

Approaches to Marketing an Institutional Repository to Campus

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Marketing is an activity that is integral to the growth and use of a campus institutional repository (IR). But what kinds of marketing activities do libraries engage in to advertise the new services associated with an IR? This chapter summarizes basic marketing principles and describes the application of those principles as they relate to marketing an institutional repository within a higher education setting.

About Marketing

What is marketing? The modern concept of marketing—the process involved in cultivating and satisfying the demand for goods or services between producer and consumer—emerged from economic theory at the beginning of the twentieth century.¹ Over the years, practice and theory have coalesced into some widely accepted principles that provide context for this chapter:

The Customer is King. Without a consumer, no demand for goods would exist. The consumer must be at the center of all marketing decisions to ensure success.

Market Segmentation. The “consumer” is a composite of individuals with different ages, genders, educations, incomes, occupations and many other aspects. Consumers do not have uniform needs or desires—instead their needs are multidimensional and heterogeneous. Identifying and dividing the consumer into meaningful segments that possess similar attributes enables the selection of key groups, known as target audiences, to whom goods are marketed.

Marketing Mix. Once the target audience has been defined, efforts must be

developed to communicate with them. Employing a combination of tools, summarized as “the four Ps,” is helpful in creating a marketing plan.²

- Product. A good or service that meets the needs of the consumer
- Price. The cost for the purchase or use of the good or service
- Place. The means for the consumer to gain access to the product
- Promotion. The method of communication with the consumer

While the four Ps mnemonic is useful, the approach tends to emphasize the perspective of the marketer, instead of considering the mindset of the consumer.³ The four Ps could also be articulated from the consumer’s vantage point:

- Consumer solution. A good or service that solves the consumer’s problem
- Consumer cost. The resources (time, expertise, money) needed to obtain and use the product
- Convenience. The ease at which the product can be obtained and used
- Communication. Open two-way method used to connect the good or service provider with the consumer⁴

Regardless of approach, “the consumer bestows his favor on those who give him what he wants in products, prices, promotion and convenience.”⁵ The consumer is at the heart of all marketing activities and the marketing process is a dynamic practice that must adjust to remain relevant to the consumer.

Diffusion of Innovations

Once a new product or service is marketed to an audience, how will that product be adopted? The diffusion of innovations model provides a conceptual framework for the spread of new ideas through a population. Some people are attracted to new ideas, while others are very slow to accept new ways of doing things. The diffusion of innovations consists of several adopter categories including innovators, early adopters, early majority, late majority, and laggards.⁶

Innovators are venturesome pioneers, willing to deal with uncertainty about new developments. Early adopters are respected “opinion-leaders” who serve as role models and thus influence the opinions of their peers. They are sought after by marketers because they can champion a new idea or product and speed the diffusion to the ensuing adopter groups. The early majority is careful and deliberate about embracing and adopting new ideas before the average person. The late majority is skeptical of new innovations and only adopts a new idea once uncertainty about the idea is removed and peer pressure is applied. The laggard, typically suspicious and traditional, is the last to adopt an innovation.

Relationship Marketing

In addition to attracting attention to a product or service, marketers wish to maintain connections with their consumers in order to establish opportunities for repeat business. Relationship marketing focuses on “building long-term relationships where the target audience member is encouraged to continue his or her involvement with the marketer.”⁷ This means focusing on the consumer, providing customized offerings, giving small tokens of appreciation, and keeping consumers happy by going the extra mile. Some of these efforts may appear wasteful but they build goodwill with customers.

Marketing in Academia

While there are many ways to define the practices involved in promoting goods and services, Philip Kotler, widely cited by non-profit organizations for his work on marketing, defines the concept as “the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization’s offering in terms of the target markets’ needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.”⁸

A review of the literature provides evidence that campus marketing activities have become more widely accepted, sophisticated, and strategic.⁹ Campuses share a key attribute with other non-profits: they offer services rather than products. A service is “any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything.”¹⁰ Services typically do not exist in a physical form, they are inseparable from the service provider, and quality can vary based on consumer demand and the individual providing the service. Education is a “people based” activity, a service provided from scholar to student, so the relationships between individuals are key to marketing the university.¹¹

Although campus marketing activities are increasingly adroit, there is some room for improvement. As a recent study of non-profit organizations found, most marketing activities focus on sales and promotional tactics instead of attempting to understand and meet the needs of consumers. Moreover, only a small percentage of those who direct marketing activities are trained in the marketing field.¹² Institutions of higher education and other non-profit organizations have been slow to adopt marketing techniques and strategies “because they perceive marketing is a bad thing which aims at manipulating people and

it therefore is not compatible with the honorable work they are doing.”¹³

Historically, libraries have shared the view that marketing is “offensive and unethical, and those who practiced it were to be treated with some suspicion.”¹⁴ Marketing seemed to be an unnecessary activity, particularly since academic libraries considered themselves as an “essential part of the community” whose value to the campus was unquestionable.¹⁵ The relevance and efficacy of public relations activities were challenged, with libraries adopting the prevailing attitude that such activities were “a luxury and therefore, subject to neglect.”¹⁶ Because of this inattention to marketing, a library’s “role and value in a complex information-oriented society often is misunderstood or underrated” by the public.¹⁷

Academic libraries were slow to adopt marketing strategies, yet these practices have been of great import in changing the perception of the library and its services. Research shows that information professionals are now keenly aware of the value of marketing.¹⁸ In fact, studies indicate that academic libraries recognize the value of promoting library collections and services to the campus.¹⁹ Many libraries have adopted and implemented marketing strategies that were once thought to be outside the non-profit domain, and “even though libraries are generally not directed towards profit, they can profitably take on board many of the principles and practices of marketing.”²⁰

A recent innovation in the academic library setting is the emergence of institutional repositories (IRs), which are “a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.”²¹ In the information era, academic libraries are uniquely positioned to collect, curate, and provide access to scholarly and creative materials created by faculty, students, and other university units. IRs deliver value to the university by collecting digital information in an online centralized place, thus increasing the visibility, accessibility, and discoverability of the resources housed within it.²² But content recruitment, a main goal of most IRs, has proven difficult. Despite the benefits that it can deliver, the IR has not been readily adopted without the aid of promotional tools that target the needs of faculty.²³ Close ties between the IR and marketing could—and should—exist, because marketing greatly enhances the adoption and use of an IR.

IR Marketing Activities

In an effort to understand the aims and approaches of IR marketing activities, the staff of the Robert E. Kennedy Library at California Polytechnic Univer-

sity—San Luis Obispo (Cal Poly) surveyed five U.S. academic libraries with successful IRs to learn more about their marketing techniques. The sample included both large and small public and private institutions with IRs launched between 2004 and 2008. See table 1.

Cal Poly included information about its own IR marketing activities in this survey. Interviews were conducted with the repository managers and structured so that comparable data could be obtained. The average interview took 60 minutes and was conducted over the phone. The survey questions explored IR marketing aspects including the individuals responsible for marketing, as well as the goals, strategies, methodologies, and perceived efficacy of the methodologies. The sample survey can be found in appendix A. Marketing materials available from each institution's site were also examined to further supplement the feedback received from the interviews. Key findings from

Table 1. Institutional Summary

Institution and Year of IR Launch	Type of Institution*	Enrollment*	Carnegie Classification*	IR URL	No. of items in the IR†
California Polytechnic State University—San Luis Obispo (2008)	Public	18,475	Master's Universities & Colleges I	DigitalCommons@CalPoly digitalcommons.calpoly.edu	8,044
Macalester College (2005)	Private	1,869	Baccalaureate Colleges—Liberal Arts	DigitalCommons@Macalester digitalcommons.macalester.edu	2,035
Marquette University (2008)	Private	11,594	Doctoral/ Research Universities—Extensive	ePublications@Marquette epublications.marquette.edu	7,047
University of Maryland—College Park (2004)	Public	35,369	Doctoral/ Research Universities—Extensive	DRUM (Digital Repository at the University of Maryland) www.lib.umd.edu/drum	9,644
University of Michigan—Ann Arbor (2006)	Public	39,993	Doctoral/ Research Universities—Extensive	Deep Blue deepblue.lib.umich.edu	60,649
University of Pennsylvania (2005)	Private	23,704	Doctoral/ Research Universities—Extensive	ScholarlyCommons repository.upenn.edu	13,191

*Information gathered on July 1, 2010 from the Career Guidance Foundation's CollegeSource ONLINE database.

†Information gathered on July 1, 2010 from the repository homepages.

these interviews, as well as from Cal Poly's experience, are summarized in the remainder of the chapter.

Macalester College

Macalester College, located in St. Paul, Minnesota, is a private liberal arts undergraduate institution. Founded in 1874 as a non-sectarian college, the student body now totals close to 2,000 students.

Launched in 2005, and managed by the DeWitt Wallace Library, the DigitalCommons@Macalester organizes and shares works produced by the Macalester College community (<http://digitalcommons.macalester.edu/>). Janet Sietmann, the college's Institutional Repository Manager, wears many hats, serving as the Senior Library Associate for Public Services, Reserves, Preservation, and Reference. She says that due to the size of the library, every library employee has some level of responsibility for marketing the repository.²⁴ A Digital Asset Management task force was created, in part to assist in identifying possible campus partners and areas for content recruitment and subsequently to guide outreach and marketing of the IR. The library director advises the provost and other campus leaders about the benefits of the IR, while the associate library directors, library liaisons, and public services staff are responsible for promoting the service to faculty and students. Although Macalester does not have a formal marketing plan, outreach, education, and the enhancement of faculty scholarly activities have been the guiding principles of the IR while the repository has been in the development stage.

The library staff has a positive history of relationship-building with faculty, so they are able to call upon that goodwill to encourage faculty to participate in the IR. At Macalester, the most effective approach has been a personal one because people know Sietmann and are more willing to listen to her and trust her endorsement of the institutional repository. She believes that informal connections with faculty are important, and the approach works well at her institution because the organization is small and everyone is well acquainted with each other.²⁵

Recognizing that mass distribution of glossy, printed handouts could be perceived as impersonal, the library's main marketing techniques include in-person presentations, workshops, and customized email messages, particularly those encouraging cross links between departmental web pages and the IR communities. Taking advantage of any teachable moment and every opportunity to promote the IR, library staff members talk regularly with faculty about the consequences of their decisions to publish in journals owned by commercial enterprises that assume copyright. They focus on IR functionalities

and authors' rights and explain the benefits and opportunities offered by the DigitalCommons@Macalester. There has also been a focus on educating future scholars on these issues. For example, Sietmann leads information sessions for Honors Project students to clarify the intricacies of copyright and to encourage them to publish in the DigitalCommons.²⁶

Academic department administrators and faculty who are energetic, prolific, respected, or rising stars in their fields are targeted because they are admired, influential individuals who serve as role models and are known to be problem-solvers.²⁷

The staff of the DeWitt Wallace Library attributes the success of the IR to persistence, flexibility, and a collaborative spirit. In a relatively short time, it has grown from eight selected honors projects to several thousand items and as a result of discussions with the college's provost, the IR has catalyzed the creation of a faculty advisory committee on Scholarly Publishing for the library.²⁸

Marquette University

Marquette University is a private Catholic institution located in Milwaukee, Wisconsin. It offers over sixty majors and thirty-five graduate programs to more than 11,000 undergraduate and graduate students. Ann Hanlon, the Digital Repository Librarian, describes marketing ePublications@Marquette as a process that involves constant monitoring, adjustment and reevaluation (<http://epublications.marquette.edu/>).²⁹ She suggests having a clear understanding of the scholarly communication obstacles and problems that faculty are facing and then leveraging that into a strategy for populating the IR. For example, when developing outreach materials, Ann believes librarians should anticipate and develop responses for questions about tough issues surrounding the IR, including those about redundancy, contact with publishers, and copyright clearance. Her experience indicates that the service model should be hammered out before the IR is launched. Describing how issues surrounding deposit of author versions, metadata-only entries, and non-responsive publishers will be addressed and resolved will enhance the clarity of the marketing message.³⁰

Marketing became a consideration shortly after ePublications@Marquette was made available on campus. After receiving some initial feedback from pilot groups, staff at Marquette developed a systematic marketing plan with action items and goals. Active campus communicators, campus leaders, and high-visibility groups were identified as target audiences. Important department meetings and campus events were also noted in the plan. The library dean was actively involved in determining the venues, audiences, and objec-

tives for some high-profile presentations, while the IR manager held the primary responsibility for developing marketing materials and outreach. Goals for the plan included collaboration with the Office of Marketing and Communication to promote the IR to alumni and the development of mechanisms to assess the value of the marketing effort over time.³¹

Marquette faculty have the option to self-submit content to the IR, but most scholars have opted for the “do-it-for-me” model where the IR staff will locate a copy of a work from a citation item, coordinate copyright clearance with publishers, and upload the work to the repository.³² While faculty participation in the IR is a primary goal, increasingly Marquette has focused its marketing message on the IR as a publishing platform for campus-based journals and conference proceedings. These spheres have been identified as possible growth areas for Marquette’s IR. Campus-based journals and conferences require authors to self-submit their manuscripts to the IR, and peer-review is facilitated within the IR platform. Once campus-based journal or conference administrators are trained on the IR software, the content that has been uploaded by the authors is then made public by conference or journal staff.

Hanlon indicates that when marketing the IR, it is important to be aware of complementary campus initiatives. For example, Marquette is implementing a software system that allows faculty activities (including publications, presentations, and grants) to be entered and reported electronically. ePublications@Marquette is exploring opportunities to tap into this system and integrate workflows with the IR. Because the system is of great interest to all faculty, it provides an opportunity to market IR services in parallel to the faculty reporting system, allowing for a wider marketing net to be cast.³³

University of Maryland–College Park

Launched in 1859 as one of the country’s first land-grant institutions, the University of Maryland-College Park (UMCP) has become the flagship research campus of the University System of Maryland which has over 37,000 students and more than 200 undergraduate and graduate programs. The McKeldin Library at UMCP is the largest public research library in the state, with nearly three million volumes, more than 50,000 journal titles, numerous special collections, and the latest in technical resources. Because he has a background in marketing and a library degree, Terry Owen, Digital Repository Manager for Digital Repository at the University of Maryland (DRUM), was originally hired to coordinate IR marketing.³⁴ A year before the formal launch of DRUM, the Provost and the University Library Council, an advisory board consisting of university faculty, issued announcements to generate interest in the IR. The

library also held workshops about DRUM to generate campus enthusiasm and raise awareness about the new initiative.

According to Owen, marketing has always been an important component of his job, one which requires continuous attention. While primarily responsible for marketing the IR, Owen's efforts are steered by a committee that not only provides input into the creation of the marketing plan but also the names of possible leads for IR participation.

The initial goal of the IR was to encourage faculty to deposit their work. After the enthusiasm of the IR launch subsided, Owen's marketing approach shifted to focus on related issues of interest to faculty including scholarly communication, open access, and copyright. He also found success in coordinating with the Research Office to better integrate the IR with the services they offer to faculty. For example, during Research Office presentations to faculty, Owen presented on the benefits and process of depositing research in the IR. Owen also leveraged previously established ties between the library communications coordinator and campus media outlets to more quickly facilitate the dissemination of information about the new services available to faculty.³⁵

Recognizing and seizing marketing opportunities has proven useful for the staff in charge of DRUM. While a resolution in support of Open Access was defeated by the University Academic Senate, the story was picked up by *The Diamondback*, the campus newspaper, and resulted in new opportunities to talk to campus groups about IR services.³⁶ It also created a groundswell of interest in digitally archiving grey literature from campus centers and institutes both because of their unique content and the absence of the copyright pitfalls that often hinder the deposit of published work.³⁷

Owen suggests that outreach activities focus on promoting the research of the individual faculty member—he believes that faculty members are more motivated to participate in an IR if there is a concerted focus on their body of research. He suggests that when meeting with faculty, IR managers should show genuine interest in their work and publications and tailor the marketing pitch to the individual. Once Owen identifies “prime targets” for DRUM—those who post electronic versions of their publications on their own websites—the library dean distributes formal letters about library services to these faculty, and Owen follows up with an email inviting them to join DRUM.³⁸

Owen advises IR managers to engage faculty in discussions that can be naturally tied to IR services, like strategies for distributing and preserving their work and indicates that reflecting on the faculty member's perspective and answering “what is in it for me?” can assist in addressing faculty motivations.³⁹

University of Michigan—Ann Arbor

The University of Michigan, one of the top public universities in the country, maintains three distinct campuses, including the flagship campus in Ann Arbor. The University Libraries have nineteen locations and provide access to over 8.2 million volumes with about five million books in digital format. DeepBlue (<http://deepblue.lib.umich.edu>), the campus IR, was launched in 2006 and now provides access to over 60,000 items, including scholarly articles, master's theses, working papers, oral histories, data sets, and presentations. Jim Ottaviani, who has a library degree and a background in science, manages DeepBlue.

Although no widespread marketing efforts were implemented until the IR software and services were made available to campus, the intent to market the service was nevertheless a priority from the early planning stages.⁴⁰ During the first year of implementation, the new IR provided opportunities for Ottaviani and library liaisons to cross-promote DeepBlue and other library services, emphasizing basic service components, software functionalities, and the benefits of participating in DeepBlue. Ottaviani directed the creation of IR marketing materials, including postcards and pamphlets, which were distributed by liaisons and displayed at library service points. As the IR matured, the marketing strategy shifted to include presentations and workshops on broader topics, such as copyright, scholarly publishing and other related topics of particular interest to faculty.

While marketing has proven effective for DeepBlue, Ottaviani does cite some challenges to promoting the IR. Faculty sometimes fail to understand the value depositing their work in an IR because they assume all their work is already available via the web and that their intended audience—fellow scholars in their discipline—is the only audience that will understand or find value in the research. Ottaviani suggests appealing to faculty interests by using compelling stories about access, and both publisher and author rights. He uses real life examples to explain the legal nature of publisher licenses, to more fully illustrate the implications of signing a publisher license, and to describe the greater interest and value of the research and the open access options available to authors.

In retrospect, one of the best marketing tools is the content in the IR. Ottaviani recommends that new IRs launch pre-populated with prototypical content. This will not only facilitate use of the IR early-on but will also provide a reference point for creators of potential content.

As for future marketing plans, opportunities that are closely tied to the Open

Access movement, including partnering with other universities that have open access mandates, are being considered for DeepBlue.

University of Pennsylvania

As one of the premier private institutions in the nation, the University of Pennsylvania (Penn) provides undergraduate, graduate, and continuing education to over 23,000 students in twelve schools. A notable research budget of \$814 million is one indicator of Penn's status as a nationally-ranked research university. The university library provides access to over six million print volumes, e-books and e-journals, and almost half a million digitized images.

Shawn Martin, the Scholarly Communication Librarian at the Van Pelt Library and manager of the *ScholarlyCommons@UPenn* (<http://repository.upenn.edu/>), oversees marketing efforts related to the IR, including the creation of the marketing plan.⁴¹ He works closely with the *ScholarlyCommons* steering committee to implement the plan and the library's communication department to develop materials such as brochures and newsletters. During the launch of the *ScholarlyCommons@UPenn*, targeted brochures developed specifically for deans and faculty were particularly effective in disseminating information about the IR. Martin suggests that working with liaisons should be one of several strategies employed to communicate with the broader university community. For example, he believes IR managers should contact new faculty and department chairs directly. Using this method, the IR can reach previously unidentified or unexpected champions of the project. These individuals can assist in growing the network of IR adopters. When talking with faculty, Martin suggests asking questions to get a sense of their interests and needs and to build rapport. It is during these conversations that Martin shares anecdotes that are compelling and illustrative of the value an IR has delivered to other faculty.

A year after launch, marketing of the IR was re-envisioned to enhance faculty awareness about scholarly communications issues. Martin developed workshops, presentations, and a lecture series on topics such as copyright, publishing, and other scholarly communications issues to shift the IR from an information-oriented to an educational role. The *ScholarlyCommons@UPenn* has evolved into a suite of services that not only aim to promote Penn scholarship online but also assist faculty in finding venues to publish and provide education on scholarly communication issues. Future marketing plans for the *ScholarlyCommons@UPenn* include utilizing workshop attendees as "seed groups" to develop an even wider array of IR contributors.

California Polytechnic State University—San Luis Obispo

Founded in 1901, California Polytechnic State University (Cal Poly) is a nationally ranked public university in the twenty-three campus California State University System. Located in San Luis Obispo, the University serves over 19,000 students and offers sixty-eight undergraduate and twenty-nine masters degree programs. The Robert E. Kennedy Library serves the University and surrounding community, providing access to over 600,000 bound volumes, 45,000 e-journals, and a wide array of digitized special collections.

Well before the DigitalCommons@CalPoly (<http://digitalcommons.calpoly.edu>) was launched in 2008, the library recognized the importance of marketing the new service. Prior to funding the project, the library dean and provost discussed the advantages of an IR to the campus. Presentations were made to a number of groups including Academic Personnel (the faculty human resources office) and the Academic Deans Council. High visibility faculty and campus leaders were invited to the “kickoff” event featuring a presentation by a nationally recognized repository manager. Shortly after the digital repository librarian was hired and the software was in place, small-scale marketing efforts took place with pilot groups of faculty and campus leaders. A month after the launch, the library hosted a day-long colloquium to broaden awareness of the repository among campus leaders, as well as faculty and library colleagues from fellow California State University campuses.

With several other technology initiatives taking place on campus, it was important to clearly communicate what the IR was and what it was not. Compelling marketing efforts were used to differentiate the IR from student e-portfolio systems and productivity tools used to monitor faculty activity for promotion and tenure purposes. The repository was marketed as a set of services to enhance the visibility and availability of the creative, scholarly, and intellectual work produced by faculty and students. While there are many benefits to contributing to the IR, depending on the background and needs of the audience some benefits were emphasized more than others.

While there was clear campus support behind the notion of an IR during the early stages of implementation, faculty enthusiasm increased as soon as a concrete instantiation, populated with exemplary content, was implemented. Instead of delivering abstruse talks to faculty, the repository manager’s presentations consisted of demonstrating the live site, which provided concrete examples of how the repository looked and worked. It was much easier to show (instead of tell) faculty how the service could further their teaching and research goals. The repository, in effect, became its own marketing tool.

The IR manager at Cal Poly has found that educating librarian liaisons on the basics of the IR and providing them with marketing tools is useful. For example, librarian liaisons are provided an “elevator speech,” with brief talking points that summarize the repository’s purpose. Such a spiel should be short enough to be delivered in the span of an elevator ride, a quick hallway discussion, or an office visit. See appendixes B and C.

Library liaisons were provided marketing tchotchkes, i.e., *swag*: stuff we all get, to distribute during college or department visits, information literacy instruction, or at other times when librarians have contact with faculty. These small inexpensive gifts, customized with the IR logo, range from post-it notes to mini-optical mice; they incentivize and encourage participation in the IR. Once interest is piqued, faculty and students are referred back to the repository manager.

Personalization is one of the most effective outreach strategies used by the repository manager. For example, faculty respond favorably when they receive customized emails that reference their recently published scholarship, including a journal name and article title, mined from citation or journal databases. Other useful strategies include providing monthly download statistics to faculty to make them aware of how often their work is being used, and developing annual reports to top level administrators to summarize IR accomplishments and growth.⁴² See figure 1.



Figure 1. Targeted Email to Faculty. Used with permission by Marisa Ramirez.

Cal Poly's strategy for marketing the IR includes:

- 1) finding opportunities to be visible on campus and discussing the value that the IR delivers;
- 2) being open to collaborations with non-traditional library partners, such as Public Affairs or campus institutes, which are rich sources of content; and
- 3) maintaining the flexibility to adopt new marketing strategies.

Common Threads

Active and dynamic marketing strategies are critical in communicating the value of the institutional repository. In fact, marketing to promote the adoption of an IR is especially important at the earliest stages of IR development, even before the software platform has been acquired or personnel have been hired. The survey corroborated that the "build it and they will come" approach to IR implementation is not effective.⁴³ The experiences of the survey respondents revealed a number of themes which can be organized by roles and responsibilities, target audiences, and the methods and messaging used in IR marketing.

Roles and Responsibilities

Typically, the repository manager holds the lead responsibility for marketing the IR service to the campus, with library colleagues, including the library leaders, library liaisons, library communication departments, and other internal library entities that maintain contacts outside the library sharing responsibility for varying degrees of collaborative outreach.

While library liaisons serve as conduits for referrals, they are neither the primary nor the exclusive means for the delivery of marketing materials. Having a repository manager educate a large cadre of library liaisons or selectors is often a more daunting and time consuming challenge than actually doing the outreach to the colleges directly. In large institutions, capturing the attention of liaisons can be more difficult because of the number of librarian liaisons, competing duties and demands on their time, and the decentralized nature of the liaison work. In these cases, liaisons utilize their campus contacts to distribute materials and assist the repository manager in identifying potential sources of IR content within the colleges and departments. Conversely, organizations with smaller library liaison groups find it essential to coach library liaisons on the basics of the IR in order to take advantage of the close, ongoing relationships the liaisons have established with faculty.

Throughout the first year, articulating and tracking actionable marketing goals are common activities that support the launch of the IR. Marketing objectives are most often expressed in an internal marketing document that outlines specific activities, responsibilities, and targeted campus groups. While serving initially as a tool to track progress during the launch, this document also serves as a checklist that can be reviewed upon completion of the launch year. At medium-sized universities such as Marquette and Cal Poly, the library deans were actively involved in determining the venues, audiences, and objectives for some presentations. At larger institutions such as the University of Pennsylvania and the University of Maryland-College Park, committees were responsible for providing input into the creation of the marketing plan.

The University of Maryland Libraries created and maintained a document that defined the target audiences, listed the key benefits of using the IR, and provided specific communication strategies for contacting campus entities and groups throughout the first academic year after launch. See appendix D.

Cal Poly utilized project management software to create and manage the marketing plan. The tool enabled the IR manager to place goals on a timeline and assign them to individuals, analyze the impact of schedule or staffing changes, track plan progress, and effectively communicate advancement towards marketing goals to the library administration. See figure 2.

More established IRs place less emphasis on marketing the repository and instead focus on providing education about broader scholarly communication issues. Penn's Shawn Martin found that by capturing the attention of faculty with issues including scholarly communication and intellectual property rights, many opportunities unfolded, allowing him to highlight the value and use of the IR in a broader context. As Jim Ottaviani, manager of the University of Michigan's DeepBlue repository put it, "marketing had its moment of

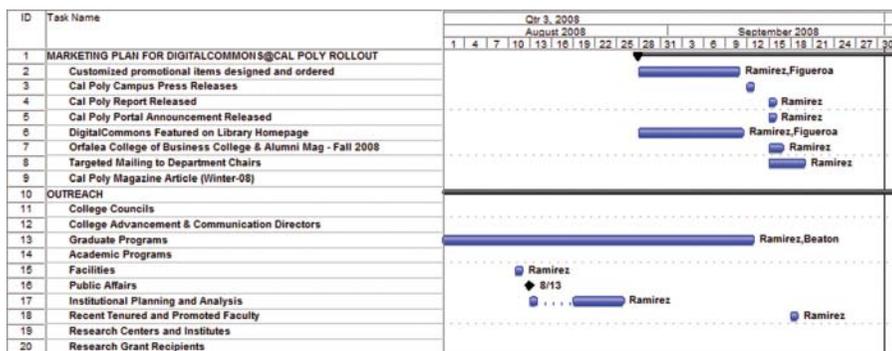


Figure 2. Cal Poly Marketing Plan. Used with permission by Marisa Ramirez.

importance at launch but now it is no longer more important than marketing other services that the library provides.”⁴⁴

Target Audiences

Library leaders and library-led committees are commonly employed to identify specific campus or faculty groups that would benefit from an institutional repository, and the provost and other campus administrators are cited as important initial audiences. Marketing materials written specifically for university leaders raise awareness of and garner support for the initiative. Many of these materials, whether prepared for in-person presentations or as handouts, focus on advancing the provost’s mission through increased visibility of the institution, promoting faculty research, and supporting advancement efforts—in short, making the case for an IR to campus. “Ultimately, when you meet with your provost, it will be essential that you align the strengths of the repository with your provost’s mission.”⁴⁵ Well before implementation of an IR, a variety of marketing materials are used to communicate with upper management; after the launch, communication with upper management could continue in the form of an annual report detailing specific statistics, achievements, and future areas of growth.

Earning the support of early adopters is paramount to the success of a new innovation.⁴⁶ Initially “opinion leaders”—those who are held in high-esteem by peers—are selected in the hope that they will become champions for the IR, raising awareness with colleagues and influencing others to use the repository. Respected campus entities are often used to deliver messages about the IR because they appear to deliver an unbiased assessment of the services and their opinions demand a high degree of appeal, attention, and trustworthiness. Put simply, if it comes from a respected campus official, people are more likely to pay attention to the message. Ann Hanlon from Marquette targeted “active communicators” on campus—faculty engaged with high-profile research or active participation in the Academic Senate or other campus-wide initiatives. These individuals were approached in the early stages of Marquette’s IR development to gauge the acceptance of the IR and help seed awareness of the initiative well before it was ready for “prime-time.” Individuals such as department chairs were also targeted to disseminate additional information to a larger faculty audience.

Methods and Messaging

After the launch of the IR, the target audience shifts to include the content creators: faculty, students, and campus entities such as the university press, public

affairs office, and other units producing campus publications. While specific marketing practices vary from institution to institution, the emphasis is getting the word out about the IR using an array of methods. In general, at the launch of the IR or at new phases of development, far reaching communication tools such as campus-wide announcements, newspaper articles and press releases are used to raise awareness. At other stages, depending on timing and repetition, more directed forms of marketing may play a significant role and may be used in a variety of ways. See table 2 and figures 3, 4, and 5.

Table 2. Examples of Marketing Materials

• announcements	• letters
• bookmarks	• postcards
• brochures	• presentations
• campus newspaper articles	• library newsletters/publications
• email (personalized and mass)	• press releases
• flyers	• workshops
• giveaways	

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The University of Michigan Library has more than 150 years of experience and expertise in presenting and preserving the world's best research and creativity. With Deep Blue, we now have a place specifically for your work. Create it, deposit it online, and decide who should have access. We take care of the rest, for free.

Use it to connect with other scholars: In a cross-disciplinary study, when compared to articles that require paid access, those in systems like Deep Blue "...have consistently more citations, the advantage varying from 25%-250%."* Ask your librarian or send a message to deepblue@umich.edu to get started.

deepblue.lib.umich.edu

*Based on a study of 1,307,038 articles published from 1990-2003 in biology, psychology, sociology, health, political science, economics, education, law, business, and management. (Hajem, Hamad, and Gangras, "Ten-Year Cross-Disciplinary Comparison of the Growth of Open Access and How it Increases Research Citation Impact," *IEEE Data Engineering Bulletin*, Vol. 28 No. 4, December 2005, 8pp.)



Figure 3. Deep Blue Postcard. Used with permission by University of Michigan Library.



Figure 4. e-Publications@Marquette Bookmark. *Used with permission by Raynor Memorial Libraries, Marquette University.*

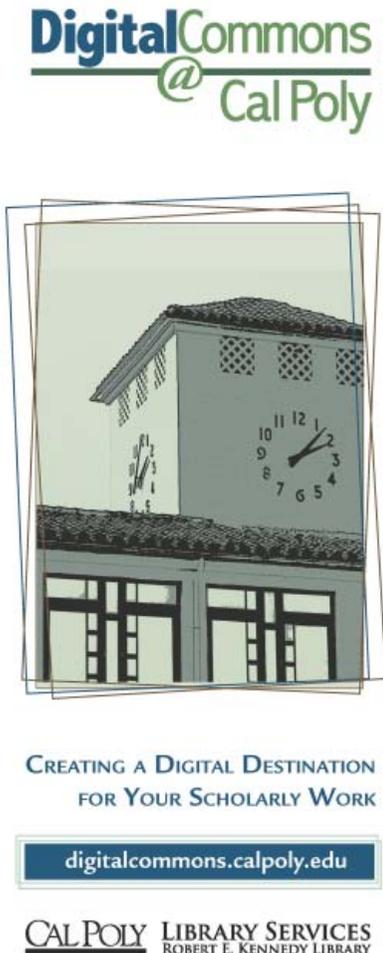


Figure 5. Digital Commons@CalPoly Tri-fold Pamphlet. *Used with permission by Robert E. Kennedy Library at California Polytechnic State University—San Luis Obispo.*

In-person presentations which focus on the mechanics of the IR, including an overview and benefits of the service and live demonstrations, are also very effective. Printed collateral such as bookmarks, brochures, and fliers are used to provide specific information about the IR. Often these are written with the content contributors in mind and distributed at meetings, library service points, and public display areas for academic departments, or delivered to faculty mailboxes or used as handouts at the conclusion of presentations. Postcards mailed directly to faculty deliver short but powerful messages and raise awareness about the project. Technology-related giveaways, such as computer micro-mice or USB flash drives, are also popular and serve as small tokens which strengthen relationships with contributors.

Campus newspaper articles, announcements, and press releases reporting progress and notable milestones to a broad university audience are very effective. For example, after exceeding 100,000 downloads from its repository, Cal Poly issued a press release, a campus announcement, and ran a story in the library's annual pub-

lication to draw attention to the achievement. See figure 6. Later, the campus newspaper covered the inclusion of electronic theses and senior capstone projects after the new phase of development was launched to campus.

Personalized email and letters to potential IR contributors with information about the recipients' scholarship is a valuable marketing tool. For example, the University of Maryland uses a formal letter signed by a dean or provost with an invitation to participate in the IR. These messages include a brief description of the IR, benefits of participation, and steps for including their work in the repository. Although this strategy also works for faculty with published

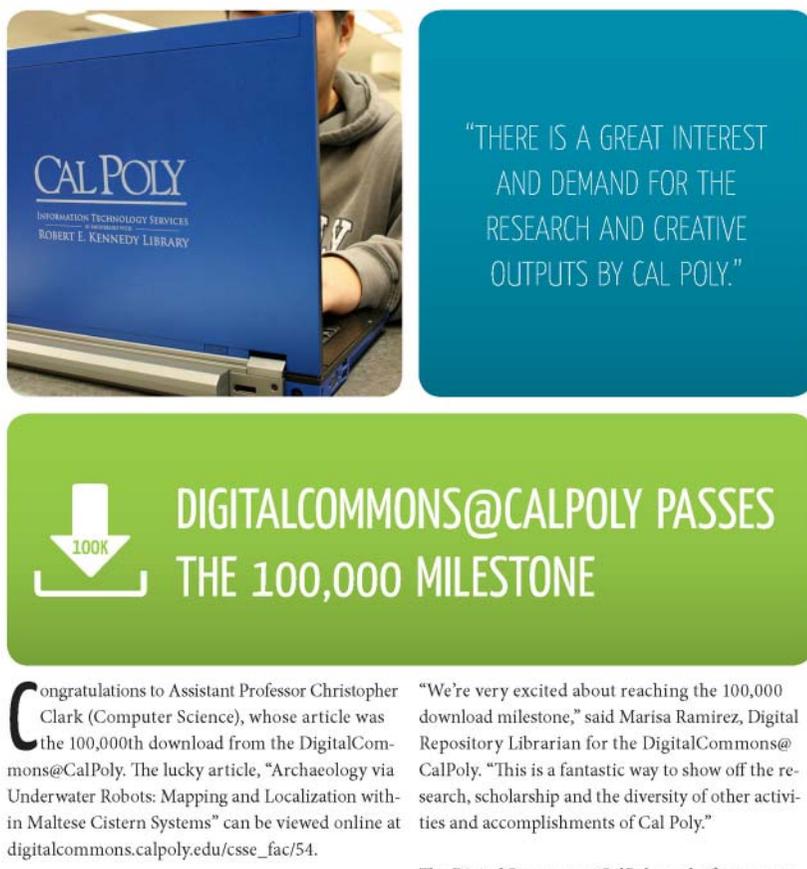


Figure 6. Library Publication News Article. *Used with permission by Robert E. Kennedy Library at California Polytechnic State University—San Luis Obispo.*

scholarship, ideally, these messages are sent to authors during the early stage of research, well before they are asked to transfer rights to a publisher.

Workshops and other “mini-conference” events to kick-off the launch of the IR or to draw attention to larger issues facing higher education—such as the changing scholarly communication model, the open access movement or educating faculty on related IR issues such as copyright, publishing processes, and citation analysis—are also useful. The University of Pennsylvania suggests keeping a log of attendees at these events to seed future communications related to the IR.

Repetition is key to delivering IR marketing messages to faculty and campus. According to the literature, individuals go through a variety of evaluative phases before they make the decision to act on a marketing message.⁴⁷ While there are conflicting theories within the advertising industry about the “ideal” number of times to deliver a marketing message to a target audience, several of the surveyed institutions indicated that they expect to contact faculty as many as seven times in order for the message to yield the desired results.⁴⁸ Since there is often competition for faculty attention, the IR managers indicated that delivering the marketing message in a number of ways increases the likelihood of eliciting the desired response.

Timing of the delivery of these materials is also a consideration. The launch of an IR signals the development of a burst of marketing, when the service is new and fresh. The arrival of new faculty at the beginning of the academic year is an opportunity to reach a new, potentially receptive audience. For example, Cal Poly includes marketing materials in new faculty packets and is in contact with faculty members who have recently received research grants. Reaching faculty at the early stages of research may result in obtaining research materials in the future. The distribution of materials should also be coordinated with the campus calendar and take into account events such as finals and breaks.

Marketing strategies change as the IR project matures. During the early stages, marketing efforts focus more heavily on the mechanics of the IR, including software, policies, benefits, and processes for getting started with the service. Handouts, pamphlets, bookmarks, and other paper collateral are useful tools to inform target audiences. As the project gains acceptance, IR managers find it helpful to gather and incorporate anecdotes, quotes, and stories that directly illustrate how the repository has solved problems or benefited faculty. “Tell them a good story. Tell them how the IR will make things better for them. It all boils down to having a faculty member endorse the service to colleagues,” advises Shawn Martin.⁴⁹ This form of personal persuasion is one of the most effective, but elusive, means to marketing the IR. Generating good word-of-

mouth advertising involves relationship building with key users over time. By working with a pilot group of faculty, the value of the IR can be demonstrated on a small scale. Given the right circumstances, these faculty members will articulate the value of the IR to their colleagues—who are other potential IR contributors—in understandable terms.

As the IR matures, marketing activities shift to the development of resources intended to educate a campus community on issues such as open access, copyright, and scholarly communication and to generate “teachable moments” which give rise to opportunities to talk about the IR within the context of larger issues facing academia.

Success Factors

There are endless strategies for marketing an IR. General promotional messages about the IR are effective in raising awareness and individualized messages with a call to action are also very useful. Ottaviani suggests using marketing in a more focused way to better address concerns raised by faculty. IR managers can use marketing strategies to overcome common misconceptions such as the “inherent duplicativity” of the repository effort, the illusion that all content is already freely available on the web, and the fallacy that research produced in rarefied disciplines lacks broader appeal to new audiences. Marketing also helps manage faculty expectations on the speed at which work can be ingested into the IR.

Education and relationship building are marketing priorities. The University of Michigan plans on coordinating the education of faculty beyond the boundaries of campus in order to align with peer institutions that have successfully incorporated open access mandates. Marquette University plans to integrate the IR with a new tenure process by leveraging existing tenure reporting requirements and identifying individuals that could be motivated to contribute research to the IR. Relationship building with university presses and other campus publication outlets are additional areas for growth.

Conclusion

Marketing is not an exact science, but rather an art. Each institution will have its own unique blend of marketing techniques that resonate with its faculty and students. Marketing an IR to campus enables libraries to position themselves as a source of instruction and professional enhancement. While it may entail focusing persistent attention on target audiences, the effort is rewarded

with the building of strong, long-term relationships with faculty and students. Effectively marketing the IR opens up new opportunities for libraries to recast their role and utility on campus—as educators, collaborators, and innovators.

Acknowledgements

Special thanks to Ann Hanlon, Shawn Martin, Jim Ottaviani, Terry Owen and Janet Sietmann.

Ask the Experts

How would you sum up your IR marketing message?

It's all about the scholar! We want make your scholarship openly available online, to promote what you do, and share the fruits of our integrated knowledge wherever there are people who wish to access it.—*Shawn Martin, University of Pennsylvania*

Your work cited more, safe forever!—*Jim Ottaviani, University of Michigan–Ann Arbor*

Sharing and celebrating the excellent, intellectual output of our community is critical to the scholarly process. To this end, we must retain our copyrights to provide consistent, organized and sustained access to content!—*Janet Sietmann, Macalester College*

We wish to organize, preserve and disseminate your research and enhance discovery by new audiences. The library is here to facilitate this process.—*Ann Hanlon, Marquette University*

Introducing an easy way to make your research permanently available to the world! By harnessing the power of the Internet, repositories provide open, permanent stable access to your scholarship.—*Terry Owen, University of Maryland–College Park*

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APPENDIX A**Sample Survey of Marketing Activities for IRs**

from California Polytechnic University, Robert E. Kennedy Library

Marketing: The organized process of planning and executing the conception, price, product, promotion and distribution of ideas, goods and services to create exchanges that will satisfy individual and organizational objectives. Marketing fulfills the organization's mission, enhances prestige or goodwill for an individual or organization and/or inspires public awareness and education.

Institutional Repository (IR): A persistent, institution-wide online archive of diverse, locally produced digital works (e.g., published articles, article pre-prints, article postprints, book chapters, essays, learning objects, white papers, technical reports, presentations) that are made available for public use.

Survey respondents are asked to use their best judgment and try to adhere to the general definitions for *institutional repository* and *marketing* given above when responding to the survey.

1. How many years has your IR been in existence?
2. How many and what kinds of items does your IR contain?
3. In the course of your IR creation and development, when were marketing activities first discussed?
4. Who is responsible for marketing your IR to campus?
5. How important is marketing for your IR?
6. What are the primary and secondary goals of marketing your IR?
7. Do you have a marketing plan for your IR?
8. Indicate the activities used to market your IR.
9. Who is the target audience of your marketing activities?
10. Why are these entities targeted for your marketing activities?
11. In your opinion, how effective have your IR marketing efforts been?
12. What strategies have you found to be effective in marketing your IR to your campus?
13. What strategies have you found to be ineffective in marketing your IR to your campus?
14. What are your future marketing plans?
15. What marketing advice would you share with other IRs?

APPENDIX B



About the Digital Commons @ Cal Poly

Talk Sheet for Library Liaisons

What Is It?

The Digital Commons @ Cal Poly is Cal Poly's new digital archive and online showcase featuring research, intellectual and creative work by Cal Poly faculty, students and administrative units. Online at <http://digitalcommons.calpoly.edu>.

What Does It Have?

The Digital Commons @ Cal Poly contains intellectual work produced by:

- **Students** including senior projects and master's theses
- **Faculty** from a variety of disciplines including agriculture, architecture, business, education, engineering, liberal arts and mathematics.
- **Campus entities** including
 - Public Affairs content including press releases, Cal Poly reports and all issues of Cal Poly magazine
 - *Proceedings* from the *Baker Forums* (President Baker-sponsored event)
 - Colloquia, conferences and campus-hosted events like the *UC/CSU/CCC Sustainability Conference*
 - Campus publications—*Honors Undergraduate Research Journal* (Honors Program), *Moebius* (College of Liberal Arts) *Focus* (Department of City and Regional Planning), as well as department newsletters and college annual reports
 - Content created by administrative offices, departments and programs (Cal Poly building plans & drawings, WASC reports)

What Will It Do for Me?

This service is **no-cost** to Cal Poly faculty and administrative units. Work done at Cal Poly and previous institutions is also eligible for ingest.

For faculty, Kennedy Library will scan hard copies, create PDFs, contact publishers for copyright permissions, prepare metadata to enhance search and retrieval areas along with the work contributed to the DigitalCommons.

So What?

By collecting scholarship in one central online location, Cal Poly showcases faculty research to new audiences, including potential students, fellow faculty, funding agencies and other universities. And because DigitalCommons@Cal-Poly is optimized for fast and accurate indexing by Google and other Internet search engines, it's easy to find and download content.

Plus, research has shown that openly accessible content is cited earlier and more often.

How Do I Get Started?

Contact Marisa Ramirez and she will ask that they:

- Sign a non-exclusive license agreement
- Provide digital or paper copies of their work OR their CV, which contains citations to their work

Examples of content include journal articles, conference proceedings, presentations, white papers, essays, technical reports, and campus publications.

What Is the Background of the Project?

The Robert E. Kennedy Library ran a one-year pilot of DigitalCommons beginning in October 2007 with support of the Office of the Provost and Vice President for Academic Affairs. The service was available to campus beginning September 2008.

For More Information

Contact Marisa Ramirez, Digital Repository Librarian, at mramir14@calpoly.edu or (805) 756-7040.

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APPENDIX C**Scholarly Communication for Library Liaisons****An Opportunity to Increase Faculty Awareness in Five Minutes or Less**

Faculty have heard us (the library staff) talk about escalating journal prices for years, but our emphasis now is on potential solutions and how faculty can be part of the solution. One of the solutions from the library community has been Scholarly Publishing and Academic Research Coalition (SPARC) begun in 1997. To become more familiar with SPARC and its mission, see its site at <http://www.arl.org/sparc/about/index.html> and its companion site “Create Change” at <http://www.createchange.org/>.

Scholarly communication has been changing as a result of electronic publishing and Internet distribution, but changes are accelerating. University Presses are publishing fewer monographs, but many are moving to a print-on-demand model. Federal legislation has also made a difference. Legislation was passed making publications based on NIH-funded research openly accessibly after a twelve-month embargo. A new version of the Federal Research Public Access Act (FRPAA) has been introduced to expand public access to at least eleven federal agencies that provide funding. You can find current information at <http://www.taxpayeraccess.org/issues/frpaa/index.shtml>. A link to the letter that was signed by President Rosenberg, along with 56 other private college presidents, in support of this legislation will be found at http://www.taxpayeraccess.org/issues/frpaa/frpaa_supporters/09-0923.shtml.

Scholarly associations are taking positions on publishing changes and tenure process (e.g., MLA).

We want to engage faculty in a serious dialogue to enable them to become partners in a solution. The following are possible openings to start a conversation, but try to focus on just one in order to keep it to a five-minute conversation. You could choose one focus point for a spontaneous conversation with faculty.

Introduction to the Topic

Ask them what they know about publishing in their field. Do they have any concerns? Do they worry about access to journals we don't have? Are they concerned that fewer monographs are being published? Have they heard any discussions at their professional conferences? What professional conferences

have they attended? Do they have concerns about escalating costs? If they don't know costs, offer to provide a list of journals with subscription prices.

In the humanities, ask them if they are familiar with the MLA Task Force on Evaluating Scholarship for Tenure and Promotion. Other reports include:

- American Philological Association/Archaeological Institute of America Joint Electronic Publishing Task Force Report
- Art History and Its Publications in the Electronic Age
- Cyberinfrastructure Vision for 21st Century Discover—NSF, March 2007
- Influence of Academic Values on Scholarly Publication and Communication Practices—UC Berkeley Study, Mellon Funded

In the sciences, ask them if they are familiar with the legislative efforts to make federally funded research available to the public. (Point them to our Scholarly Communication pages and blog for more information.)

Possible Follow-up Focus Points

Ask if they have heard about open access publishing. Ask what they have heard. It's not just for scientists. It is still peer-reviewed. As always, where they publish can determine the impact of their findings—it's not just prestigious titles that have the most impact on reaching the desired audience. Ask if they are aware that the library has subscriptions to several open access journals and that allows us discounts for author fees to publish in those journals.

Ask if they are aware of our fund for paying for open access fees for journals that provide OA as an option. (More information on this fund will be found on our Scholarly Communication pages <http://www.mcalester.edu/library/schol-com/index.shtml>).

Ask if they have heard about our Digital Commons—our own institutional repository that provides open access to our student journals, international studies papers, and honors projects. Some of the features of the Digital Commons:

- Student honors papers
- Open access journals—now at eleven department publications
- Number of downloads on main page
- Student award-winning papers
- Faculty publications
- Personal research pages for faculty—selected works

Ask if they have thought about their own rights and privileges as authors. Are they aware of how to negotiate with publishers to retain their rights as authors? Have they heard about the “author addendum” that is available to them for negotiating with publishers? Offer to provide a copy of the Authors’ Rights brochure. (Terri has provided some guidance for three faculty authors regarding their author’s rights and can provide additional assistance as needed.) Other points you could bring up include:

- Retention of author’s rights and privileges—what they can do now to preserve access for future use
- Digital preservation—how retention of author’s rights can help us publish their articles in our Digital Commons which helps maintain perpetual access, which helps in the preservation of electronic content
- Some publishers are more open—John’s Hopkins license
- Open access for fee—we’ll help pay the fee; budgeted for 2007-08
- Where to find form—we’re here to help navigate issues; liaisons are informed and available to help (we have brochures and more information is available at SPARC web site (<http://www.arl.org/sparc/author/index.html>))

What Is at Risk?

Why it is important for their teaching and research to be informed on current changes and future developments?

- These changes may be related to the promotion, tenure, and review process—fewer books published; new online publishing options; new web-based distribution with open access journals
- Associations looking at tenure review and promotion process—MLA, Classics, Philosophy, etc.
- Peer-review process is not being changed, but it is a key component in open access journals
- Our collections will be shaped by access, costs, and copyright issues—our collections support their curriculum needs.

Next Steps

Ask if they want more information, want to get involved, or if they are satisfied with the status quo and don’t see any problems with the existing system.

Mention our Scholarly Publishing Committee and point them in the direction of the web site for committee minutes.

Our goal is to have all library staff informed of the issues, able to engage the faculty when opportunities arise, and able to increase faculty awareness of the issues.

By being aware of the changes and knowing their rights and privileges, faculty can become part of the solution and become effective change agents who can ultimately control how scholarly communication evolves in the next decade and beyond with the new technologies.

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APPENDIX D**DRUM Marketing Plan****Goals**

- To educate UM faculty members about DRUM
- To inspire UM faculty members to deposit their works in DRUM
- To increase awareness of DRUM

Faculty Needs and Desires

- Work with co-authors
- Keep track of different versions of the same document
- Work from different computers and locations
- Make their own work available to others
- Have easy access to other people's work
- Keep up in their fields
- Organize their materials according to their own scheme
- Control ownership, security, and access
- Ensure that documents are persistently viewable or usable
- Have someone else take responsibility for servers and digital tools
- Be sure not to violate copyright issues
- Keep everything related to computers easy and flawless
- Reduce chaos or at least not add to it.
- Not be any busier

<http://www.dlib.org/dlib/january05/foster/01foster.html>

Benefits of Depositing in DRUM

- Collects in one place the results of faculty research
- Centralized access from any computer at any location
- Wider dissemination of publications via Google and other web search engines
- Increases potential for publications to be cited by other works
- Able to create specialized communities
- Ability to distribute research results quickly
- Ability to upload associated content
- Access is maintained forever with a permanent URL, even if faculty leaves UM

- No need to maintain files or URLs on personal web sites
- Copyrights retained by author
- Works are archived and preserved at no cost to faculty

Targets/Targeted Messages

- Faculty
- Benefits of DRUM: Provides centralized, permanent access to their research
- Faculty with existing web pages
- Department Heads: promotes research of department or institute

Communications/Collateral

- Faculty email messages
- Establish regular newsletter or email updates
- Advertise regular DRUM training workshops
- Postcard mailings
- Press release in the media
- Develop brochure or factsheet outlining benefits of DRUM

Strategies

- Highlight and promote recent submissions
- Showcase the work of individual faculty members
- Publicize statistics (e.g., top 10 accessed) to confirm value
- Obtain testimonials (names featured in publicity and promotional materials)
- Find champions of the service and have them promote DRUM
- Organize events around related issues (e.g., copyright, scholarly publishing)
- Utilize library subject specialists/faculty liaisons
- Targeted messages to department heads/administrators
- Target faculty who have existing web pages
- Develop faculty advisory board
- Participate in annual New Faculty Orientation Program
- Develop communications calendar with regular follow-up and evaluation

DRUM Marketing Strategy

- Message: Benefits of depositing into DRUM
- Target: UM Faculty Members
- Repetition, follow-up, evaluation

APPENDIX E

Moving Toward Tenure

Using DRUM to Promote Your Research

The University of Maryland's digital repository is called DRUM (Digital Repository at the University of Maryland). DRUM captures, preserves, and provides access to the output of UM researchers, centers, and labs. Materials deposited in DRUM are indexed and made freely available over the web, promoting open access to the diverse body of research created by UM faculty.

Benefits of Depositing Your Research in DRUM

- Wider dissemination of your work (not limited to journal subscribers)
- Increased potential for your publications to be cited by others
- Ability to upload associated content (datasets, video/audio files, etc.)
- Permanent URL
- Results of your research collected in one place
- Accessible from any computer at any location

Increase Your Visibility

Undergraduates are not the only ones who use Google for research: your colleagues do, too. Depositing your work in DRUM increases your visibility within and beyond your immediate research community and increases the potential for your work to be cited

Deposit peer-reviewed articles, pre- or post-publication, depending on your agreement with the journal. Deposit items which are not formally published but can stand alone as works of scholarship. (These can include works created prior to your appointment at Maryland).

Promote Yourself and Your Research

Use DRUM as your own personal PR tool! Each item deposited into DRUM receives its own permanent URL. Integrate the URL into your CV, personal or departmental homepage, and citations. Also, point colleagues to your work using a URL that will not change.

DRUM also enables author name searching to generate a list of links to the full text of your works in DRUM. DRUM deposits are indexed in Google, Google Scholar, and other search engines and harvesters—both popular and more scholarly—making them highly visible to any web user.

Retain Your Rights

You only need to grant DRUM the nonexclusive right to keep the work, preserve it, and make it available on the web. Depositing in DRUM does not require giving up any of the copyrights to your work. If you are at all unsure about whether you have permission from a journal to deposit previously published material, contact us and we'll help you make a determination.

For more information about DRUM, visit <http://www.lib.umd.edu/drum>. Terry Owen, DRUM Coordinator, McKeldin Library

Digital Repositories

A digital repository is an electronic collection designed to capture and preserve the intellectual output of a single- or multi-university community. Universities worldwide have created repositories, including MIT, the University of California, and Cambridge University.

Digital repositories are rapidly developing at research institutions around the world and have many things in common, such as:

- They are typically funded by the institution
- They handle all kinds of scholarly and creative works, as long as they're digital
- They are a service to the researchers affiliated with the institution
- They become a showcase for the scholarship and creativity of their institutions
- They will be maintained indefinitely by their institutions

What is Open Access?

Open access refers to a group of issues relating to the creation of open- and low-cost scholarly communication. To quote the Budapest Open Access Initiative:

There are many degrees and kinds of wider and easier access to this literature. By open access to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

For More Information on Open Access

SPARC—Resources for Authors (<http://www.arl.org/sparc/author>)

Scholar's Copyright Addendum Engine (<http://scholars.sciencecommons.org/>) Helps generate a form that you can attach to a journal publisher's copyright agreement to ensure that you retain certain rights.

Directory of Open Access Journals (<http://www.doaj.org/>) This service covers free, full text, quality controlled scientific and scholarly journals—all peer reviewed. They aim to cover all subjects and languages.

SHERPA/RoMEO (<http://www.sherpa.ac.uk/romeo.php>) Provides the copyright and self-archiving policies for many publishers.

NIH Public Access Policy (<http://publicaccess.nih.gov>)

Copyright Toolbox (<http://copyrighttoolbox.surf.nl/copyrighttoolbox/>) Provides more information on the model agreement (License to Publish) that helps scholarly authors manage rights over their publications.

Create Change (<http://www.createchange.org/>) Provides faculty with current information, perspectives, and tools that will enable them to play an active role in advancing scholarly information exchange in the networked environment.

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