



UNIVERSITY OF
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The **Career** University

Implementing resource discovery techniques at the University of West London

Promoting the institutional repository at the University of West London

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Case Study
August 2015

In partnership with **Jisc**



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Background

The University of West London has 8 Schools plus the Institute for Teaching, Innovation and Learning (INSTIL) which works across the University providing support and leadership for teaching, learning and assessment. The University's "Research and Scholarship Strategy 2014-2018" is committed to supporting and developing research publication potential, disseminating research outputs both through the University's in-house journal (New vistas) and institutional repository (UWL Repository). In December last year, 5 Research Clusters were launched (e.g. Digital Communities, Health and Well-Being) with the aims of supporting and coordinating research development and activities across the University, income generation and preparation for external research quality assessments, with the repository being identified as one of the key elements in enabling the Clusters to achieve these objectives.

This, then, is the context for my case study of the promotion of the repository at the University of West London, a focus which is sharpened by HEFCE's emphasis on the role of repositories in the post-2014 REF.

What is the problem/issues(s) your organisation is trying to solve?

The institutional repository was launched in 2012 under the name VISTASrepository as a showcase for the research, scholarly and enterprise output of University of West London staff and research students. The name VISTASrepository was chosen because the University's journal at the time was also called VISTAS, and it was hoped that there would be some synergy between the two. The repository was introduced to members of staff at the Teaching and Learning Conference in June of that year and this marks the first promotional event. The repository has been represented at subsequent Teaching and Learning Conferences, and further promotion has taken place through an article in the University's internal newsletter (The Insider) and by verbal and written information provided to School Boards and individual members of staff, together with a recent demonstration given to the School of Psychology. Earlier this year the repository underwent a name change to UWL Repository and the process of deposit was altered so that authors could make live their deposited metadata without it first having to be reviewed by an editor. The number of items in the repository currently stands at around 870 records, most of which consist of bibliographic metadata although there are 25 PhD theses in full-text plus a smaller number of full-text journal articles. Evidence of items downloaded each month shows that, where material is in full-text, it is discovered, with the PhD theses in particular demonstrating a healthy number of month-on-month downloads. However, after a period of 3 years the number of items in the repository is still very small and there are two critical problems to overcome:

- 1) Lack of visibility
- 2) Low take up by the majority of Schools leading to a lack of content



How did the training components help?

From the 3 webinars and 2 workshops, several elements were identified with a view to implementing a strategy which, it is hoped, will address both of the problems outlined above and produce tangible results in raising the profile of the repository within the University and substantially increasing the number of deposits, especially those in full-text.

The elements identified were:

- 1) The possible use of social media, and particularly Twitter, as a vehicle for promotion.
- 2) The emphasis on the repository's contribution to institutional objectives of promoting University of West London research, particularly in the context of HEFCE's requirements for the post-2104 REF.
- 3) The necessity of supporting researchers in the use of the repository by improving their experience of repository deposit with the aim of instilling a sense of ownership and trust which will encourage self-archiving of material.

What did you implement to address the issue(s)

Lack of visibility:

There is currently an ongoing project between IT Services and our EPrints provider at Southampton University to link repository deposit to staff profile pages on the University's website but in the immediate context of the Spotlight project there are three changes which we hope to make which are intended to increase visibility:

- 1) A link will be provided from the Research tab on the University website through to a repository information page, with a link from that page to the repository itself. (A parallel is with the current University journal which can be found directly from the Research tab with its own page and link). At the moment, the repository is hidden with the user having no way of knowing that a link to the repository will appear after they click on "Our Impact" in the Research tab.
- 2) The indexing of the repository in the Library's discovery tool, Summon, will be improved so that material in the repository is fully available via a Summon search. The provider of Summon, ProQuest, will be contacted and asked to investigate the link between Summon and the repository with the objective of ensuring that all elements of the Summon/repository search interface function correctly. Currently, Summon retrieves bibliographic metadata but does not recognise the origin of that metadata (is it from a journal article or a dissertation, for example); and neither does it recognise if the item is in full-text or not, or provide a link to the repository itself. While the indexing is being



improved I will also explore the feasibility of adding a tab for the repository to be searched alongside Summon as a discreet search.

3) Twitter will be used to highlight the most popular piece or pieces of research in the previous month and, as the number and frequency of deposits increases, recently added items will be regularly tweeted.

Low take up by the majority of Schools leading to a lack of content:

The School which currently has the most deposits in UWL Repository is the School of Computing and Technology, largely as a result of engagement driven by a previous acting Head of School. In order to ensure an increased number of deposits in the repository, and for the University to meet the requirements of the HEFCE policy for Open Access in the post-2014 REF, the University is about to ratify and launch a Publications Policy, facilitated by the Research and Enterprise Unit and Library Services. This makes it key for the University to develop a strategy to increase deposit, whether by promotion, School-based champions, or clear documentation which demonstrates the benefits of depositing to researchers. It is also crucial that the experience of depositing is straightforward, with as few a steps as possible. Currently, information about the process of depositing is available from the “Author Guidance” tab on the repository homepage, which opens initially as a web page with text and a link to a PDF with some graphics. With this in mind there are a number of steps that we might take to try and make the process more obvious and improve the experience of someone keen to deposit but unsure of exactly how to go about it.

1) Develop a video presentation of “5 steps to adding your material” with a view to embedding it in the repository homepage and also using it at events such as inductions for new staff. (In fact, a video of the process as it was at the inception of the repository has been produced, so an updated version will be developed reflecting the change of name and changes in the deposit process.)

2) Likewise, develop a short “talking head” video, if possible featuring an academic staff member, setting out the benefits of repository deposit both for individual members of staff and the institution.

In addition to developing visual and audio-visual presentations, printed promotional material such as bookmarks, booklets and posters will be produced emphasising the benefits of showcasing research and scholarly outputs in the repository, and which will also emphasise the theme of Open Access and HEFCE’s requirement for the post-2014 REF – i.e. to be eligible for the REF, all journal articles and conference proceedings must have been deposited in an institutional repository on acceptance for publication. Items may be produced to tie in with specific events such as Open Access week or to be used as an aide memoire to promote the repository to be given directly to new academics and PhD students on arrival, or as a reminder at School Boards or events such as the annual LibFest or



Teaching and Learning Conference. Ideas will be worked on with the Library Services Marketing representative and high quality material will be sought using some of the JISC funding for this project.

What was the outcome?

The measure of success, of course, is whether or not the changes which are implemented do have a positive effect and lead to an increasing and regular flow of material into the repository from members of all Schools, and particularly from those Schools which are under-represented at the moment. The objective is to build momentum, and even perhaps encourage competition between Schools, so that greater visibility and promotion, combined with ease of use, leads to increased numbers of deposits, which itself leads to more visibility, and so on. Inductions for new staff will be taking place during September and the objective will be to implement as many of these measures as possible before then, introducing the repository to as many new members of staff as possible, looking forward to Open Access week (19-25 October) when we can perhaps run a sustained campaign to raise awareness of the role of the repository.














Appendix A: Repository records by School (August 2015)

School	Number of records	% of total
Film, Media and Design	71	8.36
Business	12	1.41
Computing & Technology	399	46.64
Hospitality & Tourism	15	1.53
Law	24	2.82
Music	67	7.89
Nursing, Midwifery & Healthcare	172	20.25
Psychology, Social Work & Human Sciences	83	7.65
INSTIL	29	3.41
Total	872	100



Appendix B: Downloads by number and country of origin (June 2012-August 2015)

Flag	Country	Downloads
	United Kingdom	1578
	Germany	843
	United States	792
	Unknown	582
	China	465
	Unknown	299
	France	282
	Ukraine	100
	Australia	89
	India	70
	Philippines	66
	Romania	60
	Canada	56
	Japan	56
	Russian Federation	55

