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Repository Collection Policies

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Repository Collection Policies

Is a liberal and inclusive policy helpful or harmful?

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Institutional repositories have been established by most university libraries but their level of success has varied. Determining what belongs in such repositories has been the subject of some discussion but research would suggest that a broader rather than narrower compass is a positive approach to adopt. By seeking out a variety of content types, the library is able to initiate, renew, or redefine its relationship with faculty, departments, and administration, generating critical support for scholarly communication and repository initiatives. This paper provides examples of successful IRs and their scope.

What belongs in an institutional repository (IR)? For some, the answer is still “only faculty refereed journal articles.” In these cases, there is sometimes a consideration of including working papers, but the scope of content accepted in the IR—the scope of its collection policy, specifically—remains limited to what can be termed the “faculty post-print approach.”

IRs, after all, have been driven by the singular and noble goal: to address the scholarly communications crisis. In response to rocketing serials prices in the 1990s, and spurred by the emerging technology of digital publication, libraries began to explore the institutional repository as a tool to both remove barriers to access and ensure permanent access to the intellectual output of the institution.

Throughout most of the last decade, the solution to the crisis was to seek out faculty articles and post these to the institutional repository. This post-print approach has resulted in limited faculty engagement largely because the message brought to faculty failed to frame the strengths and purpose of the IR in terms that resonated with faculty concerns. In the early years, the library framed the repository in terms of “access” and “crisis,” which did not resonate with faculty. Access and the rising cost of journal subscriptions were simply not fundamental concerns for most academics (Davis and Connolly 2007).

Many still approach collection policies in this way—with target content limited to faculty refereed journal articles—despite that throughout the first decade of the 21st century, IRs approached in this way remained largely unused, suffered from a lack of faculty engagement, and came to be perceived as failures. The singular focus on post-prints was ultimately a failure on the part of the library and the community to recognize and articulate the strengths of the IR in terms that resonated with faculty. Salo (2008) called this a lack of user-centred understanding.

One proposed solution to the lack of faculty engagement is to seek a mandate (Harnad 2009, Sale 2007). A mandate can be a useful tool in developing a portion of a repository collection. It has been found that while mandates can be useful “encouragement”, a library must still marshal its marketing and outreach resources to successfully engage participants (Cochrane and Callan 2007).

Institutional repositories in the UK and Australia have also come to be seen as a tool for senior administration to fulfill government reporting needs. Thomas and MacDonald (2008) speak of the “administrative utility” of the repository when employed as a reporting tool. In Australia in particular, the reporting needs demanded by ERA (Excellence in Research for Australia) have been a major driver for universities to mandate the deposit of research material into repositories. For ERA, having access to material via an institution’s repository facilitates auditing, rating and related processes seen as critical in ensuring the validity of ERA’s evaluation of the research being undertaken.

However, it could be claimed that this recent focus on the reporting needs of ERA is a distraction to the overall open access mission of the repository. Utilizing the repository as reporting tool may make it relevant to senior administration, but, outside the mandatory lodgment processes, it does little to solve the lack of engagement from faculty, and sometimes runs the risk of reducing the open access vehicle to a citation management tool.

This paper surveys a set of institutional repositories at higher education institutions primarily within the US to better understand strategies for engaging faculty and developing senior administrative support in environments without mandates and untied to government reporting. Most higher education institutions in the United States operate institutional repositories without mandates—as do the repositories surveyed here—and as such have developed other strategies to engage faculty and campus constituents. Despite the slightly different context, it is felt that these findings reported from the US provide relevant and useful information to those managing repositories in Australia and elsewhere.

The Range of Content

Over time, it has been demonstrated that where repositories are able to articulate advantages and benefits in a way that resonates with faculty and campus concerns, greater deposit and general support is reported. This often means widening the scope of the collection policy to make the repository available to an array of publishing and archiving needs (Basefsky 2009).

So, what now belongs in an IR? The authors would argue that almost anything in need of better access and exposure belongs. This type of inclusive policy opens up new opportunities for the library to articulate and demonstrate the value of the repository to a variety of stakeholders across campus.

Of course, many have argued that an inclusive policy—one that accepts student, administrative, or other non-faculty work—will only turn faculty away from repository participation. However, the research has shown this to be untrue, as evidenced by the exemplary repository at University of Nebraska—Lincoln (Howard, 2010). There appears to be little or no conclusive literature that show faculty are dissuaded from participating in the IR simply because the repository might also publish less scholarly faculty endeavours or content from other groups on campus.

This paper examines how a new and advancing perspective on repository collection policies—one of inclusion rather than exclusion—s in fact both helping the library achieve its original goal (open access to faculty articles) and generating crucial support through new and renewed relationships on campus.

The range of content that is being put into repositories is surprising. After all, nearly any discrete file can be posted. This content is sometimes scholarly, and sometimes historical, but Digital Commons subscribers often look well beyond that. In some of the most successful cases, anything that would benefit from greater exposure gets consideration. There are all sorts of individuals and groups on campus looking for greater exposure to their work and grateful to the library for providing such an outlet. The policy decision is only whether serving this unmet need is helpful or harmful to the repository and its mission.

It is proposed that libraries across the Digital Commons community open their repository collection policies to an array of work, including: student work, technical reports, image collections, public relations documents, speeches, and professional work done by faculty outside their employment or scholarly undertakings at the university. This strategy of seeking out a wide variety of work for inclusion in the repository helps to bring in more collections,

whether faculty originated or from elsewhere. Moreover, by seeking out a variety of content types, the library is able to initiate, renew, or redefine its relationship with faculty, departments, and administration, generating critical support for scholarly communication and repository initiatives, and helping the library find success by supporting the mission and business of the university and impacting scholarly life on campus (Bankier & Smith, 2010).

To shed some light on what is being added to repositories, the research reported here focused on the subscriber base. This was reviewed, grouped, and then mapped to create a continuum of content. Next, the content was cross-charted with its source—the author of the content. The axes in the chart below are based on the following criteria:

- 1) Scholarly nature: position of content type guided by the degree of vetting and quality of review and
- 2) Source of scholarship: determined by the relation of the content’s author to the institution.

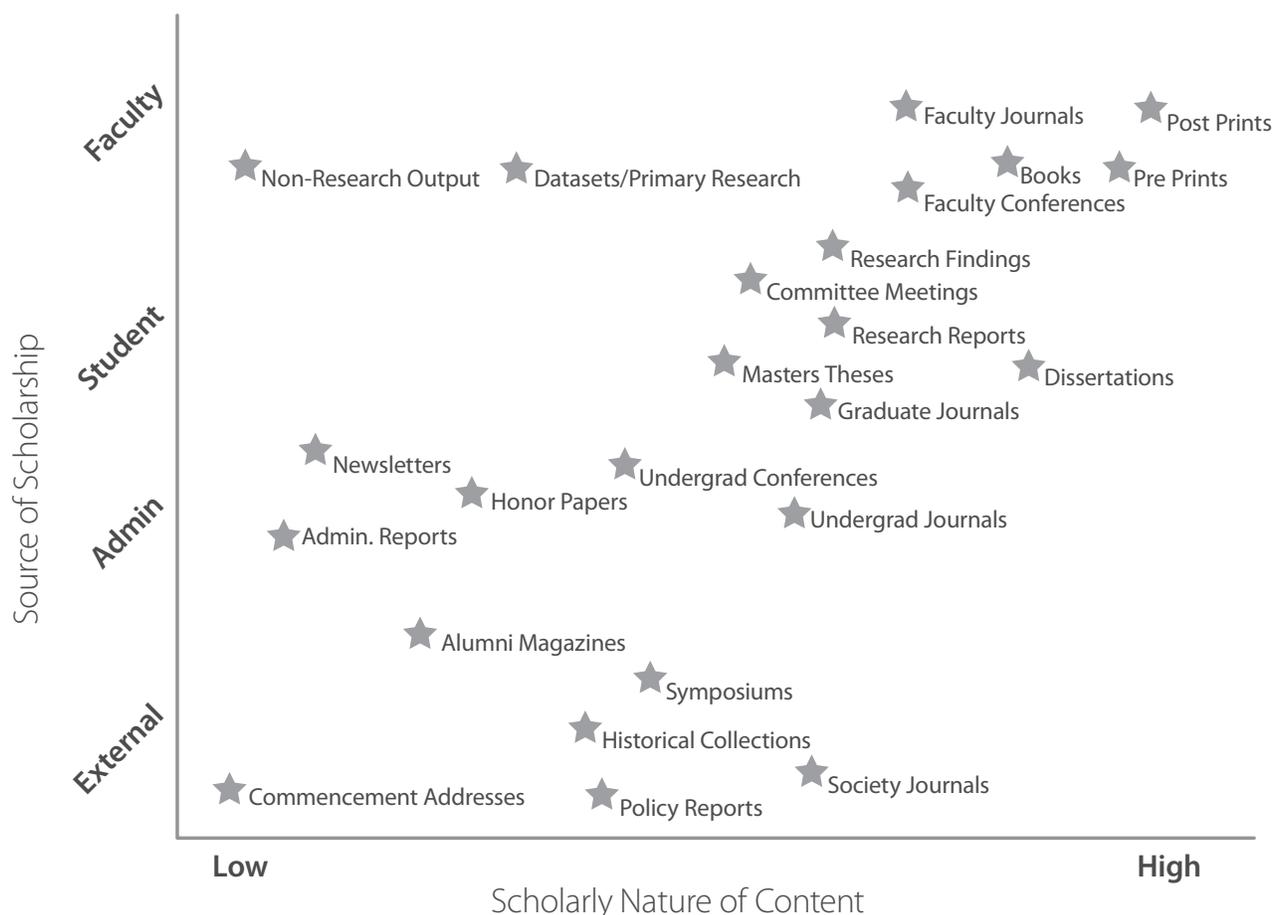


Chart: The continuum of content in repository collections

The Continuum of Content in Repository Collections

The x-axis in the above chart represents the scholarly nature of content. The determination is based primarily upon the nature and level of the review process, and level of the reviewer. Faculty peer reviewed and traditional commercially published for profit content lies at the high end, new library published faculty journals just left of that. Student content was ranked relatively high if it was faculty or student reviewed as well—giving more weight to those works written by graduate students and faculty reviewed, with slightly less given to undergraduate content that is

faculty or peer reviewed. Faculty produced technical and research reports figure on the higher side of mid-spectrum. We might consider these peer approved, but not formally reviewed, or otherwise approved by nature of the faculty member's affiliation with a certain department, center, or the institution itself. Finally, at the "low" side of the scholarly nature continuum are works produced by faculty, students, or unaffiliated authors in the course of an appointment, request, etc. For example, congressional testimony by law faculty is captured in many law repositories—this is categorized as faculty-produced but of "low" scholarly nature. Also speeches, lectures and other content also figure on the "low" half—these are often produced during the course of an appointment or invitation by an individual or group and are not reviewed prior to their production.

The types of content captured on the left half of the graph are generally un-reviewed and are often seen as part of the "historical record" of the institution. For repositories that do not consider the "historical record" as part of their scope, this content is generally not captured. As we move to the right side of the graph, we find that the content becomes more a part of the "intellectual" or "scholarly" output of the institution. This type of content is generally beginning to be captured by all IRs in the Digital Commons community, from those at major research institutions (including universities) to small governmental and private organizations.

Looking at the lower half of the graph (following the y-axis), shows content that is generally seen as "supporting the business" of the university, a topic addressed in greater detail in an earlier paper, *Digital Repositories at a Crossroads*. This is predominantly the content in the bottom left quadrant, which functions most often as content disseminated to increase the visibility and prominence of works at the institution, and to aid in fundraising. Of course, the society journal fits this "business" rubric, if a little more tenuously. A library-society partnership for publishing a journal does bear certain relevance to a business relationship between library and society, and can serve to increase the prestige of a library publishing program.

Examining the Continuum of Content by Source

External Content

Some repositories within the Digital Commons community house works produced by external parties or in external environments. That means a repository policy that allows for the inclusion of work by authors not employed by or attending the institution. For the purposes of this research, this type of content is labeled "external content," recognizing that it is shorthand for "content produced by external parties."

The majority of the works produced by external parties are captured in the IR because they were produced on campus or under campus sponsorship—lectures, speeches, symposia, and commencement addresses are some examples. These types of work are often instrumental in forming business relationships with parties on campus, and as part of the library's role in supporting the "business" of the university. Often, this work is archived as part of the library's mission to capture the historical record of the institution. These works cluster in the mid- to low range of the scholarly nature axis.

On the high end of the scholarly nature axis in the "external" category are society journals. Small society journals, in search of a sustainable publishing solution, crop up within Digital Commons repositories, which provide the hosting platform, and additional services, for these journals. As the role of the library as publisher continues to gain force, it is anticipated that more small society journals will be sponsored or hosted by university libraries.

Finally, there can be a third take on the external collection where the repository hosts material on behalf of others. This has been shown to be fruitful in directly engaging faculty and scholars. Two examples—from Cornell's Industrial and Labor Relations School (Cornell ILR) and from Utah State University (USU)—illustrate collections stewarded by the library and relevant to the disciplinary research in which their scholars routinely engage.

Cornell ILR School stewards and makes digitally accessible collections of Collective Bargaining Agreements from New York State and the US Department of Labor (Cornell University, 2008). The Cornell ILR repository functions as an

“e-library” and includes, in addition to faculty content and a peer-reviewed journal, these extensive collections of government documents and labor-related materials, which make it one of the main sources for labor-related research and primary documents on the internet. For the Cornell ILR’s Catherwood Library, stewardship of externally-created resources helps to engage a campus community and pull in more locally-produced scholarship. Faculty utilise the collections—historical in nature—as well as the journal in the course of their work and research. Here, the use of the IR as a research tool has increased faculty awareness and interaction. Cornell ILR’s repository managers report a 65% participation rate from faculty, and this is without a mandate to deposit (DelRosso, 2010).

In terms of content type, the Cornell ILR repository utilizes a strategy of housing content relevant to faculty’s research—specifically, created by authors unaffiliated with the university, and with little review process. It provides an example of materials of interest outside the post-print collection scope which serve an important purpose for faculty engagement, and are able to create more awareness and, in a circular fashion, bring in more content.

A similar “elibrary” collection is beginning to be developed within the Utah State University (USU) repository. One of the participating campus libraries, the Quinney Natural Resources Research Library, developed, as its initial collection, a bibliography of aspen (a common tree species in North America) resources. This collection, originally housed on the server of a professor at another institution, required, at that time, a user to have certain software in order to access the bibliographic database. At that time, it was unavailable outside a very small community of specialists. In order to increase access and use of the bibliography, the professor worked with another at Utah State to migrate the database to USU’s IR.

The bibliography is intended to be a comprehensive and searchable database of published and unpublished aspen references. Full texts are posted where available and permitted; elsewhere citations point users to the location of a full text. This initial collection has led to the creation of several others from the Quinney Library, including a conference series held across the country, but compiled and now retrospectively archived within the IR (Utah State University, 2010).

Administrative Documents

Documents produced by administrative units or for administrative purposes are captured within the repository as part of a mission to archive the historical record of the institution. These documents—annual reports, donor reports, alumni magazines, and the like—serve either a reporting function or a fundraising function and thus are rarely reviewed by peers or editorial boards. They cluster on the “low” side of the scholarly nature axis. What, then, is the benefit to providing open access archival and/or publication services for this content? Some argue that focusing energy here only detracts from the real IR mission of collecting and providing open access to already-published journal articles.

In practice, supporting these collections enables the library to develop new relationships with units on campus or within colleges and departments—relationships that provide in-roads to administrative support, and to faculty and further content later on.

The library at California State Polytechnic University—San Luis Obispo (Cal Poly San Luis Obispo) utilizes the repository as a tool to provide services to offices, departments and administrative units on campus.

The repository is considered by peer institutions as an example of repository success, and used as an aspirational model by many. In the Cal Poly San Luis Obispo Institutional Repository Annual Report to the Provost, the repository manager describes the breadth of work captured. Content includes:

“Abstracts, alumni publications, annual reports, architectural plans, campus periodicals, campus photographs, conference proceedings, eBooks, finding aids, images of campus, master plans, master’s theses, peer-reviewed journal articles, posters, PowerPoint presentations, press releases, research from campus institutes and centers, senior projects, speeches, staff publications, undergraduate essays.” (Cal Poly, 2009).

In the case of Cal Poly, the liberal collection policy has freed the library to create new partnerships by providing publishing, dissemination, and archiving services for whatever content needs it.

An example of this is the collaboration between Cal Poly library and the Public Relations Office through making its archive of press releases ADA-compliant and publishing those to the open access repository. While the press releases had been online on the Office's website, they had struggled to ensure ADA-compliance. The library was able to solve that problem for them, by utilizing the technology of the repository. Both parties realized benefits. The press release collection is better discovered through the IR, and the Public Relations Office is able to get better usage statistics on the content. Additionally, this initial service opened the door to further conversations about repository tools like journal publishing and image handling and display. The Cal Poly library now uses the IR to support Public Relations in publishing the electronic version of the Cal Poly alumni magazine, the Cal Poly Report, and manages two collections of often-requested images.

Content like this, while not scholarly in nature, supports key university initiatives, including better visibility of institutional assets for fundraising and recruitment purposes. As Donovan and Watson (2008) stated, in reference to a similar collection of materials, the presence of such work "raises the awareness of the institution's achievements among consumers of the now-discoverable content, a population likely to be meaningful to the institution's other goals such as fundraising and reputational rankings."

At Cal Poly, the IR is viewed by administrative parties as a tool to support advancement and recruitment. Where members of the Office of the Provost have invested in the Cal Poly IR, they remark about its utility in helping them to stay apprised of the scholarship and ideas generated at the institution, and aid in discovering key pieces of research that resonate with major donors (Bankier, Smith and Cowan, 2009). Where recruitment is concerned, the dean of libraries at Cal Poly San Luis Obispo described the president's perspective. In a speech after the first year of IR operations, he noted that the president found the senior honors projects in the IR very useful. Said Miller, "[The president] got excited when he understood that he could point prospects and their parents to the portfolios as examples of what students can accomplish at Cal Poly." (Miller 2008)

Finally, Cal Poly library's experience engaging the College of Engineering with the IR is instructive of the full value of an inclusive collection policy. The repository manager described this relationship in an interview with *bepress* in 2009:

"One of the things we've found is that new audiences are constantly revealing themselves to us and that's been the most surprising piece. For instance, I presented to faculty at the College of Engineering. After the presentation, one of the attendees asked, "Can the repository be used for other things?" And we said, "Absolutely".

The College is helping to direct new users to the repository, and the repository supports access to the research and administrative documents produced by the College. For example, the College of Engineering's Advancement Office has been contacting alumni and directing them to the annual report, which is available in the DigitalCommons@CalPoly. What is surprising and exciting is that two of their annual reports are consistently in the top ten downloads". (Ramirez, 2009).

The experience of the Cal Poly library demonstrates that a wide collection scope can offer value to both internal and external audiences for business purposes, including those related to campus administration, fundraising, and recruitment. By providing supporting services for fundraising and promotional efforts, the library increases its repository value to stakeholders, particularly administrative ones, across campus.

After the first two years of operations, Cal Poly's institutional repository had demonstrated substantial growth and use, becoming, of all Digital Commons repositories started within those two years, the first in number of downloads and number of objects (Cal Poly, 2009). There is no slow down or harm to its faculty content recruitment plans. If anything the repository success has created greater awareness and interest.

Student Work

Across the Digital Commons community, libraries collect a variety of student works. This includes: Ph.D dissertations, masters theses, other masters-level work, student journals, undergraduate research conferences, and honors papers. Student works rarely if ever enter the IR un-reviewed; rather, these fall into two categories: faculty reviewed; and, student reviewed. Like other work for which the repository is the initial locus of publication, this student work is nearly always open access (although most libraries do offer the option of embargo or campus-restricted access for ETDs. Anecdotal evidence shows that embargos are asked or applied for only about 10% of the time).

Where dissertations, theses, and honors projects are concerned, the library in many cases has been able to position the repository as a submission and review management system to the graduate school or to individual departments. For the library, this is a win because it renews the library's role of service provider, and establishes its role as campus-based publisher. Additionally, by providing a submission and review management solution, the library is able to both meet a campus need and collect content earlier in the production process, fulfilling its internal goal of local collection development and preservation.

Open access student work generates readership for the repository. Royster (2008) reported that open access theses and dissertation in the University of Nebraska-Lincoln repository get 60 times more downloads than closed access theses and dissertations. Additionally, these OA theses and dissertations were downloaded 35 times more on average than any other type of content within the repository.

Readership that student produced works received outside of academia is also important. In this way, the IR is able to both contribute to the community and to support students as they seek employment, by allowing them to point to work they have already undertaken and offer numbers on its readership. As a case study on wide readership of student work, the Applied Research Project collection in Texas State San Marcos's repository is a good example. The Applied Research Projects (ARPs) are part of the Masters in Public Administration program there, and are the required capstone work for students graduating from that program. The topics addressed in the papers largely focus on municipal or state government issues. Traffic data shows that approximately two-thirds the traffic to the collection comes from readers in Texas. The work draws readership mostly from local government officials, citizens, and practitioners. Both the director of the program and the students themselves have received inquiries (Bankier & Smith, 2010).

Incorporating student work brings big wins for the library. It increases readership to the IR and it has the potential to engage faculty too. Those faculty who are most concerned with teaching are able to use the repository services to provide publishing opportunities for students. In these cases, this is the library's "in"—from there, the library can take the opportunity to educate the professor about the benefits of also depositing his or her own work in the IR. As is the case in point with the ARP collection at Texas State San Marcos, the student publications further engaged the director and others in the program to submit their works to the IR as well.

Sometimes, the publishing services provided for students also help to recruit faculty. Illinois-Wesleyan University's repository, acting as a showcase of teaching and quality of student research, is used to publish several undergraduate journals. These journals give students practical insights into the peer review publication process; the journals also serve to recruit faculty. Robert Leekley (2007), publication adviser and chair of the Illinois-Wesleyan Economics Department, is quoted as saying: "It's very rare to have an entire publication generated solely with the work of undergraduates. We've actually used it when we recruit faculty. It's very impressive."

Faculty Work

It is, of course, a given that faculty work would be included in the repository. But what type of faculty work? In examining the types of faculty-produced collections within Digital Commons repositories, there appears to be an array far larger and wider than the typical post-print collection. This stimulated further investigation in order to look further into faculty-produced collections outside the journal article scope to see if any particular stories would lend

insight into the types of faculty collections necessary to creating a successful repository.

First, it was noted that certain collections demonstrate use both within and outside of the academic community. Specifically, these are the types of content that fall in the middle of the x-axis—things like technical and research reports, newsletters, etc.

An instructive example comes from the University of Nebraska-Lincoln, the second largest IR in the United States (OpenDOAR, 2010). Royster (2009, p.74) notes:

The University of Nebraska-Lincoln's repository is another example of a repository with a very inclusive collection policy. ...The repository includes significant collections of beef cattle reports, wildlife damage management research, and a tractor test archives dating back to 1915 and continuing to this day. These collections, which sit amongst many open access post-print collections, still get some of the most traffic in the repository. Traffic to this content comes from across the state, with concentrations in urban centers Lincoln and Omaha, but with significant usage from rural Nebraskan farming communities. As the IR manager has described it: "Some of those little red dots you see across the state are not much more than 40 cows and a general store, but they're finding us and using the resources".

Beef cattle reports are by no means the traditional peer-reviewed post-prints one might expect to find in the IR, and yet they are works produced by expert scholars at the university. In collecting this work, the repository lays the groundwork for important relationships.

Again, by interacting with faculty and departments through these publications, the library increases IR visibility and awareness across campus.

Upon publishing a work to the IR, the library forms a relationship with an individual scholar. Each scholar with a piece of work in the IR (whether that work is a technical report or a post-print of a published journal article), begins to receive monthly reports on how often that work has been downloaded. The IR manager at University of Nebraska–Lincoln reports that monthly usage reports (delivered automatically by the IR to an author's email inbox) regularly prompts university scholars to become return depositors; in response to these monthly emails, scholars send in their CVs or copies of other work they would like published to the repository. Publication to the IR initiates a feedback loop essential to creating return depositors.

An additional benefit, of course, is that in publishing works that benefit the regional community, the library is able to support the university's mission to return the fruits of its labor to the communities that fund it, thereby making itself relevant to the university administration concerned with such things.

Second, it was found that the provision of publishing services enables the library to initiate or renew relationships with faculty, forward open access issues, and provide necessary services. Where the library can provide an essential service to its faculty, it is able to renew relationships and establish itself as a go to point, in this case for faculty seeking publishing support and advice.

The pay-off is that one faculty collection leads to others. Often, content outside of the narrow post-print collection comes first, with other work to follow. Bankier & Smith (2008), with regard to the Landscapes of Violence conference conducted at University of Massachusetts Amherst (UMass Amherst), noted

"UMass Amherst Professor of Anthropology Ventura Perez and [Scholarly Communications and Special Initiatives Librarian] Marilyn Billings collaborated to [bring] Perez's conference, Landscapes of Violence, online. Soon, he decided to also start a journal of the same name, Landscapes of Violence." LoV intends to publish its first issue in the Fall of 2010".

Similarly, at UMass Amherst, the digitization of the journal Contributions in Black Studies (CiBS) (published

intermittently from 1977-1997) prompted discussions with the Afro-American Studies Department about creating a “sibling journal,” to carry on the work of the no longer published CiBS. At this university, the IR has effectively impacted scholarly life on campus by enabling knowledge production in ways traditional publishing channels and a rigorous post-print only approach could not.

The secret is simple—archiving already-published articles, or the ancillary datasets, is not as enticing to faculty as producing new works of knowledge. Where the library can provide the tools for publication to faculty on campus, it is able to renew relationships that lead to further contact and content.

Conclusion

Karla Hahn (2008), now Executive Director of ARL, wrote:

“We may acknowledge that scholarly works will change and yet behave as if anything that doesn’t look like a traditional work of scholarship is not a scholarly work; thus the immutability of traditional publishing models becomes axiomatic. Different becomes less by definition. From this perspective, any counter-example is regarded as exceptional rather than appreciated as transitional or transformational.”

No longer can IR managers reject non-faculty work as counter to the IR mission when inclusive collection policies seem to contribute so much to the success of well-respected repositories. To do so would be to maintain the long-standing but limited vision of “scholarship” and to fall into the same “circularity of thought” Hahn also cautions against.

Looking across the landscape as a whole, it appears that the repository is a significant response to the traditional commercial publishing regime, giving greater visibility and access not just to the traditional products of publishing, but in fact, giving greater visibility and access to scholarly content that would never before have had the opportunity to be published.

It has been argued that collecting work like this, often non-peer reviewed work, will negatively affect the perception of the repository amongst faculty, thus reducing participation. This has not proven to be the case for Cal Poly San Luis Obispo, University of Nebraska-Lincoln, University of Georgia School of Law, Texas State San Marcos, Cornell ILR, and UMass Amherst. In fact, these repositories thrive, and are generally considered by their peers as aspirational models.

As Jennifer Howard (2010) wrote, “There has been a lot of hoopla about institutional repositories in the last few years, as Harvard and other universities have adopted open-access policies.” After an analysis of the repository landscape she too concludes, “For most repositories, the future probably looks less like Harvard’s and more like Nebraska’s.”

Digital Commons repositories do collect faculty refereed journal articles. But by and large, none limit the repository to this. Those that solicit and accept a wide variety of content types are the libraries that succeed in engaging both the faculty and the community. Within the Digital Commons community, it is clear that the IRs that both perceive themselves to be successful and are seen as successful by their peers are the ones with the most open and inclusive collection policies. In assessing factors of repository success amongst these examples, it seems that an essential component is to widen the repository collection to beyond faculty work.

Appendix A

This appendix provides examples of the types of content held by a range of repositories.

Non-research output: <http://scholarship.law.georgetown.edu/cong/>

Datasets/Primary research: http://scholarworks.umass.edu/french_translators/

Faculty Conference: <http://commons.pacificu.edu/conferences/>

Faculty Journal: http://ir.lib.uwo.ca/cjsotl_rcacea/

Book: http://digitalcommons.butler.edu/facsch_papers/76/

Post-print: http://digitalcommons.calpoly.edu/cenv_fac/145/

Committee Meetings: <http://digitalcommons.unl.edu/birdstrike/>

Newsletter: <http://jdc.jefferson.edu/hpn/>

Research Finding: <http://commons.pacificu.edu/verg/3/>

Research Reports: <http://digitalcommons.unl.edu/animalscinbcr/>

Dissertation: <http://ir.uiowa.edu/etd/223/>

Masters Thesis: <http://ecommons.txstate.edu/arp/285/>

Graduate Journal: <http://epublications.marquette.edu/gjcp/>

Undergrad Conference: http://scholarworks.boisestate.edu/under_conf/2009_under_conf/

Undergrad Journal: http://digitalcommons.iwu.edu/peer_review_list.html

Honors Papers: <http://digitalcommons.conncoll.edu/histhp/1/>

Admin Report: http://digitalcommons.calpoly.edu/ceng_dean/

Alumni Magazine: <http://digitalcommons.law.umaryland.edu/jd/>

Society Journal: <http://digitalcommons.unl.edu/insectamundi/>

Symposium: http://digitalcommons.law.uga.edu/conf_coll_symp_symposia/48/

Historical Collection: http://digitalcommons.bryant.edu/kaplan_war/2/

Commencement address: http://digitalcommons.law.uga.edu/lectures_pre_arch_lectures_grad/1/

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