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
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

- 2019: 400
- 2020: 1200
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
What do students want to know about the library? Using student questions to direct information literacy sessions

Katherine Hanz
McGill University
Education Library
Education Building
1700 McKee St
Montreal, Quebec H3A 1Y2
Phone: (514) 398-2939
Fax: (514) 398-2945
katherine.hanz@mcgill.ca

Jessica Lange (corresponding author)
McGill University
Humanities & Social Sciences Library
McGill Library Building
3400 McKee St
Montreal, Quebec H3A 1Y3
Phone: (514) 398-4900 ext. 50870
Fax: (514) 398-7878
jessica.lange@mcgill.ca

Abstract
This study examines the common-search questions university students have about the library and how these questions can inform librarians’ instructional library efforts. As part of an instructor-led activity during library workshops, students were asked to write down one question they had about the library (e.g., “What do I need to know?”). The students’ responses were collected and evaluated according to semester and month, although the results are preliminary. The study suggests that librarians should tailor their information literacy sessions depending on the time of year in which they are held.

Introduction
In recent years, there has been a growing interest in collecting and analyzing questions asked of academic librarians. Collecting 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. The questions also provide insight into students’ information literacy skills. Collecting this type of information allows librarians to better anticipate the information needs of their students and their needs in their knowledge.

Two Barrel libraries 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

Pre-print = Initial submission
Accepted manuscript = Final version without layout
Publisher’s version = Final copy with layout
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
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

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

I also can present at meetings/seminars etc.
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?

Jessica Lange | jessica.lange@mcgill.ca