Open Access Engagement
A Look Inside University Repositories

By Emily Vernon
UT Austin Capstone | Spring 2021
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Open Access Engagement: A Look Inside University Repositories

As a library student in UT Austin’s MSIS program, fellow at an academic journal, and teaching assistant for an engineering communications course, I have become fascinated with the ways library resources are promoted to students, as well as the ins and outs of academic publishing. Information accessibility and discoverability has long been the motivation in nearly all that I do, and repositories serve as a sort of marriage of these interests and motivations. Accordingly, for my capstone project I wished to delve into institutional repositories, which serve both specific academic institutions and the public in a unique manner. The following report was written after interviews with repository managers about their current and future approaches to the resource, all of which are tailored to fit their institution’s needs.

Repositories provide libraries with a tool for collecting and hosting the university’s scholarly output. Their open access nature makes them vital to the dissemination of free, available, and accessible information, and a good repository facilitates a level of discoverability that exceeds user needs. These resources are hosted on Texas Digital Library’s DSpace platform, but nonetheless are highly customizable depending on individual institution’s needs. Accordingly, each university builds and maintains its repository differently, and it is my hope that this report highlights some of the unique avenues repository managers are taking to market, establish, and grow their repositories.

Although initially wanting to understand student engagement with these resources, I soon found that many libraries are unsure of their primary user base, making it difficult to track such. Nevertheless, interviews with several repository managers elucidated consistent patterns across the platforms. The below table names a few of these issues, as well as notes how some institutions mitigate them. If you are interested in reading about a specific institution, please use the above table of contents, which is navigable by links.
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<td>The repository can be a difficult resource to sell. Faculty do not always understand the benefit of the repository, and the interface doesn’t necessarily serve as a persuasion tactic.</td>
<td>Building the repository can feel like a recursive loop. Faculty are more inclined to see the value of the repository if it has a significant amount of faculty work, but a building process must nonetheless take place.</td>
<td>As Texas State has discovered, faculty respond well to statistics about their work. If those can be provided in any capacity, include that in the pitch! Similarly, Sam Houston will send batches of statistics, and faculty often respond wanting to know how they can get more of their work in the repository.</td>
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<td>Explaining access permissions is often difficult. Faculty generally lack understanding of permissions, the difference between different prints, etc.</td>
<td>This leads to significant confusion, and sometimes even hesitancy to place materials in the repository.</td>
<td>Although time and labor intensive, Texas State’s model provides an interesting solution space. Librarians there created a Canvas course that explains access permissions and demonstrates how to submit work to the repository.</td>
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<td>Concerns exist about the inclusion of undergraduate work in the repository.</td>
<td>Quality control remains a concern for both librarians and faculty alike. Librarians want the repository to be something that truly captures scholarly output, and want it to be a resource faculty deem credible. Faculty may have concerns surrounding the publication of undergraduate work in a repository due to reasons of longevity and research integrity.</td>
<td>Consider writing a repository development policy that specifically addresses parameters for the inclusion of undergraduate work, such as UTSA. This is likely best constructed with additional input from faculty and subject liaisons. Additionally, consider including work outside of simply honors theses, such as poster presentations or curated projects. UTSA, TWU, and SHSU all take such an approach, to name a few.</td>
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<td>Traditional outreach methods (marketing campaigns, etc.) are often difficult, time consuming, and do little to bolster the repository’s use</td>
<td>Institutional repositories are often hidden gems that can truly benefit the university community both while taking classes and post-graduation.</td>
<td>As Texas Tech, TWU, and WTAMU have found, incorporating student projects in the repository – whether those be projects completed as part of a specific program or projects completed with the intention of engaging with repository materials – is a great way to promote engagement and familiarity with the resource. And, as UNTHSC, UTSW, Angelo State, and others have found, the repository’s purpose is multifaceted and can accordingly be designed for a variety of audiences. Much of the material is found through Google, so consider the collecting strengths you wish to highlight for a particularly global audience. Additionally, the repository can be utilized as something like a digital archive by offices around campus, if you wish for such. This invites the surrounding community in different ways, and is something UTSW does a nice job with.</td>
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<td>Students and faculty often have a hard time locating the repository, especially considering it cannot be integrated into the catalog.</td>
<td>Lack of integration into the library catalog means that users have to either a) find the resource through Google, in which case they are not accessing the repository necessarily, or b) know to specifically search the repository. Google searches still fulfill the repository’s mission of open access, but nonetheless lack direct engagement.</td>
<td>UNTHSC and TWU both include a repository search bar on the library’s homepage. Although this doesn’t necessarily solve the problem in its entirety, it does work within the confines of the software to make the repository’s existence known and present. Although not necessarily addressing issues of locality, UT’s Texas ScholarWorks homepage does a nice job contextualizing and explaining the repository, making it feel like a more easily navigable source.</td>
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As seen in the above table, different institutions tackle these issues differently. Nonetheless, many of the issues are consistent across universities. This is important to recognize for a few reasons, including the fact that there are some inherent technological limitations as well as institutional issues such as staffing, time, and funding that afflict nearly all institutions. There still remains the potential, though, to take into account the creativity occurring across institutions.

As the academic publishing sphere continues to be complicated by funding structures, so too do librarians’ jobs. This is partially why repositories remain such a fundamental piece of the library’s collections and capabilities, as open access ensures materials remain discoverable. It is not a passive collection, however, and comes with several complications that librarians simply may not have the time to address. Amongst those include the nuances of access permissions, which in an ideal world would be thoroughly explained by the journals themselves. Regardless of these complications, there are steps and collaborations that can occur amongst libraries,
departments, and university offices that can streamline the process, and the below summaries may prove helpful in understanding the multitude of approaches being currently taken.
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The University of Texas at Austin: Texas ScholarWorks

Like other universities, students at The University of Texas at Austin are largely unfamiliar with the library’s repositories, and usually only become acquainted with them through their own publication processes. Undergraduate submission to the repository is, again similar to other institutions, a somewhat precarious process, and usually happens at the discretion of department coordinators rather than faculty. Nevertheless, undergrads are asked to note their faculty mentor before submission to account for issues like unpublished data and quality control.

UT’s repository was initially created with the intention of gathering faculty work. Currently, about 3,600 faculty publications reside in the repository, and there are about 6 faculty members from a range of disciplines that routinely — and without prompt — submit their work.

Current outreach efforts are aiming to bolster the amount of both student and faculty work in the repository. Subject liaisons are heavily involved in this process and are often spearheading new initiatives to get their departments’ work included. In the past, librarians have combed through individual professor’s CVs and personal websites in hopes of finding publications that have access permissions that work in accordance with repository publication, which although fruitful, is rather time and resource intensive. Although graduate students used to help with this work,
budget cuts have made it nearly impossible to be executed at its previous scale. Nevertheless, this initial targeted outreach has proven beneficial long-term, as it established relationships that allow the repository to continue to grow today.

Current outreach manifests in a few key ways, but perhaps most notably through strategic and targeted outreach. An example of this is the partnership with UT’s largely interdisciplinary Plan II Honors program, which requires participating undergraduates to write a thesis. The nature of the program means that the scholarly output is highly varied, but it nonetheless is yet one example of undergraduate outreach. Additionally, ephemera from poster sessions is often included (including the School of Information’s capstone poster session).

Although targeted outreach centered on the inclusion of theses, dissertations, and publications of the such is incredibly helpful to growing the repository, it only begins to familiarize students with the repository as they near their end of their academic career at UT. Nonetheless, considering it is expected that a significant portion of repository visitors are from outside UT Austin, the repository continues to serve its purpose of collecting scholarly output from the university.

One of the biggest barriers faced by UT’s librarians in building their repositories is faculty’s misunderstanding of access policies. The librarian often has to double check to ensure that the author’s final manuscript, not the publisher’s copy, has been uploaded. Additionally, the system itself is not entirely intuitive to users, meaning it may take a few additional minutes for them to upload materials.

Looking toward the future, the UT Libraries team is hoping to accordingly streamline the submission process, with the hopes that doing so will attract more faculty members and increase the number of materials housed in it. Additionally, they are looking to apply diversity and inclusion policies to the repository to ensure its accessibility, discoverability, and equity.

As a side note – it is interesting to see that there is a general lack of materials in Texas ScholarWorks from School of Information faculty. Perhaps a future capstone project could work with the School of Information to build the repository, considering its existence aligns with much of the theoretical underpinnings of an iSchool.
Texas Woman’s University

Repository homepage (https://twu-ir.tdl.org/)

Texas Woman’s University’s repository outreach efforts are particularly unique for their proactive focus on undergraduate students’ work. An example of this proactivity comes in their approach to undergraduate symposiums, in which the librarians ask posters be uploaded before the presentations are given. The repository link then must be clicked to give the presentation, which invites greater engagement with the process of using the resource through requiring tangible use of it. Librarians accordingly monitor the University’s newsletters and event calendars in the hopes of finding events that require students to produce a piece of scholarly work.

Much of this is aided by TWU faculty’s focus on experiential learning, of which the output is often student-created ephemera, and is bolstered by student’s appreciation of having a link that
includes their work that can be included in resumes and portfolios. Although student work from all disciplines is included, concentrations in teaching, nursing, and the health sciences are inevitable given the school’s notable strengths in the areas.

Like with other universities, graduate students often become familiarized with the repository’s capabilities through thesis and dissertation work. Nonetheless, TWU’s graduate school works to introduce students to the repository early in their writing process, which contributes to increased familiarity. Additionally, graduate students often use the repository to see the work previous department graduates have done, as well as see the types of dissertations their advisor has chaired.

To build the presence of faculty in the repository, librarians actively sift through TWU’s online faculty system that tracks individual scholarly activity, which they generally receive access to every few months. The recorded articles’ access permissions are examined and the librarian then contacts the faculty to ask if there is interest in uploading the available articles to the repository. Occasionally, a qualified undergraduate or graduate student will help with this work, but it remains true that faculty generally only reach out to the library in regards to the repository if doing so on behalf of a student.

The biggest barriers faced by the Texas Woman’s University librarians are time — combing through individual CVs and faculty profiles is labor intensive — and selling the repository. Because the interface isn’t particularly inviting or appealing, it can be challenging to advocate for the repository to faculty who are perhaps apprehensive.
Texas Tech University’s repository is largely approached from an understanding that its primary user base is global. Because the repository’s materials show up in a Google search — and because students have access to the majority of the repository’s materials through the library’s databases — librarians do not see the goal of the repository as one of student use. Rather, capturing the scholarly output of the research-intensive university is prioritized.

That’s not to say that Texas Tech librarians haven’t tried to market the repository to students in the past. It was found that targeted campaigns, whether conducted by the librarians or the library’s marketing department, were largely unsuccessful and failed to increase campus usage of the resource. Instead, it has been found that partnerships with professors that invite students to engage with the repositories as part of a class project have been the most beneficial awareness tool.

Student projects with repository materials have taken different shapes over the years, including the annotation of photographs and materials in the Southwest archival collection. They are largely successful because they invite students to both research the repository and include their
own work in it, meaning there is both an element of exploration and production that leaves a lasting influence.

Such projects have also invited further discussion about copyright. Professors are largely unfamiliar with copyright restrictions, which often comes up if they wish to build a repository with their course materials (something that, as the reader, you likely recognize is impossible). Students are also (unsurprisingly) unfamiliar with copyright, but their engagement with the repository through course projects opens up room for discussion of such, even if on an introductory level.

Texas Tech’s approach to the repositories is unique in its understanding that the materials are largely discovered on Google rather than the repository interface. Accordingly, librarians don’t necessarily see the interface as a downfall. The university’s two main repository collections — the Southwest collection, composed of mostly unique primary material, and the scholarly material collection, composed of traditional repository — are accessed worldwide by students and researchers alike, and work to engage students in creative ways that invite a sense of collaboration and ownership from the university community.
The UNTHSC the team currently has two main goals for the repository: capture the intellectual output of the university, and make it available to the public in an open access manner. As an
institution focused on medicine, this doesn’t come without its difficulties, but the librarians remain dedicated to planning the future of the repository and growing the available collections.

The UNTHSC repository was once managed by a digital project librarian who handled all associated duties, including marketing, promotion, gathering materials, and more. Since her departure, marketing has decreased, but there has nonetheless remained a focus on gathering faculty work. As the amount of faculty work in the repository increases, librarians can continue to leverage the repository’s breadth and depth to other faculty members and demonstrate the repository’s benefits. Building the repository’s faculty collection is a work-in-progress, as the repository was initially used primarily to store theses and dissertations, but it is not the only goal.

In addition to adding more faculty to the repository, UNTHSC also plans on digitizing osteopathic books and journals that are in the public domain. As the first osteopathic school in Texas, this collection is significant and pertinent to the school’s history. Similarly, librarians hope to partner with, for example, departments producing digital content such as podcasts to demonstrate the ability of the repository to hold those materials.

UNTHSC’s librarians have generally found faculty to be excited about the repository, especially if the librarians take initiative to comb through faculty CVs and identify works that have feasible access permissions. Although the School of Pharmacy and public health department have been particularly enthusiastic about hosting their work in the repository since the beginning, most departments are generally equally willing to utilize the resource.
Texas A&M University

As with most other university repositories, Texas A&M’s content is largely found through Google searches. The hosted content is currently building to include additional scholarly output from the university’s graduate students outside of just theses and dissertations, and to do so, librarians are meeting with graduate student groups and inviting the submission of items such as conference papers and posters.

The submission of grad student content to the repository differs from that of professors, who are able to self-deposit. Grad students’ submissions, on the other hand, are reviewed by librarians to ensure the work is in accordance with copyright and quality standards.

Before the pandemic, the scholarly communications team would visit individual departments to publicize the repository, often highlighting how their work can be marketed once hosted. They found many departments to accordingly be interested after explanation, especially those concerned with climbing the rankings.

Outside of faculty and graduate student work, the repository also hosts a curated selection of undergraduate scholarly output. This doesn’t come without its challenges, and the selection is
relatively small. Embedded in the conversation of undergraduate work is that of quality control, as part of marketing the repository to some faculty members is understanding that if they feel the curated works are low quality, they are more likely to dismiss the platform as a viable place to host their own work. This issue is partially addressed through the above-mentioned mediation process in place for students.

During the COVID pandemic, TAMU librarians have worked to create a faculty materials section in the repository that speaks to the needs of professors who focus more on teaching than research. It provides a way for these professors to demonstrate their impact on the university community through providing a space to keep those materials, which differ from open educational resources (OER) in their pertinence to individual courses.

Going forward, the repository will work to incorporate more audio/visual materials in its holdings.

* Note: Texas Digital Library does not host OakTrust, Texas A&M University’s digital repository.
Like other universities, UTSW’s students likely don’t become familiar with the repository until it’s time to write a thesis or dissertation. But unlike other universities, UTSW repository’s primary user base is expected to be the university community.

Because the repository is used by the university community, its managers include a significant amount of material from different departments and offices across campus. Currently, the biggest project underway is the digitization and subsequent inclusion of campus news and publications dating back to 1952. This project came into fruition after the Department of News and

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Publications provided the records to the library in the hopes of having an easier way to see how official communications were approached over time.

It’s not uncommon for different departments across campus to contact UTSW librarians and ask for this type of project, as even in the absence of formalized outreach the library has established itself as a place for collaboration through presence and word of mouth. Outside of these projects, though, the repository hosts a significant collection of theses, dissertations, and faculty work. It is not expected that faculty encourage students to place their publications in the repository, largely because of the nature of UTSW being a medical institution. Additionally, the repository hosts a significant internal medicine collection that is perhaps the most widely accessed outside the university community.

In terms of uploading content, graduate students are asked to fill out a one page form that is a condensed version of the multiple pages in the system’s backend. The repository team sees that it is easier for them to upload materials themselves using this form, rather than explaining to each individual what needs to be addressed and not. Once the information is gathered, the uploading process takes about fifteen minutes.
Texas State University

Digital Collections Repository

The Digital Collections repository is a service that provides free and open access to the scholarship and creative works produced and owned by the Texas State University community. The Digital Collections centralizes, preserves, and makes accessible the knowledge generated by the university community, which includes faculty publications, theses & dissertations, plus digitized materials from The Wittliff Collections, the University Archives, and other materials unique to Texas State University. It is a professionally maintained archive that gives the university’s intellectual and creative output increased visibility and accessibility over time.

Communities

Select a community to browse its collections.

Departments, Schools, Centers & Institutes

This collection provides access to the research, creative, and scholarly activities of Texas State University.

Electronic Theses and Dissertations

This Electronic Theses and Dissertations (ETDs) Collection represents the valuable scholarly and artistic content created by masters and doctoral students at Texas State University.

Journals and Conference Proceedings

This Journals and Conference Proceedings Collection includes publications reviewed and published by members of the university community and proceedings from conferences hosted by or sponsored by Texas State University.

Screenshot of Texas State’s repository homepage (https://digital.library.txstate.edu/)

Texas State’s faculty are generally excited once they hear about the repository, but often do not wish to take the time out of their schedule to figure out which of their publications can be hosted in it. To combat this problem, librarians will reach out and form a plan of action to get available materials included. Furthermore, as a way to sell the repository, it is often marketed as an archive of sorts, a place where it’ll also be kept and known. This is supported by Texas State’s use of vendor software that tracks usage statistics, including download numbers for each individual article. Considering the users base of this resource is global, such is persuasive.

There are two main tactics used to identify faculty with work eligible for repository placement. The first is accessing the faculty profile systems on a digital measures software, which are annually updated and send reports to the library. A student will generally then go through and check SHERPA/RoMEO for access permissions, and contact will be made accordingly. Another way librarians go about building the repository is through identification of open access journals. Knowing the access permissions of the journal makes it easier to identify faculty with open access content.
The work of figuring out access permissions often lies on the library, as faculty do not always have a strong grasp on the affordances of copyright and their individual publications. In an attempt to mitigate this problem, librarians created a quick copyright course in Canvas that discusses licensing and demonstrates the repository upload process.

Texas State’s librarians are aware of a few faculty members that specifically direct their students to work in the repository, although that’s not to say that undergraduates as a whole are familiar with the resource. Graduate students are largely familiar with it for its housing of theses and dissertations. Other forms of grad student scholarly production may be included, but such publications are often created in conjunction with faculty members, as well.

In addition to figuring out access permissions, librarians face some difficulty in convincing professors to include their work in the repository because many adopt an all-or-nothing attitude towards their work’s inclusion. It is not uncommon for a faculty member to only want to include a specific article in the repository if the rest of their publications can also be included, but for a variety of reasons, such isn’t always feasible. Additionally, librarians would like to reorganize the repository to make the interface as inviting as possible with the hopes of further selling its use.

* Note: Texas Digital Library does not host Texas State University’s DSpace instance.
West Texas A&M University

Theses and Dissertations

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- Authors
- Titles
- Subjects

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Collections in this community

Electronic Theses and Dissertations

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Zanor, Jonathan Aaron (2021-04-30)
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A SPATIOTEMPORAL ECONOMIC ANALYSIS OF CROP PRODUCTION IN THE TEXAS HIGH PLAINS
Nahar, Aminur; 0000-0001-8887-9626 (2021-05-10)
The Texas High Plains is one of the most prolific crop-producing areas in the United States. Agriculture plays a vital role in the economy of this region. The agricultural industry in this area faces various challenges: ...

Effect of Aspergillus Niger and Oryzae on the intake and digestibility of Coastal Bermudagrass and Tiffany hay in horses

A snapshot of WTAMU’s repository homepage (https://wtamu-ir.tdl.org/handle/11310/1)

West Texas A&M’s repository is relatively new and is accordingly in the process of being built and bolstered. Currently, it holds theses, dissertations, ephemera from faculty poster sessions, and notable items from special projects. Recent partnerships with a local museum and professor have bolstered the content and made the repository something with the potential for extensive community use, as a large digital archive of photographs and art from the renowned JH Ranch are currently being added to its collection.

WTAMU is looking for ways to market their repository and has established a few possibilities, all of which are thoughtful and unique. One such idea is creating a libguide that contextualizes and highlights particular collections in the repository through histories, biographies, and explanations, in addition to a link that directs users to the actual repository. Another option being considered is a link on the library’s homepage to the repository, integrated in a streamlined manner that invites engagement and ease of access.

WTAMU is also considering reorganizing their repository in a manner that is visually pleasing. It is believed that a more visually appealing repository page will help with marketing and outreach efforts, a sentiment expressed by librarians at other institutions, as well. Additionally,
the library is considering making tangible promotional materials such as magnets, which serve as a physical, constant reminder of the repository’s existence.

Overall, WTAMU’s current goals include familiarizing faculty with the repository in hopes of including more scholarly output from the university’s professors. Eventually, there may be a place for open educational resources (OER) to live in the repository, which are valuable products of the university’s faculty.
Having only very recently launched, UTSA’s repository is still in its early stages. It nonetheless boasts an impressive collection of undergraduate work and projects, perhaps the most unique of which comprises the Defining Moments collection.

When a history professor approached the library wanting a way to archive student experiences during the pandemic, the answer was clear: utilize the repository to host such a collection. The project has significantly grown since then, with the current workflow including history students’ reflections; English students’ poems inspired by the reflections; music composed by music students inspired by the poems; and choreography set to the music and created by dance students. What wasn’t expected, however, were the copyright issues that have arisen out of the layered nature of this project. Each and every student must give permission for their highly personal work to be included in the repository, and a missing link can have ramifications on others. For example, if a music student doesn’t give their permission, then the choreography cannot appear in the repository either, since it is set to the music.

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This collection, although proving a challenge, has been a unique way for UTSA to build its repository. In addition to Defining Moments, the repository also hosts work from the undergraduate research journal, which was a beneficial way to get both professors and students involved because the publications are generally co-authored by an undergraduate student and faculty member. Otherwise, little faculty work resides in the repository at this moment.

To account for the extensive collection of undergraduate work, UTSA has written a policy specifically addressing the potential problems and questions that arise with undergraduate work. This type of scholarly output is accepted on a case-by-case basis and is tagged under a subject heading that notes it was produced by an undergraduate.

As the repository continues to grow, the library seeks to continue establishing a repository workflow and discussing the delineation of responsibilities. Additionally, gathering more faculty work and conducting an outreach campaign once classes are (mostly) back in person remain on its to-do list.
Like at other universities, it isn’t assumed that SHSU students are familiar with the repository. Two small undergraduate collections nonetheless exist: the undergraduate honors theses and the undergraduate research symposium. These collections work in conjunction with ETDs produced by graduate students and some faculty output, but the largest repository collection remains that of the law enforcement training program.

Every year, professionals in the law enforcement community will write papers about current topics in the field upon graduating from the program. This contributes to the already-existing collection of over 1,500 papers, as well as diversifies the repository through providing professional viewpoints outside of the strictly scholarly.

This collection is accessed worldwide and is annually updated. Although it used to be searchable in the catalog, as well, staff cuts have resulted in a cataloging backlog. This issue ultimately complicated students finding the papers, as not many know to use the repository as a separate resource.
Currently, the library is working with SHSU’s new college of medicine to establish a forthcoming collection. It has been found that faculty respond well to statistics, so there is also the potential to continue providing annual reports and gain new material accordingly.
Angelo State University

Angelo State University’s repository (https://www.angelo.edu/library/angelo-state-digital-repository.php)

Students are mostly unfamiliar with the repository — unless it hosts their work, of course — but that’s not to say that the content isn’t eventually found by them. Because the content can be located via a Google search, the repository aptly serves its purpose of making the university’s scholarly output available in an open manner.

Librarians are currently working on continuing faculty outreach. Such serves two main purposes: inviting more faculty to include their work in the repository, as well as inviting faculty to educate their students about the resource’s potential. Conference papers, it has been found, are often a sure way to include such material.

The biggest challenge faced by librarians at the moment is the difficulty of uploading materials. They are currently looking for ways to streamline the workflow so that faculty are able to place their own materials with greater ease.

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Angelo State uniquely created a short video that explains the repository, its use, its capabilities, and its benefits, which is included on the library’s website. Such is an innovative way of ensuring that all who are curious are reached, and works in conjunction with messages to individual departments about the repository.
UTMB’s repository navigation, on the library homepage (https://www.utmb.edu/ar/moody-medical-library/blocker/digital-collections)

UTMB’s repository has two main user bases: those seeking access to theses and dissertations, and those seeking to access the Blocker History of Medicine Collections, which include digitized archival materials.

In their efforts to continue to build the repository, the librarians pay special attention to what is requested by the public who don’t have immediate access to the collections, as well as which collections have the ability to be fully and completely digitized. These new digitized collections often invite campus announcements which serve to familiarize the student body with the library’s resources. Additionally, visitors to the collection’s physical archives are also often directed to the repository as a sort of extension they can use when completing their research off campus.
UTMB hosts materials that are highly unique in their repository, and accordingly their efforts to build it help promote medical and medical humanities scholarship across universities. Like other universities, the librarians are proactive in utilizing the space to address current needs found through user interactions.
Texas A&M Corpus Christi

TAMUCC’s repository homepage (https://tamucc-ir.tdl.org/)

TAMUCC’s repository hosts a significant amount of graduate student work in its repository, which it collects through workshops, theses and dissertations, and authorships with faculty. Faculty, on the other hand, are largely unfamiliar with the repository, but can be persuaded to include their work through advertisement of the repository’s ability to produce download statistics. Nonetheless, they often do not prioritize the placement of their work in the repository because they themselves are under strict time crunches. Additionally, a lack of understanding of access permissions obfuscates the process.

Librarians are currently working to build a collection of work produced by first-year undergraduate students participating in a research symposium, as well as continue to build a collection of honors theses. They are also hoping to build a collection for the medical school, although that is largely still under wraps.

Going forward, the library also wishes to find a way to make the repository’s homepage more appealing and persuasive. It is assumed that the inclusion of statistics can help, although a more comprehensive look at the user interface is wanted.

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