DigitalCommons@UMaine: Framework for Success
Presenter: Kimberly J. Sawtelle
Fogler Library, University of Maine
http://digitalcommons.library.umaine.edu/

Slide 1—Introduction:

My name is Kim Sawtelle. I am a Library Specialist CL3 at Fogler Library, University of Maine. My professional background includes anthropology, museum registration, and working as a reporter. If you're interested in learning more about me, please feel free to visit my LinkedIn profile or check out my Selected Works page.

DigitalCommons@UMaine launched as the University of Maine's institutional repository in January 2012. Since that time, the collection has grown to over thirteen thousand (13,000) papers in more than seven hundred, sixty (760) disciplines; and has experienced over four hundred, ninety thousand (490,000) full-text downloads.

Slide 2—DigitalCommons@UMaine:

The institutional repository started out with an environmental survey conducted by bepress to identify campus collections ripe for harvesting and ingest.

Recommendations from the survey included: taking advantage of "low-hanging fruit" and seeding the repository using a quick-start process that populated the IR with publications by select faculty.

For continued collection development, the survey recommended:

- identifying emeritus faculty interested in legacy-building;
- promoting the IR to deans, directors, and department chairs for them to pass word along to their faculty and encourage self-archiving;
- using the IR to showcase student publications;
- uploading Electronic Theses and Dissertations; and
- seeking out opportunities to recruit existing publications.

Slide 3—Reaching Out

Ways we approached the process of recruiting content included:
- utilizing library liaisons to contact faculty & department chairs
- having the dean talk with administrative colleagues
- offering hands-on training workshops
- sending out personalized email invitations to workshops
- presenting to administrative support staff during professional development training
- including blurbs in the weekly Fogler Library electronic newsletter
- presenting at department faculty meetings
- presenting to graduate students

Recently, I developed two LibGuides: one that addresses common questions from graduate students and new faculty: http://umaine.beta.libguides.com/digitalcommons. (Follow link). This LibGuide addresses the issue of open access in American academia.

The second LibGuide is targeted to faculty and provides a more step-by-step approach to self-archiving: http://umaine.beta.libguides.com/DCself_archive. (Follow link). As you can see, the navigational tabs are organized sequentially to answer common faculty questions including: why self-archive, how to get started, and even a brief video tutorial on setting up an account. Folks are welcome to explore this resource.

Slide 5—Initial Outcomes

Some of the suggestions in the environmental survey have played out well, resulting in content development. These are represented by the "thumbs up" symbol in this slide.

Others, such as selling the concept of legacy-building, are still simmering so these are kind of idling in neutral at the time being.

Others concepts, such as hosting conferences through Digital Commons have so far fallen flat. That's not to say that the thumbs down is a final death decree. It just means I've stepped back and am looking at other ways to promote the tool.

Slide 6—Fruit Bowl

Looking at our successes:

· Collecting "low-hanging fruit" involved identifying academic departments on campus, populated by prominent faculty, for a targeted approach to harvesting content for which copyright was clear to upload. This constituted the kick-start program undertaken by bepress.

· This initial content was supplemented by the works of a specific faculty member who's CV was utilized to train library staff in the process of using Sherpa/RoMEO, finding content online, and learning the ins and outs of the metadata collection process. It was through this project we tested and further developed a suggested workflow, now available on our LibGuide resource.

· Manually entering the Electronic Theses and Dissertations was also used as an opportunity to train library staff, including a Workstudy student. Through this project, library staff replicated a complete project in order to fully grasp the impact of a distributed workflow approach.

- Once a distributed workflow was in place, we moved on to expanding an existing collaboration between Fogler Library and Maine State Library to digitize and make historic Maine Town Reports available online.

  ❖ Fogler staff were assigned the task of seeking out and harvesting town reports and other municipal documents online. This was accomplished by assigning letters of the alphabet to individual staff, who then researched all Maine towns with names starting with their assigned letter. This ensured complete coverage with no overlaps.

- Finally, we've been mining Fogler Library Special Collections to identify primary source materials that experience a higher rate of requests for access, such as historical images and the postcard collection, and digitizing that material.

Slide 7—Showcase Student Work

- The Honors College was an early adopter of Digital Commons.
- Leadership immediately recognized the potential of the IR.
- The Honors College was the first department on campus to request a community in which to upload and showcase student work.
  ❖ These works include Honors Theses and the student annual, *Minerva*.
  ❖ Annually, two Honors College students are trained in metadata and ingest procedures and take on responsibility of uploading content.
  ❖ These same students actively educate their peers about the importance of publishing their first academic works in Open Access.

- Through this community, Fogler Library is able to educate Honors Students, who are likely to continue on with graduate studies, about the importance of Open Access to one's academic career.

- It is through educating this next generation of academic researchers that IR managers can most significantly impact the advance of Open Access in the United States and begin to implement change in the social tradition of 'publishing terrors' propagated by the academic echelon.

Slide 8—Recruiting Existing Publications

Fogler has a way to go to recruit more peer-reviewed journals but *Maine Policy Review* has been a significant boon for the IR. *Maine Policy Review* is a publication of the Margaret Chase Smith Policy Center and offers independent, peer-reviewed analysis of policy issues relevant to Maine. Because the journal publishes on active political issues about 9 articles from MPR currently rank among the Top 100 all-time downloads for the IR, including the number one most downloaded article: "Gun Control: State Versus Federal Regulation of Firearms."

The moral of this story is to identify hot, cutting-edge material that has potential for high demand and make ingest of that material a priority because it drives users to your repository and gives you solid, quantifiable session numbers to show faculty and administrators.

As of Dec. 22, 2014, Digital Commons at UMaine logged over four hundred, eighty-one thousand (481,000) full-text downloads. Over ninety-seven hundred (9,700) of those are attributed to this one article. I am continuing to work toward broadening our relationship with the Margaret Chase Smith Policy Center in effort to cultivate the deposit of the Center's entire research archive in the IR.

Current Hot Topics for DigitalCommons@UMaine:

- · Gun Control
- · Gender Roles
- · Civil Rights
- · Police-Civilian Interactions
- · Public Surveillance
- · Socio-economic Systems
- · Data Management
- · Industry and the Environment

Now that *The Colbert Report* is off the air, how do you know for sure what constitutes a hot topic these days?

One approach to try is to check out repositories bepress has identified as "Model Collections." Identify which one of these most closely align with your own institution and evaluate the most popular articles being downloaded from these institutions. Determine whether or not those categories apply to the research being generated at your own institution and consider ways to cultivate that content in your own IR.

Slide 9—Collection Development

Fogler Library recently adopted a Collection Policy for the Institutional Repository that defines the direction in which we are working to develop collections <http://www.library.umaine.edu/colldev/cdpolicy/dcpolicy.htm>.

If your institution hasn't considered this step, I do recommend you explore this earlier in the collection development process rather than later. It provides a solid framework to guide your collection and gives you an excuse to say no to collections that really don't fit the mission of your IR.

The natural human drive is toward acquisition and accumulation—we're hunters and gatherers, after all and as a result, we *can* have a tendency to collect stuff just for the sake of showing that we have stuff.

In the case of an Institutional Repository—like any archive—it's important to remember that the *quality* of content is more significant than the *quantity*. Don't make the mistake of rushing to snatch up all that low-hanging fruit without paying attention to just what *is* and *is not* ripe for picking.

SPECIAL COLLECTIONS: At Fogler, we've prioritized digitizing primary source materials that are in demand by researchers. (Click Special Collections link; follow University of Maine Publications Link in DC)

> **UNIVERSITY OF MAINE PUBLICATIONS:** We migrated our hugely popular, web-based collection of University of Maine Yearbooks, *The Prism*, 1895 to 1997 to Digital Commons to take advantage of Search Engine Optimizations. (Minimize browser window to click next link in Powerpoint.)

UNIQUE COLLECTIONS: We were also fortunate to engage the interest of the Maine Folklife Center in delivering the Maine Song and Story Sampler which includes audio files of folk songs and ballads, such as the Banks of Newfoundland, sung by Mabel Worcester (play first 24 seconds of song loop) <http://digitalcommons.library.umaine.edu/songstorysamplercollection/18/>.

Slide 10—Final Grant Reports

Our latest venture takes advantage of the Consolidated Appropriations Act of 2014 which requires that federal agencies with research grant expenditures exceeding $100 million annually to require grant recipients to

> 1.) submit any final, peer-reviewed manuscripts accepted for publication in peer-reviewed journals to the granting agencies as well as

> 2.) provide free, online public access within 12 months after the official publication.

Since DigitalCommons@UMaine meets federal standards as a green, open access repository, with the added bonus of Search Engine Optimization, we're paving a path for UMaine researchers to self-archive in Digital Commons by uploading final grant reports submitted to the Office of Research and Sponsored Programs in 2014.

This project accomplishes a number of goals simultaneously:

1. It supports the UMaine Mission to use "integrated teaching, research, and outreach…" to improve "…the quality of life for people in Maine and around the world, and [promote] responsible stewardship of human, natural, and financial resources."
2. It provides transparency in relation to research results, supported by tax-payer supported, federal grants, as well as demonstrating prudent stewardship of University of Maine System assets supported by Maine tax payers.
3. It showcases the intellectual and creative output of the University of Maine.
4. It demonstrates advocacy of higher education and research leadership by providing free, open access to cutting-edge research results to anyone with an Internet connection.

SO…

Given that the IR supports the missions of both the University of Maine and the University of Maine System, why would anyone take a pass on participation?

Slide 11—Thanks, but no thanks

It helps to take a look at what are people saying no to in Digital Commons:

- Using the conference hosting tool
- Dissemination of grant-related deliverables to the greater community
- Self-archiving by established and tenured faculty

Campus units that are currently saying no, are opting to continue to deliver products via departmental websites, manually-maintained E-mail lists, or expensive direct-mailings, even though Digital Commons is suited to their needs. Why is this?

There is comfort in what is familiar.

- **Technophobia** continues to reign supreme in many departments given that a majority of faculty and staff are still not "digital natives." Because of the time and energy invested in finally conquering the mail-merge or learning basic html to maintain the department's website, there is resistance to abandoning these milestones to adopt a new approach, even if it promises improvements.
- As staff turnover takes place and "Digital Natives" move into the work force, I anticipate technophobia will gradually fade, as will strong attachments less efficient content distribution methods.
- **Academic Inertia** (a.k.a. Tradition) is how the social construct that is "Academia" maintains status, ranking, and privilege. The prospect of Open Access providing greater potential for professional mobility results in kick back from "the old guard" who paid their dues the traditional way.

Slide 12—The Busy Trap

So, despite:

- the effectiveness of Search Engine Optimization,
- the availability of statistics that contribute to quantifiable outcomes,
- the flexibility and accessibility in delivering content, and
- the ability to maximize printing and postage costs through online deposit of "deliverables,"

the ubiquitous, all-encompassing reason to say no boils down to: "I'm too busy."

- I'm too busy to listen to you.
- I'm too busy to think about this.
- I'm too busy to learn something new.
- I'm too busy to do the work.
- I'm too busy complaining that I'm too busy.

In all instances, the bottom line is: "No. I don't want to" and that's okay.

At some point, the person saying no will recognize the value of the Digital Commons tool, I'll be here to provide access and support when that time arrives.

Slide 13—New Strategies

Where is DigitalCommons@UMaine going next?

· Using the book *Bite-sized Marketing: Realistic Solutions for the Overworked Librarian*, I developed a marketing grid that identifies our goals, partners (both in-house and external), objectives, actions, and outcomes.
· I'm actively promoting the concepts of Open Access and Copyright Retention using the LibGuides tool to provide online tutorials.
· I am employing familiar language from granting agencies and the University's Mission as a way of answering the question "What's in it for me?."
· I am participating in a grant-writing workshop series to educate researchers about Consolidated Appropriations Act, 2014 (Sec. 527).
· I am developing a grant boiler plate to help researchers address Digital Management Planning that puts the Institutional Repository into the grant project from the first step.
· I am monitoring the UMaine News on the UMaine website in order to stay on top of the latest promotions, publications, presentations, and products being delivered by university faculty and staff. I pass word along to the relevant Library Liaison or request permission to cultivate content, accordingly.

Slide 14—Don't Just Flirt from a Distance

Lessons I've learned in recruiting content:

· Take time to read the biographies provided by individuals on their personal web pages or LinkedIn accounts prior to initiating contact or prior to responding to inquiries. This gives you an opportunity to seek common ground and do some relationship building.
· Take a page from the sales and customer service manual. Smile, look people square in the eye, give a firm handshake, listen to feedback, and mean it when you say, "I've been looking forward to meeting you."
· Engage in face-to-face conversations whenever possible. Email communication provides a lower-rate of return than face-to-face meetings where you can communicate your enthusiasm for the IR and for helping the department deliver their product via Open Access.
· Keep up-to-date on new leadership appointments, new publications, lectures, workshops and other campus events. Read the daily campus news feed; send out congratulatory emails when appropriate.
· Build time into your schedule to attend lectures, workshops, and receptions on campus because these events provide networking opportunities.
· Ask people for their contact information and follow up right away with an Email or phone call to schedule a meeting to discuss how your IR can support their dissemination and archiving efforts.
· Ask people what they need? What sort of issues they are facing in regard to delivering on their grant-supported research? Depending on the answers, you may be able to offer a solution that cultivates content for your Institutional Repository.

Slide 15—Contact Information

Remember that the Busy Trap snaps in both directions.

- If the success rate of recruiting faculty papers into your repository is nominal, make time to consider an alternative approach to developing collection content.
- Think outside the box and consider forging a new path.

Questions?