculty member used data we had

provided without clarifying the context and we have since had to clarify our role.

Slide 60 Place to collect their students' work

We have found that another effective way to appeal to faculty is to show them how the archive can support the work of their students. Student work in the archive must have faculty sponsorship. Even faculty who are skeptical about the utility of the archive for their own work can understand the value for their students.

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The Student Works community in the archive currently has around 300 works of student scholarship or creative output, with some collections -- such as Theses and Journalism Culminating works -- having a **requirement** to post the work in the digital archive. We are trying to engage more faculty in turning over to us the best of their students' work for archiving or to establish collections where their students can deposit their work with their approval. This is an area where I am now taking personal responsibility to try to grow these types of collections

Slide 62 Informational material

Finally, we also try to provide ready access to a set of informational materials about open access and the archive and how it can support their research and creative endeavors.

Slide 63 Informational materials

Some of the informational materials are external, such as the SPARC Authors' addendum and others are locally created such as a "what's in it for me" guide, links to presentations about the archive, step-by-step submission guide. We are also finalizing a guide to searching the archive effectively.

Slide 64 Challenges

We have some significant challenges still, including:

- Software has some limitations and we don't have in-house expertise to modify it (as with statistics) even though it's open source
 - Some of the more senior faculty see no need to use the archive, as their careers are at the peak - "legacy" aspect
- Having the time to expand our services – such as creating publisher-sanctioned full-text files of legacy publications that are not restricted by copyright but for which the authors have not retained their own digital file is a challenge
- Getting new faculty to submit their own work – ultimately, we would like faculty to see this as an easy step that they could take charge of for themselves. We may never get there but we are at least changing the culture of faculty signing away their copyright without thinking
- Digital preservation is another challenge

Slide 65 Next steps

- Continue to develop contextual materials and innovative marketing
- Develop or hire expertise to pull out more useful and user-friendly statistics from the database

- Find funding to provide focused staffing - Too much legwork work done by me & senior Library faculty
- Work into the statewide context for archives which uses a different platform –our vision for the archive was much broader than that envisioned by state agencies and our sister institutions.

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The keys to our success can be summarized as follows:

- Flexible vision – full text or abstracts
- What’s in it for them
- Not asking them to change up front – they don’t have to change their behavior at all in order to be in the archive
- We do all the work
- Personalized collections within a community of peers
- Peer testimonials – word of mouth

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For us, the key to getting faculty buy-in to open access and the archive has been showing them how it can help them promote their work, and simultaneously making it easy for them.

This presentation and the handouts are available in the archive at this handle.