

How we doubled our deposits in two years:

Developing campus connections and outreach to engage scholars in repository and open access services

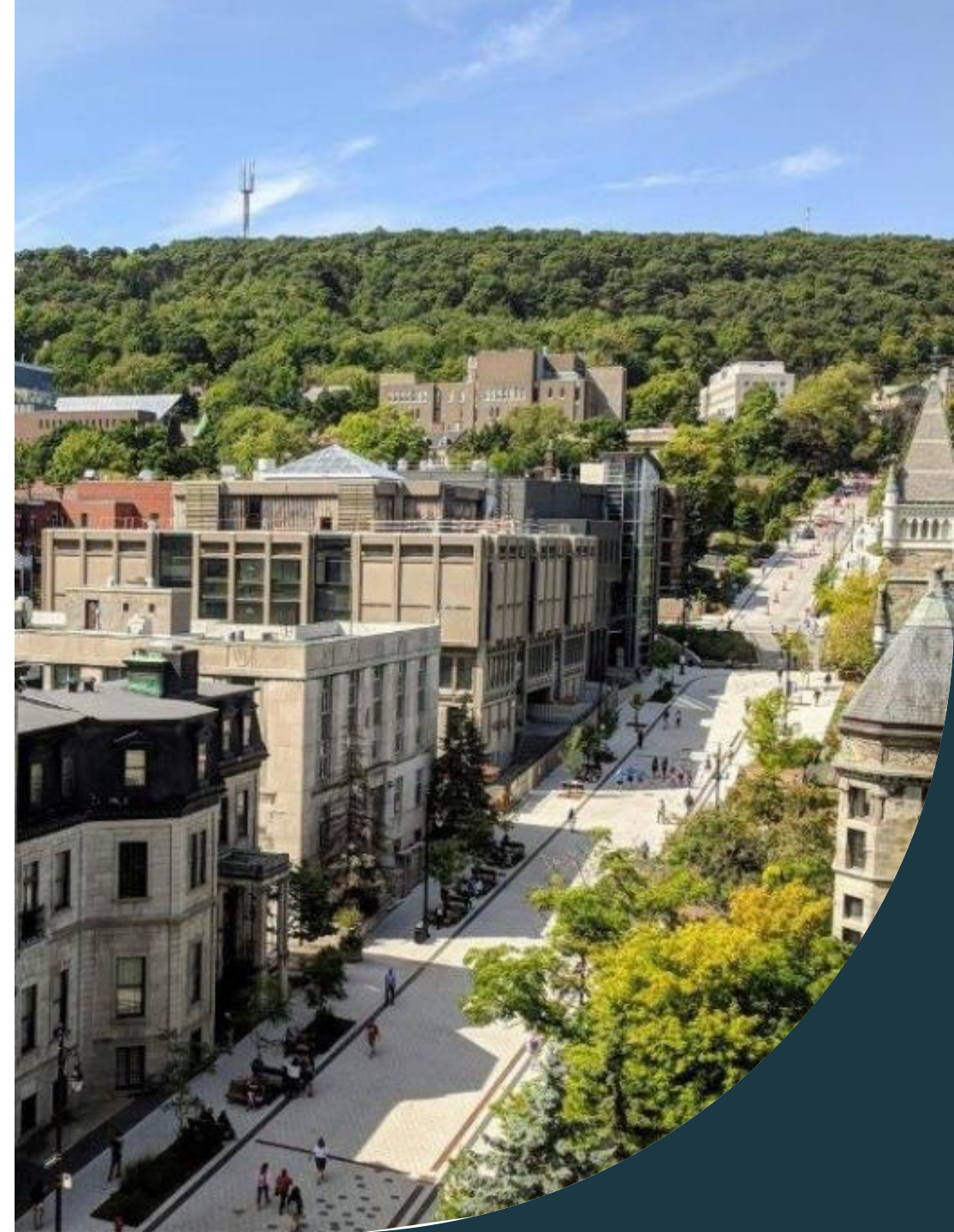
Jessica Lange | Coordinator, Scholarly Communications

McGill University Library, Montreal, Canada



Background

- Large, research intensive university in Montreal, Canada
- Over 30,000 students + 1700 tenure and tenure stream faculty
- eScholarship open repository: Began in 2006
- Repository hosted and supported by McGill Library



More background

~50,000
theses and
dissertations

~5600
articles

~Mediated
deposit

 eScholarship@McGill: Discover theses, dissertations, articles, and more





Our Team

1 FTE repository
manager

Handles deposits
(amongst other
responsibilities)

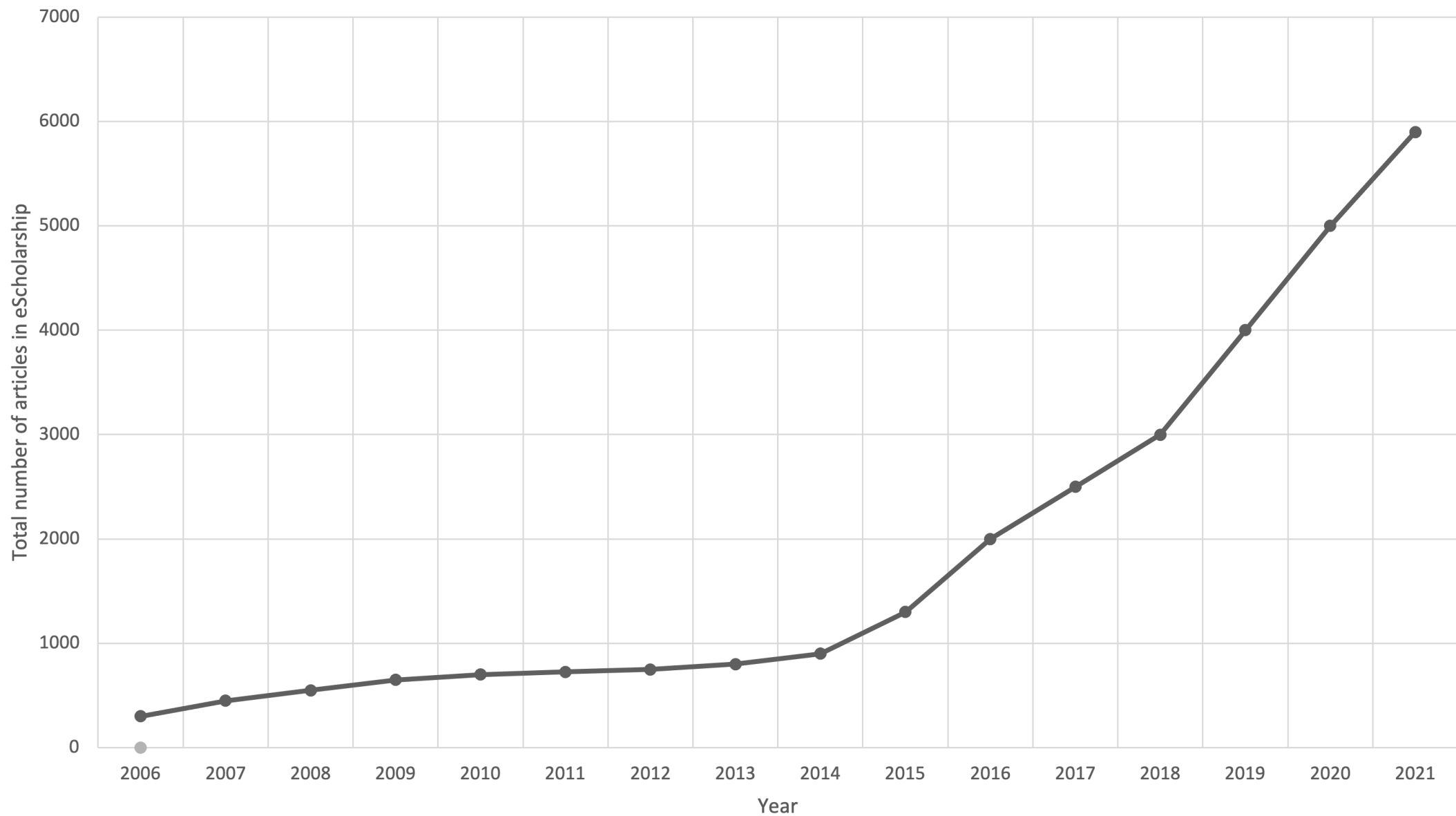
1 FTE librarian
(me!)

Outreach,
oversight, policies
etc.

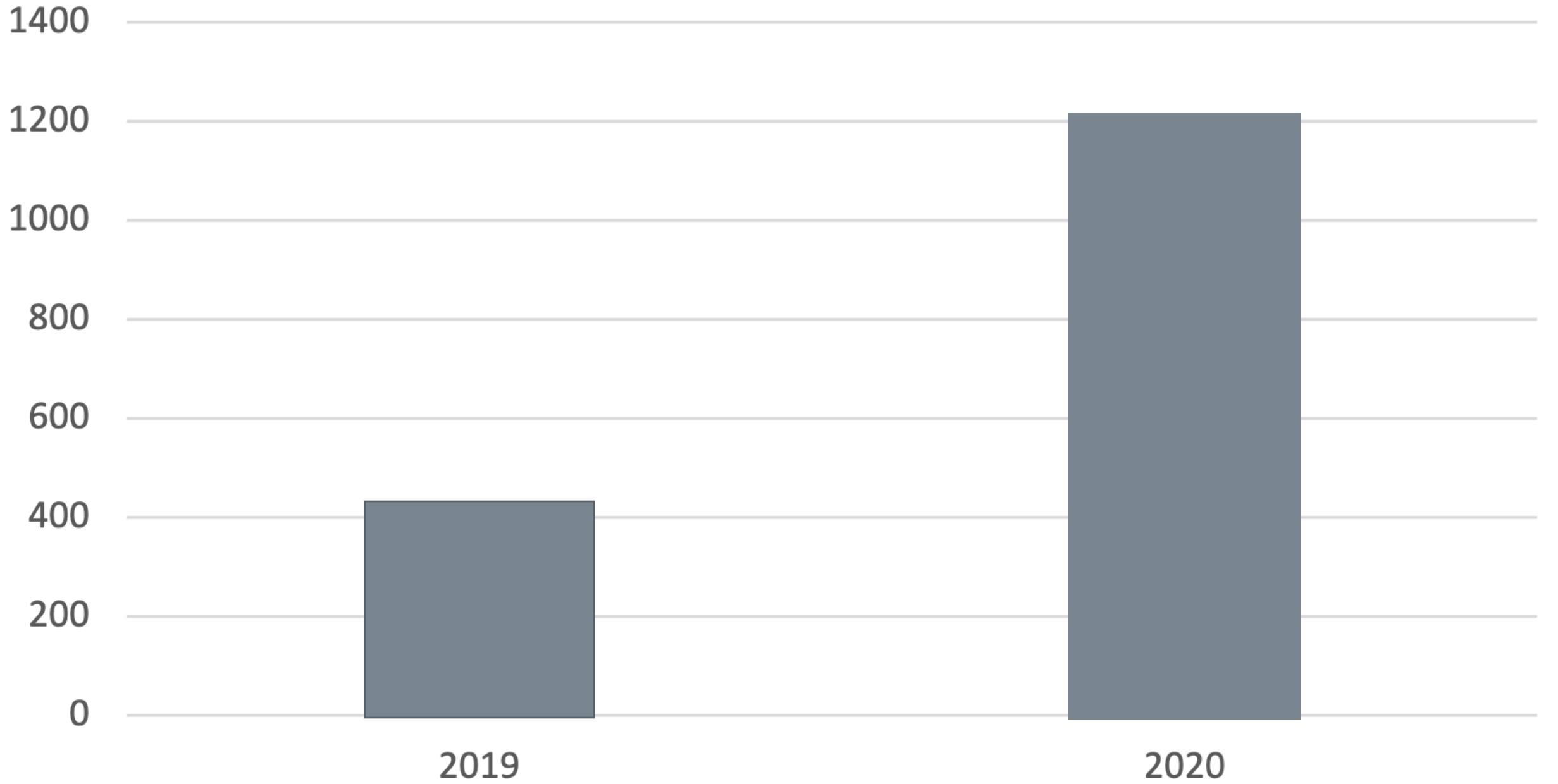
2-4 part-time
students

Assit with deposits;
checking CVs;
metadata cleanup;
other projects

eScholarship article growth 2006-2021



Total articles deposited 2019 vs. 2020



So what is going on?

Canadian OA context

- Canada's three largest funding agencies have OA mandates:
- Peer-reviewed journal publications are **freely accessible online within 12 months of publication.**
- Accepted manuscript or publisher version
- Grants awarded **after May 1, 2015***



Canadian OA context: Outreach

2020/21 competition:

400+ grants awarded at McGill

= Major outreach opportunity

- Collaboration with Office of Sponsored Research
 - Receive list of grant winners each year
 - Targeted emails to grant winners
- Invited to present at grant-information sessions



Canadian OA context: Motivation

According to a 2021 survey
of eScholarship recent depositors:
63% of respondents were motivated to deposit
by meeting grant agency requirements



Then the pandemic

- Increased interest in open access
- Move to teaching online
- Developed 30-45 minute, lunchtime, online workshop:
- *"How to make your work open access: Psst...it doesn't have to cost money"*

How to make your work open:

Workshop outline and objectives

- At the end of this webinar, participants can:
 - State the open access requirements of Canada's and Quebec's major funding agencies
 - Describe the two primary mechanisms to make work open access
 - Describe library services to support open access
- Recording available: <https://www.mcgill.ca/library/services/open-access/how>
- View slides: https://mcgill-my.sharepoint.com/:p:/g/personal/jessica_lange_mcgill_ca/EenBmFDTTwREt_LR7-HFKh0BZ9hhTxJOF5sf3V5YiSQ5Hg?e=Du7xP3

Workshop structure

OA intro

- What is open access?
- Canada and Quebec funding requirements

Gold OA

- What is gold OA?
- McGill discounts and waivers

Green OA

- What is self-archiving?
- Manuscript versions
- McGill repository and subject repositories

Sample slide: Archive your versions and your author agreements

<p>What do students want to know about the library? 1</p> <h2>What do students want to know about the library?</h2> <h3>Using student questions to direct information literacy sessions</h3> <p>Katherine Hanz McGill University Education Library Education Building 3700 McTavish Street Montreal, Quebec H3A 1Y2 Phone: (1)514-398-2763 Fax: (1)514-398-2165 katherine.hanz@mcgill.ca</p> <p>Jessica Lange (corresponding author) McGill University Humanities & Social Sciences Library McLennan Library Building 3459 McTavish Street Montreal, Quebec H3A 1Y1 Phone: (1) 514-398-4690 ext. 00871 Fax: (1) 514-398-7184 jessica.lange@mcgill.ca</p> <h4>Abstract</h4> <p>This study examines the commonly-asked questions university students have about the library and how these questions can inform librarians' information literacy efforts. As part of an ice-breaker activity during library workshops, students were asked to write down one question they had about the library (e.g. "How do I borrow a book?"). The students' responses were collected and evaluated according to semester and month. Although the results are preliminary they suggest that librarians should tailor their information literacy sessions depending upon the time of year in which they are held.</p> <h4>Introduction</h4> <p>In recent years, there has been a growing interest in collecting and analyzing questions clients ask at academic libraries. Categorizing questions received at both the physical and virtual reference desks allows librarians to evaluate the type and level of service required in the physical library and online.^{1, 2, 3, 4, 5, 6, 7} Librarians have also analyzed questions as a method for assessing students' information literacy skills.^{8, 9} Collecting this type of <u>information</u> allows librarians to better anticipate the information needs of their students and the gaps in their knowledge.</p> <p>Two liaison librarians from McGill University (Montreal, Canada) were inspired to bring the basic "question and answer" interaction of the reference desk into the classroom and use it</p>	<p>g student questions to direct ormation literacy workshops</p> <p>n Library, McGill University, Montreal, Canada, and Jessica Lange Humanities & McGill University, Montreal, Canada</p> <p>ms to discuss an innovative, student-centered method for engaging students in racy workshops. By using student-generated questions to find out what about the library, the authors examine how the students' questions are used ctivity and as a means to orient the workshop's content.</p> <p>pproach – A literature review discusses various approaches to active learning ormation literacy workshops as well as methods for assessing students' library shops. The authors' own case study identifies best practices for implementing authors discuss the types of student questions they collected from students over ters.</p> <p>utlined in this article provides an engaging method for interacting with students tion literacy workshops. The activity acts as an effective method for obtaining a tudents' library knowledge. Analyses of the questions collected by the authors ould tailor their workshop content depending on the time of year in which their</p> <p>activity described in this article is discussed sparingly in the literature. As such, practices for a student-centered activity that librarians can add to their kit. This article is valuable to librarians with instruction responsibilities. aries, Best practice, Library instruction, Information literacy, Instructional tegy</p> <p>ents really want to know about the library? When faced with their first semester mation literacy workshops, two early career liaison librarians at McGill Canada contemplated this basic question. As a new librarian, preparing for kshops can be challenging. With little or no experience in lesson planning or must imagine how best to engage students, cover the appropriate content, and ns that are sometimes limiting. Planning in-class information literacy workshops e as the librarians anticipate how much research experience or library exposure lass may have. Although discussions with the professor, consideration of the duate or graduate? freshman or senior?), the time of the year (first week of the</p>	<p>The current issue and full text archive of this journal is available at www.emeraldinsight.com/0090-7324.htm</p> <h2>g student questions to direct ormation literacy workshops</h2> <p>Katherine Hanz <i>Education Library, McGill University, Montreal, Canada, and</i></p> <p>Jessica Lange <i>ities & Social Sciences Library, McGill University, Montreal, Canada</i></p> <p>- This article aims to discuss an innovative, student-centered method for engaging students information literacy workshops. By using student-generated questions to find out what ant to know about the library, the authors examine how the students' questions are used ice breaker activity and as a means to orient the workshop's content.</p> <p>ethodology/approach – A literature review discusses various approaches to active tivities in one-shot information literacy workshops as well as methods for assessing rary knowledge prior to workshops. The authors' own case study identifies best practices enting the activity. Finally, the authors discuss the types of student questions they collected nts over the course of two semesters.</p> <p>- The activity outlined in this article provides an engaging method for interacting with ring one-shot information literacy workshops. The activity acts as an effective method for basic understanding of students' library knowledge. Analyses of the questions collected by suggest that librarians should tailor their workshop content depending on the time of year eir workshops take place.</p> <p>y/value – The activity described in this article is discussed sparingly in the literature. As rticle outlines best practices for a student-centered activity that librarians can add to their literacy toolkit. This article is valuable to librarians with instruction responsibilities.</p> <p>Academic libraries, Best practice, Library instruction, Information literacy, al design, Instructional strategy</p> <p>Case study</p> <h4>tion</h4> <p>university students really want to know about the library? When faced with t semester of teaching in-class information literacy workshops, two early son librarians at McGill University in Montreal, Canada contemplated this stion. As a new librarian, preparing for information literacy workshops can nging. With little or no experience in lesson planning or teaching, new must <i>imagine</i> how best to engage students, cover the appropriate content, with time restrictions that are sometimes limiting. Planning in-class on literacy workshops often requires conjecture as the librarians anticipate h research experience or library exposure students in a particular class may hough discussions with the professor, consideration of the level of study duate or graduate? freshman or senior?), the time of the year (first week of the</p> <p>ors would like to thank Megan Fitzgibbons for her insightful comments and s for this article.</p>
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Pre-print = Initial
submission

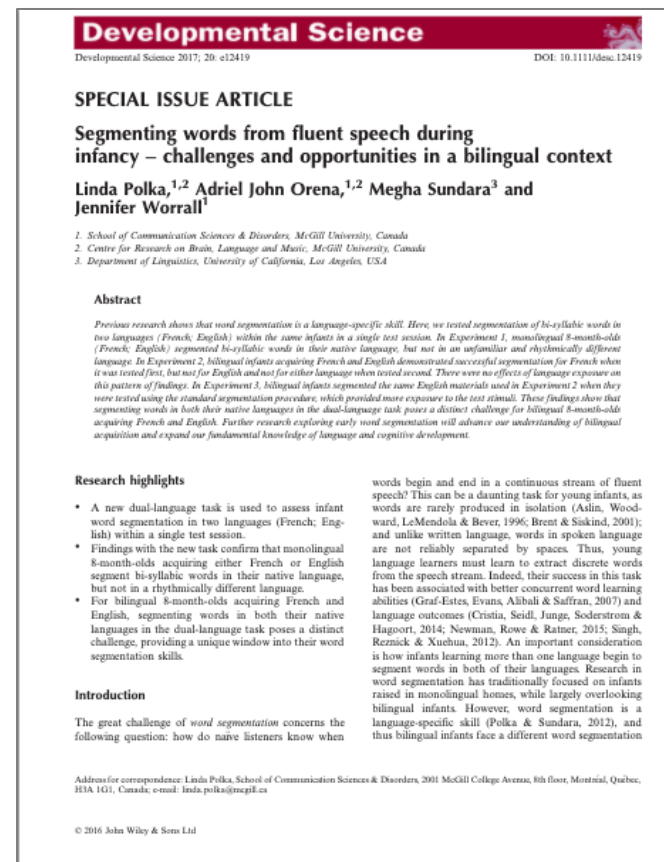
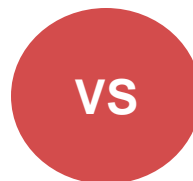
Accepted manuscript =
Final version without
layout

Publisher's version = Final copy with
layout



McGill Library. Everything you need.

Sample slide: What is an accepted manuscript (cont'd)?



Accepted manuscript

- Saved by RESEARCHER
- Typically CAN be posted to repositories
- Intellectually **THE SAME** as the publisher version

Publisher's version

- Created by PUBLISHER
- Typically CANNOT be posted to repositories

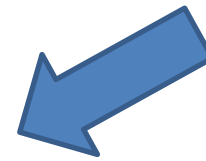


McGill Library. Everything you need.

Sample slide: McGill eScholarship services:

- Publication review:
 - Will review your list of publications and will let you know which versions can be made open
- Journal review
 - Will review a list of journals and will compare their open access policies and compliance with grants
- We'll take care of:
 - Checking copyright permissions
 - Handling embargos/publication delays

I also can present at meetings/seminars etc.



How? Email jessica.lange@mcgill.ca OR
escholarship.library@mcgill.ca



Impact: Attendance

- March 2021: 95 participants
- May 2021: 41 participants
- November 2021: 20 participants

Often ~50% are faculty members



Feedback

- *"Really good presentation on a very important topic. I have suggested to my boss that this should be shown to the academics in our area."*
- *"I will definitely pass on this information to colleagues....very helpful webinar!"*
- *"Extremely clear. Exactly what I needed. Lots of precious info within a decent amount of time. Many (good) surprises and good news. "*



Workshop immediate effects:

Increase in deposits,
particularly accepted
manuscripts

Invitations to present in
research groups, departments

Increase in reference
questions

Summary

- Workshop dedicated to OA has clear, tangible outcomes
 - High return on investment
- Improved communication, targeted outreach, and streamlined deposit service
 - Users satisfied with service; keep returning (the snowball effect)

Questions?

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