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**Analysis of the opinions and use of open access repositories by  
researchers in different disciplines; with specific focus on the  
development of a new institutional repository at Leeds Metropolitan  
University**

*Dissertation of the MSc in Information Studies at Leeds Metropolitan  
University, by Beth Hall, Supervised by Prof. Alistair Black*

**Beth Hall (Helen Elizabeth Hall), student number – 77012230**

**MSc Information Studies, Faculty of Innovation North, Leeds Metropolitan  
University**

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Studies**

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## ***ABSTRACT***

Institutional repositories, which have been in existence since 2002, are open, web-based archives of research publications produced by members of a particular institution.

Many UK Universities are now hosting or developing institutional repositories, believing that they will enhance the scholarly communication at the University and they will help to promote the institution. For IRs to become an accepted method of sharing information, a significant amount of work must be deposited in them, however to date researchers have shown little interest in depositing work in IRs. It has been suggested that differences between disciplines in terms of culture, funding, means of research and means of sharing information may account for the difference in uptake to IRs. I carried out an analysis of all the UK University IRs, and found that while there is a bias towards science/technology and medical research in the IRs compared with arts and humanities research, this corresponded to the bias in publishing output in these disciplines. Other studies have highlighted barriers that researchers perceive to placing their research in IRs. Leeds Metropolitan University is currently developing an IR and I undertook a questionnaire survey and follow-up interviews with Leeds Met research staff to compare their attitudes and behaviours towards depositing their work in IRs. I found that awareness of open access amongst research staff is quite high, with 66% having some knowledge of open access. Also, many researchers appear to understand the benefits offered by this alternative to traditional journal publishing. Concerns raised amongst the research staff included many of the same concerns as published in previous studies. I found little difference between disciplines and length-of-service of the researchers (although my survey numbers were low). The IR development team at Leeds Met should endeavour to address these concerns in order to achieve successful uptake of the new IR at the University. The success of the Leeds Met IR also depends to some extent on the self-archiving policies of publishers with which Leeds Met

researchers have published their work. These self-archiving policies are not clear for many publishers, who may be re-considering their policies due to recent changes and may see the development of IRs as a threat to their business.

## **Abbreviations Used/Definitions of Terms**

IR – Institutional Repository – a type of digital repository that is designed to collect the research output of a particular institution

Leeds Met – Leeds Metropolitan University

OA - Open Access – a publication model where readers are not charged for immediate access to research publications, this is a trend in scholarly publishing in response to increasing journal subscriptions prices

Peer Review – a body of professionals reviews the manuscript submitted for publication

Pre-print - a draft of a research paper that has not yet been published in a peer-reviewed journal

Post-print – the refereed, final accepted draft of a research paper to be published in a journal

Self-archiving – depositing a free copy of a digital document on the Web, providing open access to it, for the purpose of maximising its accessibility and usage.

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## 1. Context and Aims

The last 30 years have been boom years for scholars, who have been producing an increasing amount of published academic research output year-on-year (Branin and Case, 1998). Odlyzko (1995) estimates that the number of scientific papers published annually, has been doubling every 10 to 15 years for the last two centuries. With the growing internationalisation of research, scholars need to be able to access research wherever they are in the world and whenever they need it (DFG, 2005). Rapid advances in information technology have opened the door for new methods of accessing and publishing research (DFG, 2005). Academic output is also linked to the Research Assessment Exercise that occurs in UK Universities, which allocates government funding to Universities according to the quality of their research.

With the dramatic rise in scholarly output, academic libraries have been finding it harder and harder to fund all the purchase of publications that would satisfy their researchers' needs (Branin and Case, 1998). Even some of the best academic libraries only have access to 10-20% of the relevant published papers (Derek, 2007).

Journal subscriptions are very expensive (especially in the sciences) and these costs have been rising fast (Branin and Case, 1998). Libraries have had to make significant cuts in the journals they can subscribe to and in book purchases, just to be able to stay viable (Branin and Case, 1998). This problem of rising journal costs is often termed the "serials crisis" (Gadd et al, 2003a).

Researchers send their articles to academic publishers who edit and package the articles and publish them as journals, selling them at a high charge to the academic libraries. Publishers ask authors to assign their copyright over to them and then the publishers

have overall change of the research output and its dissemination and accessibility. Researchers often lose out in this situation, having to pay for access to their own research output. There is also the fact that much of the research at Universities is funded by the public, and the public currently do not have access to the research findings when they are published (Allen, 2005).

Scholarly communication is changing; there has been a move over recent years towards increased diversity in the location of research activities and greater emphasis on multidisciplinary and collaborative research and communication (Houghton, Steele and Henty, 2004). There is also a move towards more informal modes of communication (Houghton, Steele and Henty, 2004). Academic institutions and their libraries need to develop to support their researchers and their changing scholarly practises.

The Open Access movement started in response to these problems; its aims are to provide free, unrestricted access to research output for all (Swan, 2006). Open Access is well supported by many academic institutions who believe that the increased access to the research will promote the visibility and impact of the institution (Harnad, 2007). Open Access takes advantage of the opportunities provided by the Internet and the digital world, provides a solution to the “serials crisis” by releasing the publishers’ strong-hold on academic output, and supports efficient and effective research by increasing accessibility to scholarly information. Download counts (which are increased if a researcher places their work in an open access repository) may soon be combined with citation counts to determine the quality of research (Derek, 2007) as the RAE scheme is scrapped in 2008 and a new quality assessment scheme is developed.

The number of institutional repositories across the world has increased rapidly in recent years. The Joint Information Systems Committee (JISC) is funding development of IRs at UK higher education establishments. Leeds Metropolitan University (where I am based as a student) is one of the beneficiaries of the JISC funding and is currently developing an IR. While the number of IRs is increasing, only around 15% of publications are self-archived by researchers (Derek, 2007). There is evidence that self-archiving and the increased accessibility of a publication will benefit the researcher in terms of increased visibility of their research and increased citations (Derek, 2007), but researchers are still perceiving barriers to self-archiving. Disciplinary differences have been suggested as one of influences on uptake to self-archiving and open access (Kingsley, 2008(1)). Here, I aim to take a closer look at how the development of an IR at Leeds Met will fit into the work practises of researchers at the University and to determine the barriers that have so far restricted the general uptake to self-archiving and open access.

Self-archiving by researchers depends to a large extent on co-operation with publishers, who often hold the copyright to researchers' articles. I aim to look at the self-archiving policies of publishers of articles by Leeds Met researchers in order to determine how much freedom they grant to the researchers.

If large amounts of material become available in open access repositories, libraries have suggested they will cancel subscriptions to journals (Morris, 2007). I am interested in how open access publishing will affect publishers and how publishers are acting on this movement.

The aims of my dissertation are as follows:

(1) Allen (2005) examined 25 institutional repositories and found that the number of arts, humanities and social science documents in institutional repositories is currently far lower than that in Science-Technology-Medicine disciplines. I aim to determine the situation now that it is 2008 and now that more repositories have been developed.

(2) Leeds Metropolitan University are developing a new institutional repository (IR). Deposit of work in the IR is expected to be slow and therefore promotion and advocacy is important. Allen (2005) found that there was a difference between disciplines in researchers' understanding of the terms used to refer to Open Access and repositories. I aim to identify the level of understanding of research staff at Leeds Met. I will also need to determine the level of information that academic staff have been exposed to through the advocacy work of the IR development officer and subject specialist librarians.

(3) Kingsley (2008 (1)) found that there are differences between disciplines in the way that researchers communicate and access information. I aim to investigate the cultures of communication and information searching behaviours of research staff in different disciplines at Leeds Met. I also aim to establish what their main worries and barriers are to depositing their work in a repository (if there are any).

(4) I aim to investigate the opinions of research staff at Leeds Met. on how a new repository at Leeds Met will fit their current publishing activities and how the repository can be developed to fit their needs. I aim to establish whether there is a difference between disciplines in their understanding of the benefits a repository could bring them in their research.

(5) It is essential that those advocating open access get cooperation from publishers, in allowing their information to be made available in repositories. I aim to determine how many of the publishers, that have published work by researchers at Leeds Met., allow the authors to deposit their post-prints. Many predict a decreased role for publishers if OA becomes dominant. I aim to obtain further comment from a major publisher on their predictions for the future for publishers with open access.

## **2 Literature Review**

### **2.1 What is open access (OA)?**

The Open Access movement aims to allow free, immediate and permanent access to all academic research for anyone to use, download, copy and distribute (Swan, 2006). The research is made available as digital information online; the opportunity to provide open access to research has been made possible by the advent of the internet and relies on the consent of the author or the copy-right-holder (Allen, 2005). Open access can be achieved by researchers publishing their articles in Open Access Journals or by authors self-archiving their research in subject-specific or institutional repositories (Kingsley, 2008 (1)) or on their University websites. Self-archiving as a form of providing open access was first proposed in 1995 by Steve Harnad at Southampton University and he has been an advocate ever since (Swan and Brown, 2005).

Formal definitions of Open Access are contained in the Budapest Open Access Initiative, the Bethesda Statement on Open Access Publishing and in the Berlin Declaration on Open Access to Knowledge in the Sciences and the Humanities (Swan, 2006). In December 2001 the Open Society Institute convened a meeting in Budapest that resulted in the Budapest Open Access Initiative (BOAI) and provided a definition of Open Access (Bailey, Jr., 2006). Bailey Jr. (2006, p.15) summarizes the key points of the BOAI as follows:

- “open access works are freely available”
- “they are online” (“digital documents on the Internet”)
- “they are scholarly works”
- “the authors of these works are not paid for their efforts”
- the primary type of open access is peer-reviewed journal articles

- “There are an extraordinary number of permitted uses of open access materials.

Aside from the requirements of proper attribution of the author and the assurance of the integrity of the work, users can copy and distribute open access works without constraint”.

- “there are two key open access strategies: self-archiving and open access journals”

Another important meeting was held in April 2003 in Maryland that resulted in the “Bethesda Statement on Open Access Publishing” which extended the definition of open access (Bailey Jr., 2006). The Bethesda Statement clarifies the copyright situation in Open Access where the BOAI left the situation unclear; the Bethesda Statement specifies that copyright owners will grant users certain rights under licenses (Bailey Jr., 2006). One of these rights is the right to make derivative works, for example users can translate a work into another language without requiring permissions (Bailey Jr., 2006). The Bethesda Statement also states that documents should be placed in repositories in “well-established” organisations and not on home pages or other digital archives whose long term stability cannot be guaranteed (Bailey Jr., 2006).

The Conference on Open Access to Knowledge in the Sciences and Humanities in October 2003 resulted in the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities; this document has only minor differences to the Bethesda Statement (Bailey Jr., 2006). A follow-up meeting in Berlin in March 2005 (Open Access: Progress in Implementing the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities) declared that it was important that institutions should “1. Require their researchers to deposit a copy of all their published articles in an open access repository and 2. Encourage their researchers to publish their



research articles in open access journals where a suitable journal exists (and provide the support to enable that to happen)” (Bailey Jr., 2006, p.18).

Open Access has strong support from major research funders such as Wellcome Trust, as well as from governments and Universities such as Southampton (Allen, 2005).

Academic libraries and Universities are in strong support of the open access movement and the development of repositories because of the “serials crisis” (Sperr, 2006).

Libraries are tied into having to pay whatever a publisher demands for a journal article; if an article in journal A is needed by a researcher then no number of articles from journal B will fill that need (Sperr, 2006). Publishers are extracting as much money as they can and after many mergers the publishing industry has grown into a huge industry with “total revenues of nearly ten billion dollars and an average profit margin of 25%” (Sperr, 2006, p.1). Journal subscription prices have risen exponentially, costs at the American Research Libraries (ARL) institutions rose by 188% between 1986 and 2004 and journal subscriptions take up over 3/4 of the average ARL library’s materials budget (Sperr, 2006).

## **2.2 What is an institutional repository (IR)?**

Open access archives or repositories are organised by discipline (for example ArXiv for high energy Physics) or institution (for example most Universities have one) (Swan and Brown, 2005). They hold mostly electronic prints (e-prints) of research papers written by members of the research staff at that institution; these papers could be preprints (have not been published elsewhere, have not been peer-reviewed or edited), postprints (have been published elsewhere and have usually been modified since the first draft following editors and referees comments) or both (Suber website<sup>1</sup>; Bailey, Jr., 2006). It

is important to note that a paper that has been deposited in a repository can also still be published in a traditional journal as well (Bailey Jr., 2006). Cooperation from publishers, in allowing their information to be made available in repositories, is essential (Allen, 2005). As well as research papers, some IRs also hold theses, dissertations, course materials, learning objects, data files, audio and video files and institutional records (Suber website<sup>1</sup>; Bailey, Jr., 2006).

IRs do not perform peer review (Harnad, 2006). Sometimes it is difficult for readers to know whether the version of an article they are consulting has any significant differences to another version of the same article published elsewhere, but version-tagging and control is being implemented in the self-archiving software (Harnad, 2006). Users of the articles in the repository will probably arrive at the article through a search engine like Google or OAIster; the searchers are not usually directed the institutional repository itself or to any of the institution's web pages. However, metadata embedded in the article online will ensure that it is clear to a searcher who is providing this article to them (Markland, 2006).

### **2.3 How many institutions have IRs?**

Of the 107 Universities in the UK (listed at the UK Active Map of Universities and HE Institutions<sup>4</sup>), 62 have institutional repositories (listed at OpenDOAR<sup>2</sup>). Many other Universities are currently developing IRs. The University of Southampton is one of the most active institutions and has actually mandated its research staff to deposit all their research output into the repository. JISC has recently (2007-2008) invested £14m in a "Higher Education repository and digital content infrastructure" programme which is funding projects to develop repositories at a further 8 Universities including one at

Leeds Metropolitan University. At his website, Peter Suber<sup>1</sup> at the University of Southampton, states that “every University in the world can and should have its own open-access repository”. There has been recent widespread uptake of IRs due to the availability of open-source software which allow institutions to build a repository quickly and easily (Kingsley, 2008 (1)).

#### **2.4 What are the benefits of IRs?**

The benefits to authors of depositing their work in IR include: giving the authors a worldwide audience for their work (Suber website<sup>1</sup>), increased visibility and impact of their work (Swan, 2006), increased citation rate (Hajjem et al., 2005, Eysenbach, 2006) and increase speed of dissemination (Swan and Brown, 2005). Another benefit to authors is that the IR provides a secure storage site for researchers’ documents and data (Swan and Brown, 2005). The IR can also be the place that authors house research data that cannot be published in traditional journal format such as “large datasets, video files, graphical files of various formats, audio files and mixed media output” (Swan and Brown, 2005, p.5).

Although it is fully peer-reviewed articles that are important for a researcher to make their name within a discipline, Harley et al. (2006) state that partial results, meetings and information exchanges with other researchers during the course of the research is also important for researchers to gain advancement within the institution. Depositing pre-prints or “work-in-progress” in repositories will also fulfil needs such as “gaining the critical thoughts of others while one’s research is in progress, staking claim to one’s activity and accomplishments in an area and sparking thoughts and new ideas as a product of the discussion” (Harley et al, 2006, p.11).

Institutional Repositories also benefit readers (researchers as searchers) by providing them with easy to locate, barrier-free access to literature that they need for their research (Sale, 2006). With open access, readers are not constrained by the budgets of their libraries (Suber website<sup>1</sup>)

Open access also benefits teachers and students by ensuring they all have access to the key resources, and by eliminating the need for permissions to reproduce and distribute the work (Suber website<sup>1</sup>). Self-archiving benefits libraries by solving the pricing crisis for journals (previously mentioned) (Suber website<sup>1</sup>).

Institutional repositories benefit Universities by increasing the visibility of the institution (Pickton and McKnight, 2007), and also by providing a useful tool for collating all the output from an institution and reporting to funding bodies (Pickton and McKnight, 2007, Kingsley, 2008 (1)). Swan and Brown (2005) describe how the IR can serve as a marketing tool for the institution. Also, the institution can use the IR to measure itself against other competitor institutions since all the outputs are openly visible (Swan and Brown, 2005). The IR can also be used to store digital records of all types including documents concerning cultural life at the institution as well as research articles (Swan and Brown, 2005).

Open access benefits funding agencies and the government by increasing their return on investment in research by making results more widely available and more retrievable (Suber website<sup>1</sup>). Open access also benefits citizens by giving them access to research which may not be available in public libraries (Suber website<sup>1</sup>). Suber also points out

that citizens should be guaranteed open access to research since they have paid for this research through their taxes (Suber website<sup>1</sup>).

## **2.5 What are the Implications for Publishers?**

It is important to note that the OA movement and the institutions that have and are developing IRs are not trying to put non-OA publishers out of business, they are merely providing an alternative method for researchers to disseminate their research among their community (Suber website<sup>1</sup>). The OA movement also explains how it self-archiving is merely taking full advantage of the internet for widening distribution (Cockerill, 2006). However surveys by Ware (2006) and Beckett and Inger (2006) indicate that librarians will cancel subscriptions to journals when a sufficient percentage of the final versions of author articles are available in repositories.

Harnad (2003) and Morris (2007) predict a decrease role for publishers if OA becomes dominant. Morris (2007) suggests that there are functions that publishers perform that the academic community would miss if they were to go out of business. These functions include the organisation of the peer-review system; although it is academics that carry out the peer reviewing, they value highly the supporting framework that the publishers provide (Morris, 2007). There have been some proposals of applying peer review directly to repositories but there has not been any evidence of this yet (Morris, 2007). Another valuable function that publishers provide is the copy-editing to improve the clarity and readability of an article and this includes checking that the references are accurate and complete and adding linking from references to the citations in electronic versions (Morris, 2007). Publishers also provide journals in convenient packages that present relevant and interesting content to a specific community thereby reducing the

information overload that researchers often suffer from (Morris, 2007). Morris (2007) also explains that not all publishers are commercial and many publishers feedback their proceeds into other activities that benefit their communities. These not-for-profit publishers put some of their surplus into funding conferences, keeping membership fees low, public education, bursaries for people to attend other people's meetings and funding research (Morris, 2007).

Morris (2007) suggests that publishers should not appear to be hostile to repositories nor the open access movement as this will not do any good to the industry or its image. She suggests that publishers instead should make their content as available as they can without destroying their business, and that they should think of new ways of adding value to scholarly communication. Scholarly communication is changing as researchers use informal methods such as blogs and wikis alongside more traditional methods; in order to stay in business publishers need to think about adding value to scholarly communication in new ways (Morris, 2007).

Despite the concerns of the publishers, Kingsley (2008 (1)) reports that the depositing of authors papers in repositories has so far had little impact on journal subscription rates. In fact, it has been stated that it may be an advantage to publishers to allow authors to post their preprints which will attract the readers to the final edited version at their journal (Sale, 2006; Suber website<sup>1</sup>). Swan and Brown (2005) suggest that the evidence points to the likelihood that a mutually beneficial co-existence of open access archives and traditional journal publishing will ensue.

## **2.6 How popular are IRs among researchers?**

For institutional repositories to “become an accepted part of the dissemination process, it is crucial that a significant proportion of work is deposited” (Allen, 2005, p.6).

However, to date there has been low deposit rates and little interest from researchers; Hajjem et al. (2005) found that of the 2.5 million papers published per year only around 15% of these are Open Access articles.

Allen (2005) found a bias in the 25 UK institutional repositories he surveyed, with staff in some academic disciplines depositing more work in IRs than other disciplines. Allen found that the number of humanities, arts and social science documents in IRs was far lower than that in science, technology disciplines; he found that only 19% of the content of the 25 repositories he surveyed were from the arts, humanities or social science departments.

Peter Suber<sup>1</sup> provides a useful timeline of Open Access developments; in his timeline I note that there have been numerous mandates for open access released by research funders in the UK as listed below:

- October 2005: The Wellcome Trust implements an open-access mandate for all Wellcome funded research
- June 2006: The Biotechnology & Biological Sciences Research Council (BBSCR), the Economic & Social Research Council (ESRC) and the Medical Research Council (MRC) mandate open access to research they fund
- August 2006: the Natural Environment Research Council (NERC) open access mandate took effect
- October 2006: An open-access request and encouragement (nearly a mandate) took effect at the Council for the Central Laboratory of the Research Councils (CCLRC).

- December 2006: The open-access mandate at the UK's Particle Physics & Astronomy Research Council (PPARC) took effect.
- January, 2007: The Arthritis Research Campaign (ARC) announced an OA mandate for ARC-funded research
- January, 2007: Mandate for research funded by the Scottish Executive Health Department's Chief Scientist Office
- January 2007: Department of Health adopts an OA mandate
- January 2007: The British Heart Foundation adopts an OA mandate
- January 2007: Cancer Research UK adopts an OA mandate
- January 2007: The European Research Advisory Board (EURAB) recommends an OA mandate for EU-funded research
- April 2007: The Joint Information Systems Committee (JISC) adopts an OA mandate for JISC-funded research
- September 2007: The Arts & Humanities Research Council (AHRC) announces an OA mandate for AHRC-funded research.

These mandates will have had an effect on the content of UK institutional repositories and I intend to repeat Allen's survey of the major UK institutional repositories now that 3 years have passed since his survey, in order to determine whether there still remains a bias in repository content towards science, technology and medical disciplines compared to arts, humanities and social sciences.

## **2.7 What are the Barriers to Depositing Research in an IR?**

Many researchers are unaware of repositories as an option for disseminating research; over one third of researchers are not familiar with self-archiving (Swan and Brown,



2005). Even when researchers are familiar with Open Access, there is a lack of clear understanding of the concept; there exist many misconceptions and misunderstanding based, to a large part, on complicated terminology (Swan, 2006).

There is also disinterest from some researchers who feel that access to research literature is adequate; this may be because these particular researchers are based in well-funded institutions with good access, or because they are suffering from “information-overload” and feel they don’t need to access any more research (Swan, 2006). While focusing on access, these researchers are missing the idea that open access will maximise the impact and visibility of their work if they deposit it in a repository (Swan, 2006).

Some researchers will prefer to submit their work in subject repositories and may not see the benefit of institutional repositories. Jones, Andrew and MacColl (2006, p.17) state that the “concept of institutionality is an increasingly fragile one”; few academics feel they need a library on their doorstep and prefer digital libraries organised by subject instead.

Also, researchers have a number of concerns about depositing their work in a repository, these include: not understanding their rights and worried that self-archiving work might interfere with publishing the same work in traditional journals (Gadd et al., 2003 (1)) and this is confounded by publisher’s not establishing clear policies (Bergstrom, 2007), perceived time required and possible technical difficulties in depositing their work in repositories (Swan and Brown, 2005), not understanding the benefits (Allen, 2005), worrying about plagiarism (Gadd et al., 2003(2), Pickton and McKnight, 2006), valuing peer review which is not offered in repositories (Harley et al.,

2006), and worrying about the permanence of the repository (who will maintain and fund it) (Allen, 2005). Kingsley (2008 (3)) states that “innovations are more likely to be adopted if they are perceived to have relative advantage, compatibility, trialability, observability [and] less complexity”. I aim to investigate whether researchers at Leeds Metropolitan University recognize the same barriers to depositing their research papers in the new IR being developed at the University.

## **2.8 Why a Difference in Uptake by Researchers in Different Disciplines?**

Although academics from across all disciplines have been shown to have similar concerns that may stop them depositing their work in repositories (as above) (Allen, 2005), there are also differences between disciplines that affect the levels of acceptance of Open Access (Allen, 2005, Kingsley, 2008 (1 and 2)). In 2000, Harnad (p.37) stated that self-archiving is “inevitable in all disciplines within a very short time” but few disciplines have achieved this so far. Few disciplines have embraced the self-archiving as successfully as physicists using the ArXiv subject-based repository. ArXiv proved popular amongst physicists because there was a strong culture of sharing preprints already established in the community (Kingsley, 2008 (1)). The culture of sharing and communicating results that exists in a discipline will affect uptake of a repository. Kingsley (2008 (1), p.6) states that it is important to understand that “existing values, past experiences and needs’ of academics change according to the discipline”.

Allen (2005) surveyed 75 researchers in the humanities discipline from Universities around the world (60% from UK institutions) (around 50% were postgraduate students and postdoctoral researchers, the other half were lecturers and professors). Allen found that 40% of the researchers he surveyed said that reaching the general public was one

target of their research publication. Allen compared this finding with a survey carried out by Rowland et al. (2004) of researchers mostly from the science, technology and medical fields, who found that reaching the general public was a low priority for these researchers. Allen speculates that reaching the general public may not be so important for researchers in the scientific, technological and medical fields because the papers are of less interest to outsiders and do not have as wide a potential market as papers from the arts, humanities and social sciences. This shows that the different target audience for publications will affect the uptake of a repository within researchers of different disciplines. However, if this was true we would expect to have seen a greater up-take of open access publishing by researchers in the humanities compared to researchers in the sciences, but we see the opposite, therefore I don't agree with Allen that there the difference in aimed audience is a useful difference to correlate with uptake to open access. Also, I am not convinced by Allen's speculation that the research in the sciences, medical and technology fields do not have the same wide appeal to the general public, in fact I beg to differ and suggest that there is a general interest from the general public in many scientific, medical and technological research articles, for example wildlife studies, medical research into therapies and new developments in information technology.

Another difference between disciplines that will affect the uptake of repositories is the difference in speed of publication. In science, technology and medical fields there is an emphasis on getting results published quickly so that they can be developed upon or used in practise as soon as possible; this is why ArXiv was popular in the physics community because they were wanting to share results as soon as they had them. In the arts and humanities there is less interest in disseminating pre-prints of research because

research does not move as quickly and is not as competitive; registering results at the earliest possible moment is not essential (Allen, 2005).

There are differences in level of engagement with technology between the disciplines and researchers in some disciplines have had less exposure to electronic means of sharing information in the past. Andrew (2003) found that the practise of informal deposit of work on home pages is less common in arts, humanities and social sciences compared to science and engineering. There are also differences in the use of ICT in teaching between disciplines (Hammond and Bennett, 2002; Rae, 2003; Kemp and Jones, 2007). Bergstrom (2007, p.11) found that economists working in a research intensive university were more likely to deposit work in a repository than were those at teaching universities and concluded that the “decision about whether to self-archive is often not an informed rational decision, but a response to the information and norms supported by their peer groups”.

One of the barriers to uptake of a repository as mentioned earlier is if researchers don't recognise the benefits of the repository to their academic work. A difference in the methods of searching for literature between disciplines will affect the researchers' acknowledgment of the value of open access for their own research (Kingsley, 2008(2)). Gadd et al. (2003 (3)) provides data that shows that those who have previously self-archived are more likely to have used self-archived materials than those who have never self-archived. Another issue affecting uptake of open access that has to do with how researchers in different disciplines use research information, is the age of the literature they use (Swan and Brown, 2005). Fast moving disciplines are only using material published in recent years whereas researchers in other disciplines commonly consult material that is fifty or more years old (Swan and Brown, 2005). Therefore, self-

archiving of current and recent literature will have more of an effect of researchers in fast moving disciplines; there will be much more of a problem in providing free access to older literature (Swan and Brown, 2005).

Authors of papers that contain images or multi-media presentations may be worried that institutional repositories will not be able to support the data they want to present and believe that publishers are better prepared to deal with the presentation of such data (Suber website<sup>1</sup>). Also in some disciplines (e.g. art history) authors want to include images in their publication that are under copyright by others and obtaining permission to reproduce images for open-access publication is likely to be harder than obtaining it for traditional publishing (Suber website<sup>1</sup>).

Funding for research is significantly different between disciplines (some sciences research is funded, hardly any research in the humanities is funded); worrying where the next grant is coming from may heighten all other concerns that researchers have about depositing work in a repository (valuing peer review for career progression and worrying about copyright laws etc.) (Suber website<sup>1</sup>). In the social sciences and humanities there are higher rejection rates of articles than in the sciences and this results in a higher cost of peer review per accepted paper (Suber website<sup>1</sup>).

Fewer publishers in the arts, humanities and social science disciplines are allowing their authors' retention of their copyright compared to science publishers; this means that even if researchers in these disciplines have a growing interest in repositories, the publishers are impeding progress (Markland and Brophy, 2005).

In researching disciplinary differences, it is important to consult Becher's important work published in 1994 on "the significance of disciplinary differences". Becher (p.159) states that differences between disciplines are relevant to "enquiries into, and the development of, such themes as institutional management, staff evaluation, faculty development, study skills programmes and curriculum design". Variation between disciplines was also shown to exist in the practise of research and teaching including graduate education and in the role of heads of departments (Becher, 1994). Becher and Trowler (2001) describe disciplinary groups as "academic tribes" each with their own set of values. Becher (1994) states that disciplinary practises are closely related to the disciplinary cultures and the nature of the knowledge domain; he provides a table of groups of disciplines divided out by differences in culture and the nature of knowledge in the disciplines (copied below):

TABLE II. Knowledge and culture, by disciplinary grouping

Disciplinary grouping	Nature of knowledge	Nature of disciplinary culture
Pure sciences (e.g. physics): 'hard-pure'	Cumulative; atomistic (crystalline/ tree-like); concerned with universals, quantities, simplification; resulting in discovery/explanation.	Competitive, gregarious; politically well-organized; high publication rate; task-oriented.
Humanities (e.g. history) and pure social sciences (e.g. anthropology): 'soft-pure'	Reiterative; holistic (organic/river-like); concerned with particulars, qualities, complication; resulting in understanding/ interpretation.	Individualistic, pluralistic; loosely structured; low publication rate; person- oriented.
Technologies (e.g. mechanical engineering): 'hard-applied'	Purposive; pragmatic (know-how via hard knowledge); concerned with mastery of physical environment; resulting in products/techniques.	Entrepreneurial, cosmopolitan; dominated by professional values; patents substitutable for publications; role oriented.
Applied social sciences (e.g. education): 'soft-applied'	Functional; utilitarian (know-how via soft knowledge); concerned with enhancement of [semi-] professional practice; resulting in protocols/procedures.	Outward-looking; uncertain in status; dominated by intellectual fashions; publication rates reduced by consultancies; power-oriented.

Source: Becher (1987).

## 2.9 Promotion and advocacy are important

Uptake to repositories remains slow in academic institutions (Westell, 2006; Kingsley, 2008 (1 and 2)) and changing the culture of scholarly communications is a difficult job (Westell, 2006). Many repositories have used the “if you build it, they will come” philosophy and have relied on encouraging early adopters and developing a critical mass of content that will attract other researchers (Westell, 2006). However, this is often not enough and Kingsley (2008 (1)) suggests repository developers need to understand the different needs of all the users. Westell (2006) states that the most important factor for success of the repository is developing a critical mass of content of a broad range of scholarly output; without this content Westell (p. 223) states the IR will be “marginalized”. But promotion is also very important for the success of a repository (Kingsley, 2008 (1)). Some repositories have introduced incentives (small grants) to researchers that add material to the repository (Westell, 2006). Explaining the advantages of the repository to researchers is important as is comparing with other forms of communication, for example Carlson (2005) found that approximately one third of web-linked citations in scholarly articles are no longer active and another third no longer point to the correct information; depositing the work in a repository would make the work more visible and easier to find. Promotion should also involve explaining to researchers how the IR fits with other initiatives; repository developers should also link the repository content into traditional library information-seeking tools in order to embed repository use in the behaviour of researchers (Westell, 2006).

Swan and Brown (2005) suggest that a good advocacy tactic is to provide evidence on how open access increases downloads and citations and therefore increases the impact of the work; they suggest it is also important to demonstrate to users that the process of

deposit is easy and takes little time. It is also useful to recruit willing contributors early on in the project that could help with promotion amongst their colleagues (Jones, Andrew and MacColl, 2006). Bergstrom (2007, p.11) states that: “authors are more likely to learn about the possibilities of self-archiving by observing their colleagues, than from their own investigations”.

It is important that even though the repository will be useful to the institution with reporting for funding or as a showcase of the output, researchers do not feel like they are being pushed into something that is only valuable to the institution and is of no personal benefit to them and to their academic work and progress (Kingsley, 2008 (1)). This is especially important since the IR requires that researchers self-archive their work; the institution will usually provide support for the repository but often it will be up to the researchers to upload their own papers (this will be the case for the LMU repository).

The advocacy work is very time-intensive for the usually very small repository development team (Markland and Brophy, 2005). It is time consuming to get round to speaking to all members of staff at the institution, time-pressured academics and research staff give institutional repositories low priority and communication channels within institutions are often complex and difficult to navigate (Markland and Brophy, 2005).

Markland and Brophy (2005, p.18) explain that “raising awareness is only part of the process” and that “the difficult part is turning awareness into action”. Odlyzko (2006) and Harnad (2006) both describe the inertia among researchers in uptake of open access,



Harnad dubs this “Zeno’s Paralysis”, and both Harnad and Odlyzko suggest that the only way to quickly alter habits is to mandate self-archiving.

Markland and Brophy (2005, p.17) found that the consensus amongst SHERPA-partnered repository project officers was that “long-term success will rely upon the active participation and support of academics and policy makers, and that key to achieving this will be advocacy campaigns which understand the very different priorities and concerns which impact upon these key stakeholder groups”. One encouraging finding for those advocating repositories is from Sale (2006) who found that once a researcher has self-archived one or two articles, they incorporate the practise into their routine research activity and some become enthusiastic.

### **2.10 Promotion and advocacy work needs to take into account the work practices of all the researchers in the institution**

It is important to look in-depth at the work practices of researchers to determine the barriers to the use of repositories (Allen, 2005; Kingsley, 2008 (1 and 2)).

Becher (1994, p. 157) states “there is a tendency-which a proper attention to disciplinary cultures can help to check-for administrators to lay down uniform specifications to be observed across the whole range of departments, even where these are clearly inappropriate”. Kingsley (2008 (1), p.1) states that “advocacy and implementation of a repository must consider the information seeking behaviour and social norms of each discipline in question” and Allen (2005) states that “an understanding of academics’ perceptions and needs is invaluable as it can be used to plan repositories more efficiently and encourage their adoption by the academic community more effectively”.

### **2.11 Why use Leeds Met as a case study?**

Leeds Metropolitan University (LMU) has recently received funding from the Joint Information Systems Committee (JISC) to develop a new institutional repository and they are currently choosing a software platform and starting the advocacy work among research staff at the University. At this early stage in development I believe it is important to consider and understand the attitudes of academics in different disciplines. The LMU repository project have said to JISC that they will carry out on-going consultation with the stakeholders and on-going evaluation of the project with informal and formal survey methods to ensure the repository will delivery a successful solution meeting the needs of the University. I hope to fit my research into this evaluation that the project team are already planning.

There is an interesting mix of disciplines at LMU, with many research groups falling into the social sciences (education, social science, tourism, business, accounting, law, ethics, policy, promotion – 17 groups in 5 faculties); many groups falling into the arts (art, architecture and design, cultural studies, performing arts, history – 5 groups in 2 faculties); some research groups in the engineering/technology discipline (built environment, technology and information science - 5 groups in 2 faculties), many different research groups in the Health discipline in the Faculty of Health (11 groups in 1 faculty) but few research groups that fall in the science discipline (all sports science - 3 groups in 1 faculty). The majority of disciplines fall into two of Becher's groupings: Humanities and Pure Social Sciences, and Applied Social Sciences. Allen (2005) found that awareness of open access and likelihood of depositing work in an IR was lower in

the Humanities than in the Sciences; it will be interesting to look at the attitudes of staff at LMU to the development of an IR.

I do recognise the problems of using a case-study of a single institution to look into the disciplinary differences in attitudes towards IRs; broader opinions may be disguised under local conditions. A survey of LMU staff will reflect local conditions and the culture of the single University which depends on the subjects that are taught there, how much research is done there etc. and therefore my conclusions will not be generalisable to other Universities (Allen, 2005). However, a wider survey of research staff at more than one UK University would possibly result in too much data than I have time to analyse in this time-restricted dissertation. Also, this opportunity to study in-progress developments as a form of action research appeals to me. I hope to be able to make suggestions to the LMU repository project team that will have real implications for the IR development at the University, and the way the team endeavour to embed self-archiving into the work practises of the academic staff.

### **3. Methods**

In order to investigate the uptake of different disciplines to open access, I surveyed 61 UK IRs as detailed in section 3.1. In order to investigate the opinions and behaviours of Leeds Met research staff towards the self-archiving and open access I carried out a survey via online questionnaire as detailed in section 3.2. I also followed these questionnaires up with 11 in-depth follow-up interviews (details in section 3.3); this gave me the opportunities to further investigate the opinions of research staff at Leeds Met. Even if Leeds Met staff are keen on depositing their work in the new IR at Leeds Met, deposition relies on the co-operation of the publishers of the articles; in section 3.4 I review the self-archiving policies of the publishers of articles produced by 4 senior researchers at Leeds Met. It is interesting to consider what the effects of the establishment of IRs are on publishers and whether publishers are concerned about the open access movement; in section 3.5, I refer to an interview held with a local independent publisher.

#### **3.1 IR Content Analysis**

The Sherpa OpenDoar website<sup>2</sup> provides a list and a link to all the institutional repositories based at UK Universities.

Allen (2005) previously carried out a study of 25 of the UK repositories. In order to make comparisons with his findings, I did a repeat content analysis of his chosen 25 repositories.

I then went on to identified a further 36 repositories to survey. As can be seen in Appendix 1, I did not include any of the subject repositories, or repositories belonging

to networks, organisations or societies, I only included those based at UK Universities. I left out any repositories that had only just been developed and therefore only had one or two items in. I left out any repositories that contained only data or images, only thesis and dissertations, only administrative documents or only learning objects. Where the repository was simply a list to the items published by researchers at the Universities, I only counted the items if the full text was available; this was impossible to assess for IRep at Nottingham Trent University as the search facility was not advanced enough, therefore this repository was left out of the survey. I only included UK Universities that had repositories open to all the faculties, that means I left out The Information Literacy Research Repository at London Metropolitan University, the Department of Computer Science Publications Archive at Sheffield University, Queen's Papers on Europeanisation & ConWEB at Queens University, Belfast and the following repositories based at the University of London: British History Online, Institute of Education EPrints (IoE Eprints), Goldsmiths Eprints, School of Advanced Study – SPACE, School of Oriental and African Studies Eprints Repository (SOAS Eprints) and School of Pharmacy Eprints. In fact, Allen (2005) had included SOAS as one of his 25 so I did include it in the repeat analysis but left it out in my more extensive analysis, this gave a grand total of 60 repositories.

For each repository, I counted the total number of items in the repository, leaving out any dissertations or theses or items that did not provide full text access. I then counted the items that fell into two broad categories as identified by Allen (2005): STM (Science, technology and medicine) and AHSS (arts, humanities and social sciences).

I also divided the items into finer discipline groups (as below): These groupings were devised by me and do not correspond to any determined index. I developed these

groupings after surveying a few IRs and using their methods assigning publications to a subject area. This is not a rigorous method and would need to be refined if looking into more depth at the subject divisions, but since I was only interested in general terms I was not concerned about this problem in this case.

Administration  
 Architecture  
 Art and art history  
 Archaeology  
 Biology/biochemistry/botany/veterinary science/agriculture/sport science  
 Engineering and applied science  
 Chemistry and pharmacy  
 Classics  
 Computer science  
 Economics/accounting  
 Education  
 Electronics  
 English and literature  
 Environment and geography and earth sciences  
 Health and medicine and social care  
 Information and library studies  
 History  
 Language and linguistics and culture  
 Law  
 Management and business and planning and tourism  
 Maths and stats  
 Music  
 Performance, visual arts, communications, media  
 Philosophy  
 Physics and astronomy  
 Politics  
 Psychology  
 Technology  
 Social policy  
 Sociology  
 Theology  
 Women's studies  
 Anthropology  
 Government and international affairs

Thomson citation indices were used to normalise the data to give a figure of representation in open access repositories compared with total number of publications produced in that field. In 2006, 80,880 (77%) science articles published from academics in England (search Science citation index, cu=England), 17,016 (16%) social

sciences articles published from academics in England (search Social Sciences citation index, cu=England) and 7,004 (7%) arts and humanities articles published from academics in England (search Arts and Humanities citation index, cu=England). In 2008, 78% (86,367) science, 16% (18,079) social sciences and 6% (6,615) arts and humanities articles. I used the average of 2006 and 2007 data to give 77.5% science, 16% social sciences and 6% arts and humanities. I then divided the final percentage of content in the UK IRs for each discipline by the 77.5, 16 or 6 depending on whether a science, SS or AH subject and multiplied by 100 for a percentage.

## **3.2 Questionnaire**

### **3.2.1 Background work to the Questionnaire**

Prior to designing the questionnaire and interviews, I attended some information sessions organised by the Repository Development Officer at Leeds Met with researcher staff. I attended these sessions in order to develop a sense of the level at which to pitch the questionnaire and in order to understand how much information about open access researchers at Leeds Met had been exposed to.

### **3.2.2 Aim of questionnaire**

The aim of the questionnaire is to determine the level of understanding of OA terms and services, the main worries of researchers to depositing work in IRs and the understanding of researchers of the benefits of IRs. Is there a difference between disciplines?

### **3.2.3 Why a questionnaire?**

I have chosen to use a questionnaire because it is a simple method that I can use to target a large sample quickly. The disadvantage of using a questionnaire is that the

response is often low, but I am not too concerned about this because I am collecting further data from interviews and therefore the questionnaire data is not the only data I am relying on.

### **3.2.4 Design of the questionnaire**

The questionnaire was designed in conjunction with Nick Sheppard, Repository Development Officer at Leeds Met. University. The first step in the design of the questionnaire was a brainstorm of the topics that I wanted to cover. The topics were then prioritised and questions were written. To help me write the questions I consulted questionnaires previously carried out by Allen (2005), Lawal (2003), Swan and Brown (2003 and 2004) and Gadd (2003 (1, 2 and 3)) who have all surveyed research staff for their opinions on IRs and OA. It was important that the questionnaire did not get too long and so I limited myself to a total of 14 topical questions (see Appendix 2). I took care that the questions were written to be unambiguous and that I avoided using too many abbreviations or too much jargon (some was necessary to determine which terms the researchers were aware of). A variety of question types were chosen including closed, open and scale questions.

I also chose 4 demographic questions that would be used to analyse the differences between respondents in terms of research discipline and length of experience in academia and publishing their work. I wrote a short introduction sentence to begin the questionnaire with (set the scene) and included a consent statement that would allow me to use the data in this dissertation report and in possible future publications.

All the respondents were offered anonymity, I will not put named quotes in my dissertation thesis nor share this named information with any other parties, however



they were giving me the permission to use the data in an anonymous way and to share with the repository development team at Leeds Met.

The questionnaire was designed as an electronic questionnaire, not paper-based; it could be linked to an email. This method of dissemination was chosen as researchers spend a lot of time at a computer, and should see the online questionnaire as easier and as quicker to fill out than a paper-based one. The online survey design software “SurveyMonkey.com” was used.

### **3.2.5 Testing the Questionnaire**

The questionnaire was sent to 9 people who were family, students on the same MSc course as me and my husband and his academic colleagues at the Department of Engineering at Coventry University. These testers were asked to comment on ease of answering the questionnaire and on readability on the computer screen. They were also asked to spot any jargon or unclear terms.

### **3.2.6 Dissemination of questionnaire**

The questionnaire was emailed around all the research staff at Leeds Metropolitan University (including PhD students, post-doctorates., lecturers, senior lectures, readers and professors). The questionnaire was also advertised on the Leeds Met Repository project blog: <http://repositorynews.wordpress.com/tag/questionnaire/> I was aiming to get a sample of researchers at different stages of their academic careers: PhD students to professors and from a variety of different research disciplines.

### **3.2.7 Analysis of the questionnaire results**

The questionnaire data was analysed in Excel using simple descriptive statistics and bar charts. Further analysis of the data was unfortunately not permitted with the time and length restrictions of this dissertation. However the data could be re-analysed with the repository development team at a later date.

## **3.3 Interviews**

### **3.3.1 Aim of interviews**

11 follow up interviews were organised to get further in-depth information on researchers' work-practises, information seeking behaviours and opinions on open access.

### **3.3.2 Why interviews?**

The advantages of interviews is that I can go into more depth than in the questionnaire and I can tailor the questions to the interviewees own experiences. I will be able to gather descriptive, in-depth data specific to that individual. Other advantages of the interview method of collecting data is that I will be able to clarify views and ask further questions than I would be able to with a questionnaire. Also the interviewees will be able to respond in their own terms, within their own linguistic parameters, providing them and me with the opportunity to clarify meanings and shared understanding.

### **3.3.3 Design of interviews**

Semi-structured interviews were carried out; these were face-to-face where possible (8 of 11) and via telephone if not (3 of 11). Interviews were practised beforehand (with two friends from the MSc Information Studies course). Anonymity was offered to the respondents. Interviewees were asked to comment on the following themes. Not every

theme was covered in all interviews because of time restrictions (I offered short 20 minute interviews to interviewees).

The themes were:

1. Personal Details – research subject scope and research funding
2. Searching for literature – which databases, method
3. Awareness of Open Access and IRs, how they gained awareness
4. Do they acknowledge the benefits of open access?
5. Publishing habits and self-archiving behaviour – importance on traditional publishing methods and peer-review
6. Opinion of pre-prints and work-in-progress
7. Use of the IR – uptake, technical issues
8. Barriers to open access/ perceived difficulties
9. Broad question on whether they see changes in scholarly communication in their field
10. Broad question on the changing role of the publisher

### **3.3.4 How interviewees were chosen**

Questionnaire respondents were asked whether they would be willing to take part in a short interview. Of those that responded, 11 respondents were available on the week of time I had for interviewing. Unfortunately, I suspect that the sample of interviewees may not have been random; I suspect that those volunteering were those with some more understanding or interest in open access. Many of my interviewees were from the Information field; I suspect they volunteered as they identified with my research as an Information Studies student. Here I list the 11 interviewees:

- INTERVIEWEE A - NEW MEMBER OF STAFF INFORMATION
- (B – interviewer – abbreviation for me, my name Beth)
- INTERVIEWEE C - PHD STUDENT ETHICS
- INTERVIEWEE D - PHD STUDENT INFORMATION - SOCIAL INFORMATICS
- INTERVIEWEE E - PROFESSOR - SPORT
- INTERVIEWEE F - READER - POLITICS
- INTERVIEWEE G - PHD STUDENT - SPORT
- INTERVIEWEE H - PHD STUDENT - TOURISM
- INTERVIEWEE I - SENIOR LECTURER - ART
- INTERVIEWEE J - PHD STUDENT - COMPUTING
- INTERVIEWEE K - SENIOR LECTURER - INFORMATION
- INTERVIEWEE L - PHD STUDENT - INFORMATION - INFORMATION LITERACY

### **3.3.5 What happened as I went through the interviews?**

As I carried out the interviews, I became more and more confident in my interviewing ability and the interviews went more smoothly with less time having spent by me checking my notes. It was important for me to develop a rapport with the interviewees and there were times, as you will see in the transcripts, when discussion went off-key and I had to move the interviewee back to a list of questions.

### **3.3.6 Analysis of interview data**

The interviews were taped and were later transcribed (Appendix 3). I then identified recurrent themes from the interview transcripts and used direct quotes to furnish my discussion.

## **3.4 Publishers and open access**

In order to investigate publishers' policies on open access, I choose 3 of the academics interviewed (11 were interviewed but 7 were new researchers/PhD and did not have a publication record, 1 was an academic researching fine art and his published materials were non-traditional publications including portfolios, exhibition programmes etc. It would be interesting to investigate who owns the copyright to these articles and whether they could go into the repository but it was beyond the scope of this dissertation). I also investigated the publication record of one further academic who had answered my questionnaire. Four academic's publication records were analysed in total; the publication lists for these academics were downloaded from their personal web pages and the list was reduced to the names of the publishers and journals in which they had published. The publishers and journals were then checked against the Sherpa Romeo<sup>3</sup> website which "provides a listing of publishers' copyright conditions as they relate to authors archiving their work on-line". Where the publishers were not listed, the

publisher's website was consulted, where there was no information on the publisher's website, a representative who dealt with permissions and copyrights enquiries was contacted for more information.

One of the publishers investigated was Maney; their offices are local to me at Leeds and so further conversations were organised with Maney on their open access policy.

## **4. Results and Discussion**

Low uptake to Open Access Institutional Repositories is a problem; in Section 4.1, I present data from an analysis of the contents of 61 UK institutional repositories. In Section 4.1, I also discuss discipline differences in uptake. In Section 4.2, I present data from 56 responses to my questionnaire and the 11 follow-up in-depth interviews and discuss the suggested causes for the difference in uptake in the disciplines; these differences include: awareness of OA and IRs, self-archiving behaviour, information seeking behaviour, formality of communication in their research community, importance to researcher of publishing and peer-review, acknowledgement of the benefits of OA and concerns of making their research available on an IR. In section 4.2 I also use the questionnaire and interview data to discuss differences in the above themes according to length of service in academic research. Even if all the members of research staff are convinced of the benefits of Open Access and are intending to submit their articles to the repository, they may be restricted from doing so by the self-archiving policies of the publishers who own the copyright to their published research articles; in Section 4.3 I present data of an analysis of the self-archiving policies of selected academic publishers. In section 4.4 I discuss an interview that I held with one international publisher considering the impact of open access on publishers.

### **4.1 Uptake to IRs in the UK**

Allen (2005) previously carried out a study of 25 of the UK repositories. In order to make comparisons with his findings, I did a repeat content analysis of his chosen 25 repositories. Allen found that in 2005, 19% of documents were from AHSS (Arts, Humanities and Social Sciences) and 81% from STM (Science, Technology and Medicine). I repeated the analysis with the same 25 IRs and found that 37% were from

AHSS and 63% from STM. (Note Allen did not disclose how he designated the items in the repositories to the AHSS and STM subject groups, but I hope that my subject breakdown was similar to his). This analysis shows that the number of arts, humanities and social science held in these selected UK IRs has increased; this may be due to increased awareness of authors in those disciplines. Since Allen's analysis in 2005 many new IRs have emerged. I repeated the analysis on a further 36 IRs which gave a total of 61 IRs. Of the 61 IRs, 39% were items were from AHSS and 61% items from STM. Therefore even with the greater sample of UK IRs, the current proportions remain the same. It appears that the AHSS have, since 2005, increased their presence in the UK IRs.

From data on the Thomson citation indices, it is clear that the Sciences produce 78% of the academic publications produced every year, and the Social Sciences, Arts and Humanities together 22%. Therefore looking at the contents of the UK IRs (63% STM and 37% AHSS) in consideration of this data (Table 1), it is clear that uptake in the AHSS is actually better than in the STM, because if the contents of the repositories was to mirror the actual numbers published in these fields every year the STM subjects should have greater numbers in the IRs.

Table 2 shows that when IR contents are compared with the number of publications for the sciences and AHSS, the social sciences are the leading subjects, with management/business/planning/tourism, sociology and education ahead of the sciences. Philosophy, History and Information Studies are well represented in the Humanities field and in the arts, languages/linguistics/culture and art/art history/media are a good proportion in the UK IRs. It is in fact the science subjects including Chemistry,

Psychology, Maths and Physics where there should be more representation in the UK

IRs and there is not.

**Table 1 percentage of papers published in AHSS and STM subjects compared with the percentage of papers in these subject grouping in UK IRs**

	Percentage of published papers in these fields (Thomson)	Percentage of papers in these fields in UK IRs
AHSS	78%	63%
STM	22%	37%

**Table 2 Ranking of disciplines according to percentage of content in the repositories out of the normal publication output for the discipline.**

Discipline green=social sciences, purple=humanities, red=sciences, yellow=arts	percentage in UK IRs	Normalised with Thomson citation indices	Ranking
management and business and planning and tourism	6.3	39.4	1
sociology	5.3	33.2	2
education	3.9	24.5	3
philosophy	1.4	22.0	4
computer science	14.9	19.2	5
language and linguistics and culture	1.2	19.2	6
art + art history + media	1.1	17.6	7
health and medicine and social care	12.6	16.3	8
history	1.0	15.7	9
information and library studies	0.9	14.4	10
english and literature	0.9	14.1	11
engineering and applied science	10.7	13.9	12
economics/accounting	2.1	12.9	13
law	2.0	12.8	14
performance, visual arts, communications, media	0.7	10.9	15
environment and geography and earth sci	8.2	10.6	16
architecture	0.6	9.7	17
politics	1.4	8.6	18
music	0.4	5.9	19
physics and astronomy	4.4	5.7	20
maths and stats	4.2	5.4	21
biosciences	3.6	4.6	22
psychology	3.1	4.0	23
theology	0.2	3.8	24
chemistry and pharmacy	2.8	3.6	25
technology	2.0	2.6	26
electronics	1.7	2.2	27
social policy	0.3	2.0	28
government and international affairs	0.2	1.5	29
classics	0.2	1.2	30
archaeology	0.7	0.9	31
anthropology	0.1	0.8	32
admin	0.5		



Although my results show that AHSS are as well (or even better) represented in UK IRs than the Sciences, my analysis does show that there is a difference in uptake between disciplines. It is then interesting to go on to consider whether difference in the behaviours of researchers in different disciplines leads to this difference in uptake to repositories.

## **4.2. Differences in Uptake**

### **4.2.1 Awareness of OA and IRs**

Of the 56 respondents to the questionnaire, 50% said they were aware that Leeds Met is developing an open access institutional repository. When you divide the respondents up by length of service (Table 3), only 22% of postgraduate students were aware that Leeds Met is developing an open access institutional repository. When you divide the respondents up by discipline (Table 4), you see that none of the three researchers in the history/anthropology/listed buildings group were aware of the development of an IR at Leeds Met. The repository development team at Leeds Met have been round the departments discussing the development of the repository and the information on the Leeds Met website including the project blog has been advertised to staff. Perhaps the Leeds Met repository development team need to focus advertising the development of the IR to postgraduate students. They definitely ought to carry out further advocacy work. I asked for further comments at the end of the questionnaire and one researcher commented that they “think it's a good idea but would like more info on how to use the system”, another said they would “like to know more about open access research” and a third said that they “had no idea that Leeds Met were doing this until you sent me this questionnaire!”

**Table 3. The 56 respondents were asked “Are you aware that Leeds Met is developing an open access institutional repository?” Answers are divided by length-of-service of the respondents.**

	postgraduate student (n=18)	5 years or fewer (n=10)	6 to 10 years (n=10)	11-15 years (n=6)	More than 15 years (n=12)
Yes	22	60	50	100	58
No	61	30	30		25
Not Sure	6				8
No answer	11	10	20		8

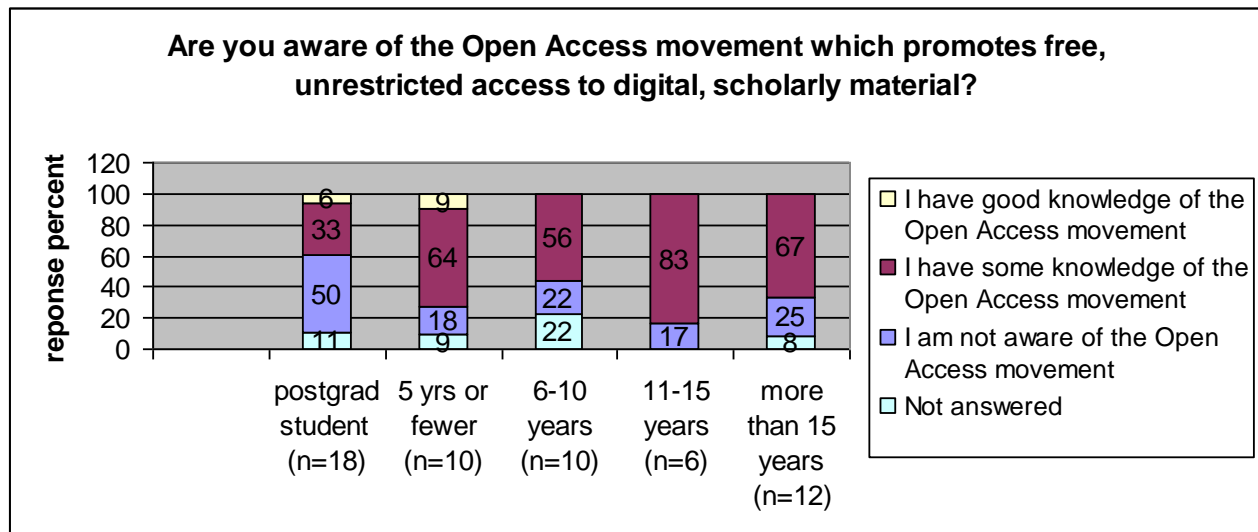
**Table 4. The 56 respondents were asked “Are you aware that Leeds Met is developing an open access institutional repository?” Answers are divided by research discipline of the respondents.**

Answer Options	information/ linguistics/ musicology (n=19)	social science/politics/ business (n=7)	Health (n=7)	ethics/tourism /international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/ anthropology /listed buildings (n=3)	writing/culture/ english/literature (n=2)
Yes	47	57	57	33	80	50	33		100
No	37	43	43	50	20		33	66	
Not Sure	5			17					
No answer	11					50	33	33	

When asked whether they were aware of the Open Access movement “which promotes free, unrestricted access to digital, scholarly material” 34% of the respondents said they were not aware and 62% answered that they had some knowledge of the open access movement. Only 4% (2 respondents) said they had good knowledge of the open access movement. When we look at these proportions according to length-of-service in research (Figure 1), we see again that it is the postgraduate students who have the largest number of respondents who say they are not aware of the open access movement. It may be that this is the case because the postgraduate students have yet to publish any papers but I would have expected that with all the literature searching they are doing for their theses that they would have accessed literature from IRs and through search engines that look for free online versions (like Google Scholar). I look at searching behaviour some more in section 4.2.4. There was also little difference according to discipline (Figure 2) with very few researchers stating that they had good knowledge of the open access movement. My results compare with what Swan and

Brown (2004) found from a survey of 160 researchers who were listed as “non open-access authors” (had not published work in open access journals) that 62% were aware of OA as a general concept. This is a good proportion of researchers who are aware of OA and the Leeds Met repository team should be encouraged by the level of awareness at the University (with the caveat that my results may be somewhat biased in that those volunteering to answer my questionnaire, may be the researchers who already have a general interest in this area).

**Figure 1** The 56 respondents were asked “Are you aware of the Open Access movement which promotes free, unrestricted access to digital, scholarly material?” Answers are divided by length-of-service of the respondents.



**Figure 2** The 56 respondents were asked “Are you aware of the Open Access movement which promotes free, unrestricted access to digital, scholarly material?” Answers are divided by research discipline of the respondents.

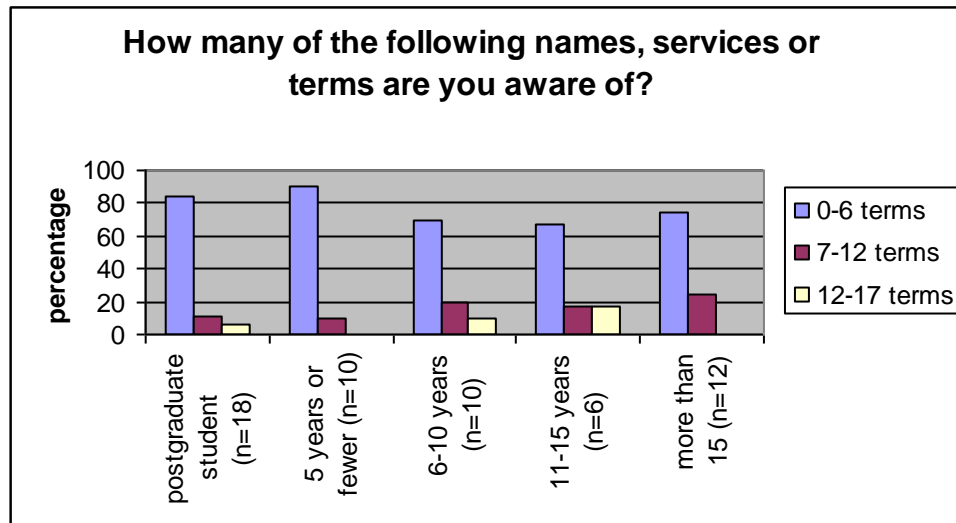
	information /linguistics/ musicology (n=19)	social science/politics /business (n=7)	Health (n=7)	ethics/ tourism/ international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/ anthropology /listed buildings (n=3)	writing/ culture /english /literature (n=2)
I am not aware	21	43	43	50	40	25	33		
I have some knowledge	63	57	57	50	60	25	33	33	100
I have good knowledge	5							33	
Not answered	11					50	33	33	

The 56 respondents were asked how many of the 17 following names, services or terms they were aware of: *Author-pays publishing, BioMed Central, Copyright Assignment Form, Directory of Open Access Journals (DOAJ), e-prints, Institutional repository,*

*Post-print, Pre-print, Public Library of Science (PLoS), PubMed Central, Repository, Self-archiving, SHERPA project, Subject specific repositories (e.g. ArXiv for physics, maths, computer science), The open access movement, The serials crisis, White Rose Research Online.*

25% of all the respondents were aware of 0 terms, and 79% were aware of less than 1/3 of the terms, this suggests that although 62% of the respondents said they had some knowledge they may not have looked into any depth at the issue. Figure 3 shows that the members of staff who had been in research longer (over 6 years) knew somewhat more of the terms than the postgraduate students and newer staff (5 years or fewer) suggesting that the longer the length of service the more likely the researchers have of encountering the ideas of open access and institutional repositories. This may also have to do with the fact that the members of staff who are at professorial level have larger networks of contacts (in their own and different disciplines) and because they are more likely to sit on policy boards, grant decision boards and act as editors for journals and may have heard more about open access through these means. This results conflicts with Nicholas et al (2005) who found that older researchers knew less about open access. As can be seen in Figure 4, more of the researchers in the Information Science/Linguistics/Musicology discipline grouping knew more of the terms than researchers in the other discipline groupings; this is perhaps because the information science researchers are hearing about open access in literature related to their profession.

**Figure 3 Percentage of the researchers falling into each of the different length-of-service categories that knew 0-6, 7-12 or 12-17 of the open access terms listed for them.**



**Figure 4 Percentage of the researchers falling into each of the different research discipline groups that knew 0-6, 7-12 or 12-17 of the open access terms listed for them.**

	information/linguistics/musicology (n=19)	social science/politics/business (n=7)	Health (n=7)	ethics/tourism/international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/anthropology/listed buildings (n=3)	writing/culture/english/literature (n=2)
0-6 terms	63	86	85	84	80	100	67	100	100
7-12 terms	21	14	14	17	20	0	33	0	0
12-17 terms	16	0	0	0	0	0	0	0	0

When asked whether they were aware “that a large proportion of academic publishers will allow you to deposit your published research in an Open Access repository where it can be accessed free of charge”, 49% of respondents replied that they were not aware and 20% were not sure (leaving only 31% who could say they were aware). There was little difference between researchers with different lengths-of-service: 22% of postgraduate students, 20% of new researchers (<5 yrs), 40% of researchers who had been in service 6-10 years, 33% of researchers who had been in service 11-15 years and 25% of senior researchers (>15 yrs) were aware that this was true, the others were unaware or unsure. Figure 5 shows that in some disciplines (ethics/tourism/international studies grouping, art, sport, history/anthropology/listed

buildings grouping and writing/culture/English/literature grouping) no researchers

answered that they were aware of this fact.

**Figure 5 Respondents were asked whether they were aware that a large proportion of academic publishers will allow you to deposit your published research in an Open Access repository where it can be accessed free of charge.**

	information /linguistics/ musicology (n=19)	social science/ politics/ business (n=7)	Health (n=7)	ethics/ tourism/ international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/ anthro pology/ listed buildings (n=3)	writing/ culture/ english/ literature (n=2)
<b>Yes</b>	42	43	29		40				
<b>No</b>	26	43	71	67	20	50	67	66	
<b>Not Sure</b>	21			33	40				100
<b>Not answered</b>	11	14				50	33	33	

It is clear from the answers to the questionnaire that although the general awareness of open access and self-archiving amongst researchers in Leeds Met is quite high, few researchers have further knowledge of the finer details and implications of the open access movement.

It is interesting to look at how information about OA is acquired. I asked the questionnaire respondents “if you already know of the Open Access movement and/or and of the terms above, can you say how you know of them?” 49% of respondents said they heard through colleagues at Leeds Met and 38% said they heard through literature related to their profession (Figure 6). Table 5 shows that there was not much difference between researchers with different lengths-of-service, although 20% of researchers that have been in research 5 years or fewer said they had come across the terms to do with open access while browsing the internet. When you look at the responses to this question grouped by research discipline of the respondent (Table 6), where it is clear that gaining information through literature is a major source for all disciplines, not all disciplines state that they have gained the information by talking to someone (through colleagues at Leeds Met or other Universities). This information on communication about open access within scholarly groups is important for the Leeds Met repository

development team to get a handle on to be able to carry out successful advocacy within the University.

The 11 follow-up interviews were a good way to look more in-depth at these issues. Many of the interviewees had come across the open access in terms of searching for literature and finding articles free on the Web. For example, PhD student Tourism (H) was unsure of the meaning of the terms associated with open access and IRs but when I had explained briefly, realised that they had used open access articles in their literature searching: “I search for an author and the search takes me to their website or the University’s website and they have their articles on their” and goes on to say “when I find a PhD thesis online that I can download I am so happy!” A couple of the interviewees mentioned associating the idea of open access research with open source software: Reader in Politics (F): “I know about Open Access Theory and I know it in terms of Open Source software” and PhD student in Information (D): “[In my PhD research] I am hoping to use as freeware as possible”. This suggests that the media and internet groups have picked up on the open access movement and that researchers are picking up on the ideas through those media. One interviewee, Professor in Sport (E) stated that they had come across the ideas of open access while talking to publishers: “when we met the publishers we were asking the questions: why they were commissioning a new journal when all these electronic forms are going to become available”.

Figure 6 How is information about Open Access acquired?

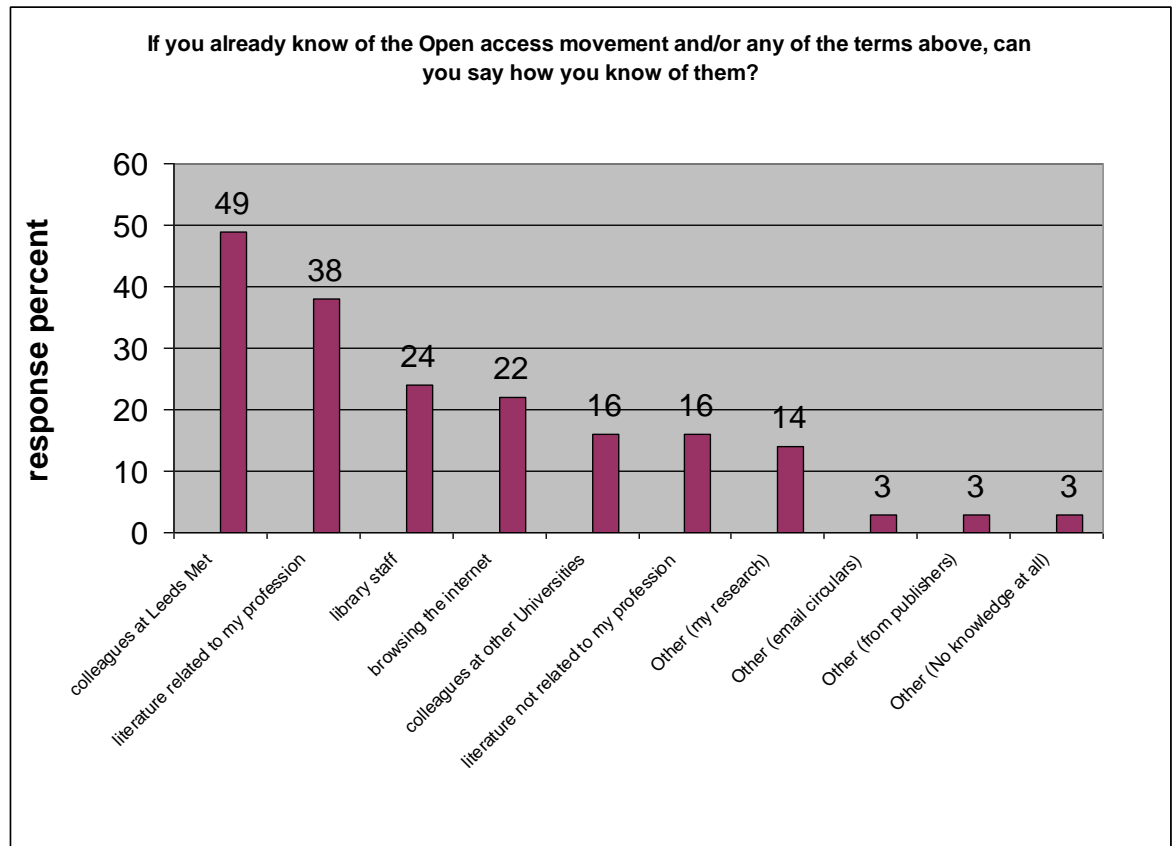


Table 5. The questionnaire respondents were asked “If you already know of the Open access movement and/or any of the terms above, can you say how you know of them?” The respondents are divided by length-of-service in research.

	postgraduate student (n=18)	5 years or fewer (n=10)	6-10 years (n=10)	11-15 years (n=6)	more than 15 (n=12)
Through colleagues at Leeds Met	28	29	20	13	33
Through literature related to my profession	22	21	40	19	20
Through information from library staff or the repository	17	7	10	13	13
Came across it when browsing the internet	11	21	0	13	7
not answered	6	0	20	19	0
Through literature not related to my profession	11	7	10	6	7
Through colleagues at other Universities	0	14	0	13	13
Other (please specify)	6	0	0	6	7

Table 6 The questionnaire respondents were asked “If you already know of the Open access movement and/or any of the terms above, can you say how you know of them?” The respondents are divided by discipline.

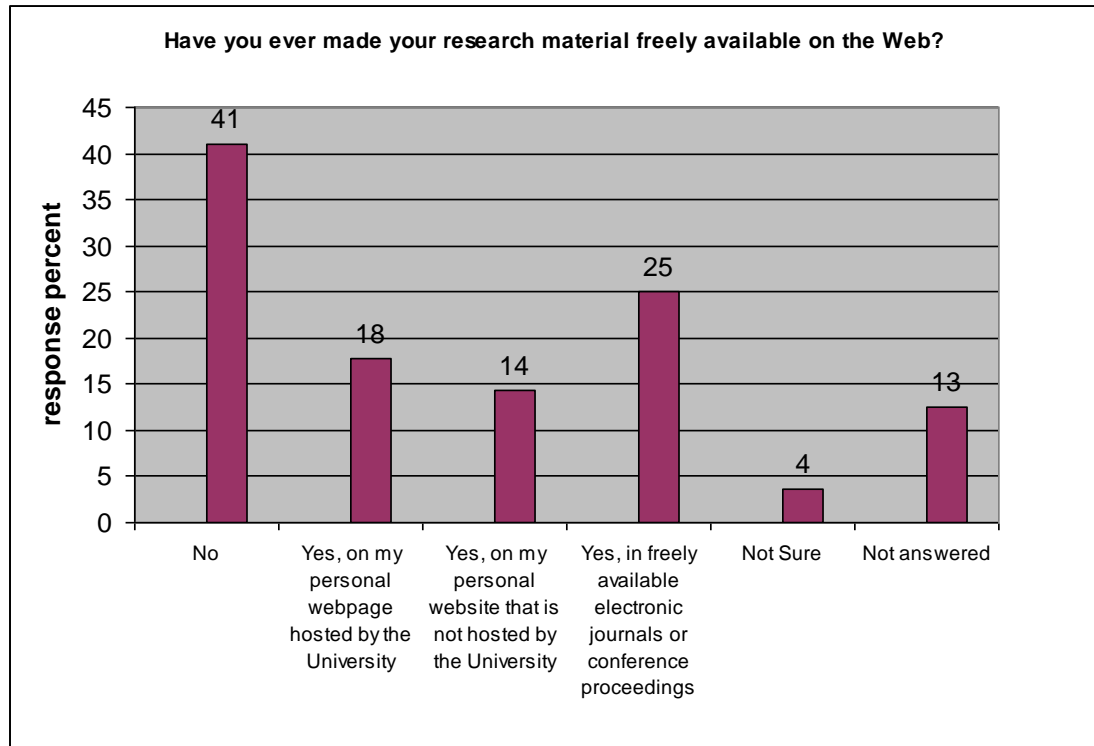
	information/ linguistics/ musicology (n=19)	social science/ politics/ business (n=7)	Health (n=7)	ethics/ tourism/ international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/ anthropology/ listed buildings (n=3)	writing/ culture/ english/ literature (n=2)
Through colleagues at Leeds Met	23	17	43	33	29	20	0	33	
Through literature related to my profession	35	0	29	11	0	0	0	25	
Through information from library staff or the repository	12	17	0	22	14	20	33	0	
not answered	0	33	14	0	0	0	66	0	
Came across it when browsing the internet	8	17	0	11	29	20	0	25	
Through literature not related to my profession	35	0	29	11	0	0	0	25	
Through colleagues at other Universities	4	0	14	11	14	20	0	25	
Other (please specify)	4	0	0	0	14	0	0	33	



#### 4.2.2. Self-archiving behaviour

To get an idea of how popular the IR at Leeds Met will be, it is interesting to ask the researchers whether they are already making their research freely available on the Web either on their own websites, in open access journals or other repositories (subject-based or at other institutions). When asked whether they had ever made any of their research materials freely available on the Web, 42% said they had and 41% had not. Of those that had, 25% had made their research available in open access journals or conferences proceedings, 18% on their personal webpage and 14% on their personal web pages (Figure 7). Gadd et al. (2003b) found that 58% of their respondents (from a survey of 542 researchers from 57 countries) had self-archived their work on the Web. Gadd et al. (2003b) found that 9% of the researchers had put their work in IRs, 21% had put their work in subject repositories, 23% had published in open access journals and 41% had self-archived their work on their personal web site. In comparison with Gadd et al., we have to remember that fewer researchers will have self-archived since until now, there has been no IR at Leeds Met, we also have to remember, that one third of the questionnaire respondents are PhD students, who may not yet have published any of their research and they do not have their own university web space at which to publish their work. As can be see in Table 7, it is the newer members of staff who have self-archived the most. None of the researchers falling into the Sport or Writing/Culture/English/Literature groups had self-archived their research (Table 8). Although my sample size is small for the discipline groupings, it is interesting to note the two communities who had not self-archived their work. The Leeds Met development team could concentrate their advocacy work in these particular groups.

**Figure 7 Respondents were asked whether they have ever made their research freely available on the Web.**



**Table 7 Percentage response to the question: Have you ever made your research material freely available on the Web? Answers divided by length of service of respondents**

Answer Options	postgraduate student (n=18)	5 years or fewer (n=10)	6-10 years (n=10)	11-15 years (n=6)	more than 15 (n=12)
No	58	9	36	0	54
Yes, on my personal webpage hosted by the University	5	27	9	30	15
Yes, on my personal website that is not hosted by the	11	9	9	30	8
Yes, in freely available electronic journals or conference	16	27	27	30	15
Not Sure	5	9	0	0	0
Not answered	5	18	18	10	8

**Table 8 Percentage response to the question: Have you ever made your research material freely available on the Web? Respondents divided by discipline.**

Answer Options	information /linguistics/ musicology (n=19)	social science/ politics/ business (n=7)	Health (n=7)	ethics/ tourism/ international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/ anthropology/ listed buildings (n=3)	writing/ culture/ english/literature (n=2)
No	30	43	33	67	0	25	33	25	100
Yes, on my personal webpage hosted by the University	22	14	33	0	20	0	0	0	0
Yes, on my personal website that is not hosted by the	22	0	0	17	0	25	0	25	0
Yes, in freely available electronic journals or conference	22	29	33	17	40	0	0	25	0
Not Sure	0	0	0	0	40	0	0	0	0
Not answered	4	14	0	0	0	50	66	25	0

Only 9% of questionnaire respondents said they had ever submitted a research article to an Open Access repository; there was not much variation between respondents of

different lengths of service in research (Table 9), nor by discipline (Table 10) with most researchers having never sent their research to an open access repository. These researchers have not sent their articles to subject based repositories or to repositories at other universities. This result tells us that the authors are not using subject based repositories and that co-authors of those that have published are not convincing their colleagues to submit articles to their IRs based at other Universities. This result does not tell us whether the authors would put their work in an IR if it was available but I come back to this in section 4.2.8.

**Table 9 Percentage response to whether the respondents had ever submitted a research article to an Open Access Repository. Respondents divided by length of service in research.**

Answer Options	postgraduate	5 years or fewer (n=10)	6-10	11-15	more
	student (n=18)		years (n=10)	years (n=6)	than 15 (n=12)
Yes	11	20	0	17	0
No	78	60	80	83	92
Not Sure	6	0	0	0	0
Not answered	6	20	20	0	8

**Table 10 Percentage response to whether the respondents had ever submitted a research article to an Open Access Repository. Respondents divided by discipline.**

	information/linguistics/musicology (n=19)	social science/politics/business (n=7)	Health (n=7)	ethics/tourism/international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/anthropology/listed buildings (n=3)	writing/culture/english/literature (n=2)
Yes	11	14	0	0	20	0	0	33	0
No	84	71	86	100	80	50	66	33	100
Not Sure	0	0	14	0	0	0	0	0	0
Not answered	5	14	0	0	0	50	33	33	0

Again, the interviews were a good chance to get some more information about self-archiving behaviour of researchers at Leeds Met. One interviewee, the Professor in the Sport department (E) had recently been talking with the repository development officer, Nick Sheppard who had told Interviewee E about the Sherpa website where you can check publisher's policies and Interviewee E had put their publications on their personal

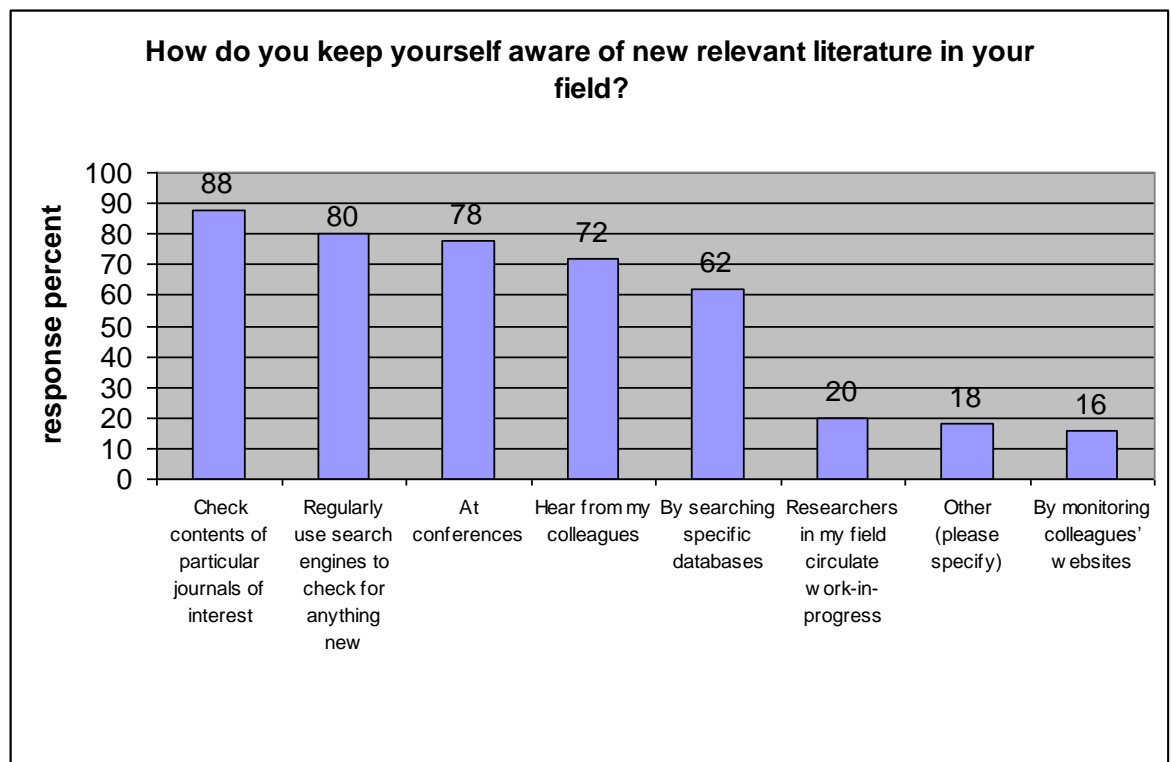
Leeds Met web page. Interviewee E says “I didn’t have them on there until recently, because I didn’t know that you could do, it was only as a result of some email exchange with Nick”. Another respondent, the Senior lecturer in Information (K) has put their publications on their website but K explains that they did not look up publisher’s policies: “I’ve been a bit conservative about that, for example, I’ve put up working papers, a link to conferences papers that were already on the Web, or for example, evaluation reports. But no, I haven’t put any of my journal articles that have published on my website”. The PhD student in tourism (H) talked about how they intended to put their thesis online once it was completed: “I was so happy [when I found these online that I could download] so I would like to make other students happy and I wouldn’t mind as long as copyrights are protected”.

#### **4.2.3. Information seeking behaviour**

The questionnaire respondents indicated that they used 5 methods of searching for literature regularly: checking contents of particular journals of interest, using search engines, at conferences, hearing from colleagues and searching specific databases (Figure 8). Few respondents said that work-in-progress was circulated in their research field (I come back to discuss work-in-progress in Section 4.2.4). There was little difference in the responses to this question between disciplines, or according to length-of-service. What was interesting here was the long list of “others” that the respondents to the questionnaire offered. The responses included: Networking, RSS Feeds, Researchers’ blogs. One PhD respondent said that they heard about research through “hearing accounts of other's attendance at conferences, as our PhD budget does not support much activity”. These more informal methods including blogs, networking, and hearing from colleagues suggests that communication methods are changing and informal methods of acquiring knowledge and evolving. One respondent also

mentioned e-discussion lists and e-conferences. Quite a few of the respondents mention RSS feeds, journal alerts and publishers' lists of new books in print; this shows the importance of the current awareness feeds for academics. Techniques for researchers to acquire information have changed, as Kingsley (2008a) discusses and it is clear that researchers at Leeds Met are embracing these new developments, I imagine that the new repository at Leeds Met will enter into the researcher's consciousness better if there is a feed into their research activity via direct RSS feeds or blogs and informal communication channels.

**Figure 8 Percent of respondents using different methods for keeping aware of new literature in their research area.**



Looking at the information collected during the follow-up interviews, it is clear that PhD students have certain searching stages in their research (towards the beginning and end of their PhDs) where they are doing a block of systematic searching. Researchers, however, generally, do not put aside time to do specific searches unless they are preparing a paper for publication. Interviewee K (senior lecturer in Information) says

“If I was working on a particular paper for example, I would delve more systematically into the literature at that point”. Their information retrieval is a more continuous, less systematic process involving hearing from colleagues. As interviewee K explains: “attending conferences and workshops as part of projects, discussing things with colleagues with similar interests”. Interviewee F (reader in politics) says his literature searching is “continuous, I have no idea [how long I spend searching for literature]” and interviewee I (senior lecturer in Art) says “it’s continuous, we are involved in quite a lot of events where we get to see a lot of research of people in different disciplines and areas right across the country”. Interviewee I says that they also get information by “generally browsing the Web and people sending me ideas” and interviewee I mentioned having to read a lot for teaching but not getting into great depth with the literature: “I tend to have a quick look, try things out, and then see what happens during the teaching of the course”. It is these patterns of searching behaviour that are important to understand in order to get an idea of how researchers at Leeds Met will use the IR; those who generally browse the internet will pick up the content but those with pre-defined routes for information searching may never see these open access items.

Many interviewees said that they concentrated their literature searching on specific databases especially those with a focused research area, for example the PhD student in Computing (interviewee J) searches IEEE and ACM, the Professor in Sport (E) uses Sport Discus or Leisure Tourism and the PhD students in Information use ERIC, LISA and Soc Sci Abstracts. One researcher, interviewee F (Reader in politics) said that they were keeping an eye on a very defined area and “I know all the journals that I work with and I keep an eye on those individual journals to see what’s being published in those in my field”. Many interviewees also mentioned using Google Scholar, for example interviewee D, PhD student in Information, said “the first place I go is Google Scholar”,

Google was especially popular in the more broad research subjects that covered a range of different disciplines. Interviewee I (senior lecturer Art) talks about advising his students to “Google around your initial thoughts”. Again, those researchers who always use a few specific databases for their information searching, will not come across the free versions of articles available in IRs; if they do not come across these free versions, it may be that they won’t see the benefits of the repository.

It is interesting to ask how often researchers come across open access material on the Web and whether they make use of it. If they see others making their research available in this way it may make them think about the opportunities to make their own research open access. 76% of respondents to the questionnaire said that they had used other authors research output that was freely available on the Web, the large majority had accessed these free texts on the authors’ personal web pages, but a big proportion had also used open access journals, departmental web pages and subject-specific repositories. Fewer said they had accessed articles from an institutional repository. Other places they had accessed open access material was from Google Scholar, repositories and from blogs. Open Access journals appear to have been used more by researchers of between 6 and 15 years of service (Table 11). When looking at the responses by disciplines (Table 12), it is clear that the respondents in some disciplines (Health, Art, Sport, history/anthropology/listed buildings and writing/culture/English/literature) had never used articles from IRs.

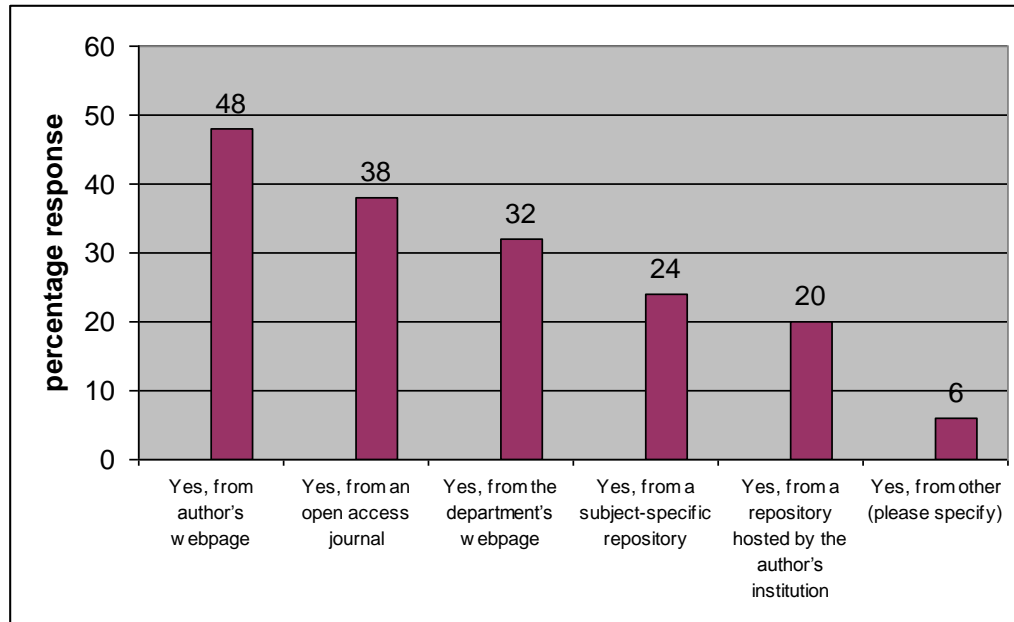
When asked about searching for literature no interviewee directly mentioned searching IRs for literature. Many talked about general search engines such as Google and many talked about keeping an eye on certain researchers who put their research material up on their personal websites e.g interviewee L (PhD student Information) says “once I’ve

identified my key authors, I go straight to their website and find their list of publications”.

It is important to tease out these different literature searching practises of researchers to establish whether establishment of an IR will have any impact on the practise of a researcher. Will researchers access articles in the IR and if they do not, will they see the benefit of the IR and want to upload their own articles into the IR? This question was posed by one of the interviewees, who elaborates thus: “Most experienced academics already have a pretty good idea of the journals they need to keep an eye on, what are the conferences, who are the people and part of becoming research-active is learning those things as much as it is about learning your domain/research area. So we have already got those networks in place”. It is clear that IRs will never be the first place that researchers look to find research papers, but as a second or third step in a researchers searching process (perhaps identifying the article in a subject index, checking whether the institution holds a subscription to the journal and if then looking for a free online copy of the article via Google or another general search engine which will direct them to free content held in IRs). If making use of the articles in the IR is embedded into researcher’s searching practises, then the IR will have greater success and uptake within Leeds Met.



**Figure 9** The questionnaire respondents were asked whether they had used other author's research output that has been made freely available on the Web.



**Table 11** Use of other author's research output that has been made freely available on the Web, respondents divided by length of service in research

	postgraduate student (n=18)	5 years or fewer (n=10)	6-10 years (n=10)	11-15 years (n=6)	more than 15 (n=12)
Yes, from author's webpage	30	21	19	33	21
Yes, from the department's webpage	10	14	19	25	21
Yes, from a repository hosted by the author's institution	17	7	0	0	17
Yes, from a subject-specific repository	10	14	25	8	8
Yes, from an open access journal	17	21	25	25	17
No	13	7	13	8	17
Not Sure	3	14	0	0	0

**Table 12** Use of other author's research output that has been made freely available on the Web, respondents divided by discipline

	information/linguistics/musicology (n=19)	social science/politics/business (n=7)	Health (n=7)	ethics/tourism/international (n=6)	education (n=5)	art (n=4)	sport (n=3)	history/archaeology/listed buildings (n=3)	writing/culture/english/literature (n=2)
Yes, from author's webpage	28	9	25	25	29	33	0	20	0
Yes, from the department's webpage	14	9	25	17	21	33	0	0	0
Yes, from a repository hosted by the author's institution	11	18	0	25	7	0	0	0	0
Yes, from a subject-specific repository	19	18	0	0	7	0	0	20	33
Yes, from an open access journal	14	18	25	17	29	0	33	20	33
Not Sure	3	0	8	8	0	0	0	0	0
No	8	18	17	8	7	0	33	20	33
No answer	3	9	0	0	0	33	33	20	0

It has been suggested that researchers who are disadvantaged by not being provided the access to the information they need for their research by their academic institution, may

more clearly see the benefits of open access research. I asked the 56 respondents of the questionnaire how frequently they encountered resources that Leeds Met does not subscribe to and that they were unable to access. 73% respondents said that they had encountered this problem frequently (11% very frequently, 32% frequently and 30% moderately frequently). This suggests that the researchers at Leeds Met feel they are relatively poorly provisioned in terms of access to resources. When we look at the responses by length-of-service (Table 13), we see that while some groups encountered the problem more often than others, but there isn't a trend with length-of-service. In some discipline groupings of the questionnaire respondents 100% of the respondents indicated that they had some difficulty getting to the research they require (social science/politics/business, ethics/tourism/international, art, sport and writing/culture/English/literature) (Table 14). Certain discipline groupings have more of a problem accessing the research they need; these groups should then be easily convinced of the benefits of free online access to articles in the IR and in IRs across the country.

**Table 13 Percentage response to how often researchers at Leeds Met encounter resources that they are unable to access, respondents divided by length-of-service in research**

	<b>postgraduate student (n=18)</b>	<b>5 years or fewer (n=10)</b>	<b>6-10 years (n=10)</b>	<b>11-15 years (n=6)</b>	<b>more than 15 (n=12)</b>
<b>Very frequently</b>	22%		10%	17%	
<b>Frequently</b>	28%	40%	20%	33%	42%
<b>Moderately frequently</b>	33%	30%	30%	50%	17%
<b>Occasionally</b>	11%	10%			
<b>Hardly ever</b>			20%		17%
<i>Not answered</i>	<i>6%</i>	<i>20%</i>	<i>20%</i>		<i>25%</i>

**Table 14 Percentage response to how often researchers at Leeds Met encounter resources that they are unable to access, respondents divided by discipline groupings**

	information/linguistics /musicology (n=19)	social science/politics/ business (n=7)	Health (n=7)	ethics/tourism/ international (n=6)	educatio n (n=5)	art (n=4)	sport (n=3)	history/anthropology/ listed buildings (n=3)	writing/culture/ english/literature (n=2)
<b>Very frequently</b>	0	14	14	17	20	25	33	0	0
<b>Frequently</b>	32	29	57	33	20	0	0	66	50
<b>Moderately frequently</b>	37	29	14	50	20	25	33	0	50
<b>Occasionally</b>	11	0	0	0	20	0	0	0	0
<b>Hardly ever</b>	16	0	14	0	0	0	0	0	0
<b>Not answered</b>	5	29	0	0	20	50	33	33	0

The interviewees also talked about problems accessing the information they need for research, but this does differ by subject. For example interviewee I (Senior Lecturer Art) says “in terms of online resources I want to use, I can get access fine online”, whereas interviewee F (reader politics) went as far as to say “I never use Leeds Met’s resources because they are terrible. They haven’t got any.”

When they cannot get access to the information they need, the interviewees mentioned a few different solutions to the problem. Interviewee E (Professor in Sport) explained that they “can’t read all that I’ve put aside anyway, I don’t need to be exhaustive”, suggesting they would give up trying to access the hard-to-find documents rather than go on a trail searching different databases for a copy. Nichols et al. (2005) also found that authors mentioned finding it difficult to keep abreast of the literature due to too many articles being published. Others do search around the Web for other copies as a first line solution to the problem, e.g. interviewee K says “I would try to find a version of it online”.

#### **4.2.4. Formality of Communication in research community**

It has been suggested that if researchers are involved in a research community who share and publish research findings via more informal methods such as blogs, wikis, working papers and work-in-progress and do not rely entirely on strict journal publications, they might be more likely to see the benefits of the IR for making research

more accessible. I talked to the interviewees about informal publishing and scholarly communication.

### *Work-in-progress*

Many interviewees were of the opinion that ensuring research is open to all is important and did not have concerns about plagiarism in publishing work-in-progress. For example Interviewee I (senior lecturer in Art) says “I believe that research should be available to everybody. I certainly don’t mind if someone wants to take my work and use it – whatever they want to do with it, I’m quite happy.” Interviewee K says “If I am working on a paper then I circulate a copy to people I know well and ask what they think”. Comments from the questionnaire suggested that others were not so happy with making work-in-progress available: one questionnaire said “due to the nature of the research environment I can’t see researchers wanting to publish “work in progress” and another explained: “I will only submit work once it is ready. I don’t believe that putting up work in progress is particularly helpful (unless you’re an eminent professor or at least highly experienced and respected, where anything you write is of a certain quality) as there is the potential to read incorrect or misleading text as there will presumably be no quality control mechanism in place”. In fact, when we look at the questionnaire results (Table 15), few recognised that the fact that IR at Leeds Met could be thought of as a place to hold work-in-progress as a benefit (it was ranked near the bottom of possible benefits). One of the interviewees (Interviewee C – PhD Student, Ethics) said that work-in-progress would only be useful if “if someone is prepared to write it up to sufficiently academically and strategically and properly to call it a conceptual paper” rather than “masses of musings or a load of jottings”. Interviewee D (PhD Student Information) also talked about quality assurance: “Once you get your version 1.0 nothing else can change it – that’s the official document and if you refer to it that’s the

one the law refers to and when you find these different versions floating around people are just confused and that's why I don't like the idea of putting work in progress up. Because at some point someone somewhere is going to use this other version and quote you from work that isn't correct". Rowlands and Nichols (2006) found that many of their respondents commented on too much low-quality material being published over the Internet.

#### *Use of Web 2.0 technologies*

Many of the interviewees talked about using Web 2.0 technologies for communicating research findings with colleagues. Interviewee L (PhD student Information) says "I've always blogged, [it includes] thoughts that I will probably incorporate into the overall thesis. Interviewee I (senior lecturer Art) says they use a blog for reporting on a project and they say "I think more and more that that [informal communication] is recognised as part of the process even though it's not peer-reviewed. I tend to use that as a way to generate ideas for a project, sharing ideas with the project members". Interviewee A (New member of Staff, Information) said "my research group is working with 3 other Universities and we have a wiki where we have all our research aims, it's quite nice where it can help". Interviewee C (PhD student, Ethics) said that they liked informality but "sometimes it can be over-done; the fact that it is informal and instant does not mean it is necessarily any more communicative".

#### **4.2.5. Importance to researcher of Traditional Publishing Methods**

It may be the case that the IR will have greater support amongst researchers who are disillusioned by current, traditional publishing methods and would favour a move towards bypassing journals and publishing all articles directly onto the Web. From my survey it is clear, that despite there being a few advocates of more informal methods of

scholarly communication and the sharing of research findings amongst the interviewees, the more traditional route of publishing a peer-reviewed article in a ranked, subject-specific journal is still popular. According to the interviewees, we are unlikely to see self-archiving take-over from journal publishing as the only means of sharing research output. Many interviewees talked about how they believed publishing their work in the traditional way was important. For example, interviewee I (senior lecturer in Art) says they are “troubled by the over-emphasis on written reports” but also explains that since they are a new researcher and that research in design is quite a new area and being difficult to quantify, it is “sometimes simpler to go down the more traditional route”. Interviewee I explains that they think that “a tried and tested formula for getting your ideas out there” is what counts and says it’s “that end validation” that is important. The PhD students I interviewed talked about the importance of getting an article published in a journal for their career progression. For example, Interviewee D says “if I wanted to stay in a career in academia, it would probably give me a lot of credibility” and Interviewee H says “I would like to stay in academia and the more you publish, the better it will be for me to get the best job and have a better career”.

As well as the importance of the traditional journal, the prestige of particular journals is also important to researchers. Interviewee C says “I would be more impressed if people were impressed by the quality of the work and not the prestige of the journal it went into. I think it would be really nice if we had Open Access Repositories for feedback”. Interviewee K says “it’s undoubtedly true that the quality of the journals you publish in, the better your chances of getting funding. Whether or not it should be like that is another question. A lot of the journals are exclusive in terms of who can access them. The users of my [applied] research won’t have access to the journals. I don’t see publishing in the traditional way as being so significant”. As well as Interviewee I and

K, Interviewee F also sees that the traditional journal publishing method has its flaws: “I’ve just had an article in an incredibly prestigious journal – at one level – best journal in the field, but actually if you have not got access – not at a posh University – I mean our University doesn’t subscribe, if you’re not at a posh University you can’t read it and so the idea of publishing is to have people hear what they have got to say”.

#### **4.2.6 Importance of Peer Review**

Many of the interviewees said they believed that peer review is an important system. Interviewee L talked about the importance of peer-review in terms of keeping up the standards of research output, interviewee L was worried about “the dumbing down of research”. Rowlands and Nicholas (2006) also found that researchers rated peer review as a very important system for the “health and welfare of scholarly publishing”. I come back to talk about the concerns of researchers about filling IRs with outputs of lesser “quality” in section 4.2.8.

Some were less impressed with the peer review system. Interviewee C talked about his dislike of the current peer-review system, describing the flaws with the system: “I’m not convinced by peer review at all. I’m sure some of them work very well and very thoroughly but you’ve got to be a little bit suspicious particularly when you hear the innumerable stories about how editors are prepared to ditch some reviews if they don’t like what they say and find a reviewer until it meet the editor’s approval. What sort of peer review is that? I think genuine peer review is where an academic places their work in the public domain and people also place their critique in the public domain so both the article and the critique are available to public consumption is a far more rigorous process in the end.” Interviewee F says “peer review should be a really useful exercise, actually what does happen an awful lot, in my experience, (I’m an editor for two

journals), is that when you send articles off you will get reviews back saying I disagree with this article which is not what the process is supposed to be about. It's supposed to be 'is this a cogently argued position, engaging with the field and everything else'. The idea of the academic is a myth, an awful lot of back-stabbing goes on. But on the other side, it's a useful defence against the more obvious mistakes. I've just had incredibly useful comments back on an article, about how to improve it, this time it worked very well. I'm in favour of maintaining it, generally speaking, but there are negatives to it as well. I would be wary of sending my stuff out there that I hadn't sent to 2 or 3 people first, just to catch any silly mistakes."

#### **4.2.7. Acknowledging the Benefits of OA**

I asked the questionnaire respondents to rank possible benefits that depositing their work in the IR would bring to them. Table 15 shows how the respondents ranked these benefits from 1 as most important to 12 as least important. Interestingly, the respondents placed teaching and access to disadvantaged areas above maximising their own research impact in importance. It would be interesting to compare this result with responses of researchers at different institutions. I would speculate that this result has arisen from the ethos of Leeds Met with the strong teaching focus.

The respondents can see that major benefits of the IR are the increase in visibility of their work and increase in the dissemination of their work. The respondents also acknowledge the "serials crisis" that is facing University libraries; the cost of journal subscriptions has risen exponentially in recent years. This has been ranked 5<sup>th</sup> most important (Table 15).



The questionnaire respondents do not see the additional features that the IR could allow as being particularly important to them; the provision of a place to hold work-in-progress or data files that associate with their publications (these were ranked 7<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> in importance in Table 15).

As expected, the researchers did not rate the benefits for the institution itself as particularly important; increased visibility for Leeds Met was ranked 8<sup>th</sup> and reporting to funding bodies rated 11<sup>th</sup> in Table 15. I expect that if this questionnaire had gone round management staff at Leeds Met they would have a higher ranking in importance.

When we look at Table 16, we see that there is little difference in responses according to length-of-service. The one thing to notice is that the researchers who have been in service for 6-10 years see the benefits of a place to house work-in-progress and data as quite high in importance and the increase in citations and visibility and speed in dissemination of their research as less important.

I also asked the questionnaire respondents who had submitted articles to an open access repository an open-ended question about why they submitted their research there. This gave the respondents the opportunity to suggest other benefits of open access that I had not listed for them, or to elaborate on a point of discussion. Four respondents had used an open access repository, and they said that their reasons for doing so were to “increase their internet presence”, to “publish work-in-progress”, to get their “work in the public sphere” and to “increase accessibility”. Again, increased visibility and accessibility of their work is an acknowledged important advantage of open access to researchers at Leeds Met.

**Table 15 Importance of benefits of IR to the questionnaire respondents, ranked from 1 as most important to 12 as least important**

Teachers/students have access to key resources without subscription barriers	1
Scholars in economically disadvantaged areas of the world (e.g. developing countries) have greater access to published research	2
Maximise research impact/increase visibility/increase citation of your work	3
Increased speed of dissemination of your work	4
Reduced economic constraints on institutional libraries that can currently only afford to subscribe to a relatively small sub-set of published research	5
Public have free access to research they have helped fund through taxation	6
A place to house research data that cannot be published in traditional journal format e.g. datasets, graphical files, audio, mixed media	7
Increased visibility for Leeds Met	8
Increased return on investment for funding bodies	9
A place to house pre-prints or "work-in-progress"	10
A useful tool for collating all output for reporting to funding bodies	11
A secure storage site for your documents and data	12

**Table 16 Importance of benefits of IR to the questionnaire respondents, ranked from 1 as most important to 12 as least important, respondents separated by length in service.**

Answer Options	postgraduate student (n=18)	5 years or fewer (n=10)	6-10 years (n=10)	11-15 years (n=6)	more than 15 (n=12)
Teachers/students have access to key resources without subscription barriers	1	2	1	5	2
Scholars in economically disadvantaged areas of the world (eg. developing countries) have greater access to published research	3	4	2	1	1
Maximise research impact/increase visibility/increase citation of your work	2	1	8	2	3
Increased speed of dissemination of your work	5	3	7	3	4
Reduced economic constraints on institutional libraries that can currently only afford to subscribe to a relatively small sub-set of	4	5	4	4	5
Public have free access to research they have helped fund through taxation	6	6	3	7	7
A place to house research data that cannot be published in traditional journal format e.g. datasets, graphical files, audio, mixed media	7	7	6	6	8
Increased visibility for Leeds Met	8	8	12	10	6
Increased return on investment for funding bodies	9	9	11	8	9
A place to house pre-prints or "work-in-progress"	11	10	5	11	12
A useful tool for collating all output for reporting to funding bodies	10	11	10	12	11
A secure storage site for your documents and data	12	12	9	9	10

#### **4.2.8. Concerns/Barriers**

When the questionnaire respondents who had not submitted their work to an open access repository were asked to give reasons why they had not, 8 respondents said it was because they were unaware of them and 7 respondents said it was because they had not published any papers yet (5 postgraduate students and two newer staff members). Three respondents said it was because they had never been asked to (no one had contacted them/there has been no requirement for them to do so). This suggests that researchers will wait to self-archive until prompted by someone (perhaps co-authors, line-managers, the University or the repository development team). One respondent said that they had not had the opportunity to self-archive, they may be referring to the fact that Leeds Met has not yet launched its IR, however they may be unaware that there are subject-specific and catch-all open access open access repositories that have been in existence for many years that would welcome more articles. Two researchers said that they were aiming for the major journals and peer-review. There is some misunderstanding here; these researchers have not realised that they can do both, have their research published in a prestigious journal but also put a copy in the repository, thereby maximising accessibility and impact. Others mentioned the concerns listed in sub-headings below.

I asked the questionnaire respondents to comment on their concerns about open access in another way, by asking them once they were near the end of the questionnaire and had been exposed to some of the benefits of open access whether they would consider depositing their work in the Leeds Met IR once it is up and running. 38% of the respondents said they would not. 6 respondents said they needed more information. This is good news for the IR development team, who will be willing to hold more

information sessions with research staff if it will result in greater uptake to the IR. The others mentioned the following concerns:

#### *Not owning copyright*

Some of the questionnaire respondents and interviewees were concerned that the copyright of their article was with the journal and they would not have permission to self-archive it; another respondent mentioned being unsure of how to obtain the copyright of their work. Researchers are not aware that many of the publishers are willing to allow authors to self-archive their work (I return to this discussion in section 4.3). Gadd et al. (2003b) also saw a significant group of respondents raise concerns that they would be breaking copyright agreements with publishers. Kingsley (2008a) suggests that researchers would value an administrator who could help with the technical side and “tying the process into already existing administration to avoid repeated reporting will encourage take-up of the system because it offers a benefit to the researcher.”

#### *Copyright being violated/Plagiarism*

A few respondents to the questionnaire voiced their concerns about plagiarism. One questionnaire respondent says “I love the idea of open access but given the competitive nature of the job market for early career researchers the copyright issues worry me”. Researchers need to be assured that the IR at Leeds Met will keep their publications safe and that their copyright will be maintained. Interestingly when I asked about plagiarism concerns in the follow up interviews with 11 researchers, none of them said they were concerned about this problem and went as far as to say that it did not concern them. This contrasts with 25% of respondents stating concerns about plagiarism in Gadd et al. (2003b)’s study; this suggests that researchers at Leeds Met are relatively at ease with

making their research available on the Web. This is perhaps due to it now being 2008, 5 years since Gadd et al.'s study and perhaps researchers are more used to the idea of online publishing.

### *Priorities/Pressure of Time*

Two respondents to the questionnaire mentioned the pressure of time; it will be important for the repository development team at Leeds Met to ensure the process of submitting articles to the IR is as simple as possible for the researchers acknowledging the pressure of their time. Interviewee E (Professor, Sport) talks about the how they would like to see a system developed at Leeds Met that would simplify things for researchers – “it would be nice if there was some way of it all being linked so that you didn't have to tell the Department administrator and the Department administrator didn't have to update the CV as well as get the information up onto the repository. I think people might remember to do one of the arms of it but not the others”.

Interviewee L (PhD student, Information) also talks about the pressure of time – “You've got the daily reflections and all of this technically can come under that, and I know we are encouraged to write reflections and I'm sure I've got ones I could use but its priorities. It's time, energy and resources really”.

### *Uptake*

One questionnaire respondent brought up a concern that Leeds Met would not “generate the critical mass of research to make the venture useful”; they suggest that “a collaborative approach with other institutions is probably a more realistic way forward”.

A few of the interviewees mentioned that they thought uptake to the repository would be a problem. Interviewee I (Senior lecturer, Art) said “If the repository wasn't advertised right then researchers wouldn't know it existed and wouldn't use it”.

Interviewee D (PhD student Information) said “we have tried to get PhD students involved in other ways of sharing information and we have tried to get people together before and it’s just the same few people that turn up all the time”. Interviewee E (Professor Sport) went on to say “we can’t even get them to keep their CVs up to date”. Leeds Met repository development team should concentrate on a critical mass that would bring others to use the repository.

### *Technical Issues*

Two interviewees talked specifically about technical problems that users might have with the repository. Interviewee C (PhD student, Ethics) says “I think the key to the success of a repository would be its design and simplicity, fancy bells and whistles are all good but they don’t actually help”. Interviewee D says “I have been really surprised actually because I’ve always in the past worked with people who are very computer literate, I’m surprised that people [at Leeds Met] don’t know or people don’t want to find out, how things work, so yes there would be [technical issues with use of the repository]”. Kingsley (2008a) explains that what “may seem to be a simple instruction to some people” can cause “difficulties within the general population that may not be as computer literate as assumed and may not have access to the appropriate software”.

### *Compartmentalisation of research output*

The questionnaire respondents also talked about the fact that they thought the idea of organising open access in institutions was not ideal; the idea that there would be silos of accessible research publications and that these would not be linked together. As Jones (2007) explains interoperability is a very important aspect of a repository development team’s work. Much interoperability has been achieved through the Open Archives Initiative’s Protocol for Metadata Harvesting (OAI-PMH), but interoperability is still

relatively low due to the inadequacies of the Dublin core standard (Jones, 2007).

However sophisticated search engines are now crawling repository contents and users can search using Google Scholar or Windows Academic Search (Jones, 2007). Jones (2007) predicts that many developments into richer metadata standards and greater interoperability will be soon making their way into the mainstream. Perhaps the repository development team could inform the researchers at Leeds Met of recent developments in this field.

### *Prefer subject repositories rather than Institutional Repositories*

There were those who said they would prefer to publish their work in a topic-related repository, as their users would be more likely to access their research via this means than an through a IR. Interviewee K brought up the issue of academics having established methods for acquiring information (see section 4.2.3) and explains that “those networks are more closely aligned to the domain of interest of researchers”, for example Interviewee K says they are “much more likely to look in [the journal] Information Communication and Society than I am in any IR, because that’s where my peers are”. Interviewee K suggests that it might be the case that members of the public who are looking for research would also be able to access the research easier if it is organised by subject rather than by institution. Many supporters of the open access movement have been pushing for the development of institutional repositories because many subject communities have not set up subject repositories and there were fears that those subjects would never embrace self-archiving (Pinfield, 2004). As Pinfield (2004) summarises, the reasons why many have advocated IRs are because institutions have the money to support them and the technical and organisations structure to support them. Also institutions have an interest in developing IRs in order to increase the profile and prestige of the institution (Pinfield, 2004). In some ways then the institutional approach

to self-archiving is a pragmatic one. Pinfield explains “It is seen as a pragmatic way to try to encourage the wider adoption of self-archiving. Despite the fact, as it is sometimes commented, that researchers may identify more with their subject community than with their institution and would therefore be more inclined to self-archive in a subject-based repository, it is institutions which are more likely to foster self-archiving on a large scale. Nevertheless, with OAI functionality in place, the location of the full text of a paper (whether in an institutional or subject repository) is in fact largely irrelevant. If papers are self-archived on institutional servers, it is easy to imagine that subject communities may provide subject-specialist Search Provider views of the data”. As Jones (2007) explains that with the future developments in interoperability, it should soon be possible to have materials being made available in multiple repositories without duplication of effort. So, for example, a researcher could ask their local administrator to load their paper into the IR but it would then also automatically appear in a subject repository.

### *Quality assurance*

Another concern that came up during the interviews was around quality assurance, as Interviewee C (PhD student Ethics) says “I think you would need to negotiate and convince people that the repository was up to the standard of usability and flexibility and consistency, security and professionalism. I don’t think anybody wants their material de-professionalising”. The repository development team at Leeds Met should be careful not to house too many drafts of work that are not at publication standard and perhaps separate these into a separate bank in the repository so that researchers are clear which information they are accessing.



### 4.3 Self-archiving Policies of Publishers

Even if all the members of research staff are convinced of the benefits of Open Access and are intending to submit their articles to the repository, they may be restricted from doing so by the self-archiving policies of the publishers who own the copyright to their published research articles. Despite the evidence suggesting that traditional journal publishing will ensue even if open access archives become very popular (Swan and Brown, 2005), there are still those publishers who are wary of giving their blessing to authors wishing to self-archive their work, fearing decreased sales (Morris, 2007).

Decreased revenue would hit the smaller publishers and learned societies harder. In order to get some idea of the self-archiving policies of publishers with which Leeds Met researchers publish, looked at the publication record of 3 of the interviewees:

Interviewee F (Reader in politics), Interviewee E (Professor Sport) and Interviewee K (Senior lecturer Social informatics), and also the publications of my supervisor (Researcher M) (Professor in Information History). The break down of publishers' policies according to each of the 4 researchers is presented in Appendix 5.

Analysis of the publishers' policies for self-archiving for the research published by the 4 researchers chosen, revealed that are major problems with the information given to authors about their policies. 21 of the publishers (Table 17) gave no information on their websites or in their information for authors about self-archiving, copyright or permissions, many of these were the smaller publishers, University presses and academic societies. I was able to get more information from four of the publishers by emailing them directly and was given suitable information but this was not openly available on their websites.

From the information that I was able to gather about the publishers policies either from their website or from the SHERPA website, Table 17 shows, between 67 and 100% of the publishers allowed self-archiving of publications from their journals and between 50 and 100% of the publishers allowed self-archiving of publications from their books. In all four of the researchers cases once the publishers policies had been accessed it was clear that they would allow the authors to self-archive their work. Interestingly some publishers would allow self-archiving of their publications to the authors personal webpage but not to an IR. It may be that publishers are not providing open information on their policies because they are still developing their policies amid recent changes or that they may feel threatened by the changes. I go on now to discuss an interview with one publisher.

**Table 17 Publishers Policies on allowing authors to self-archive their published work**

RESEARCHER	RESEARCH AREA	% OF PUBLISHERS OFFERING NO INFORMATION ON SELF-ARCHIVING PERMISSIONS		% OF PUBLISHERS THAT ALLOW SELF-ARCHIVING ON PERSONAL WEBSITES		% OF PUBLISHERS THAT ALLOW SELF-ARCHIVING IN LEEDS MET REPOSITORY (WITH OR WITHOUT RESTRICTIONS)	
		BOOKS	JOURNALS	BOOKS	JOURNALS	BOOKS	JOURNALS
F	POLITICS	50% (4/8)	60% (6/10)	75% (3/4)	100% (4/4)	75% (3/4)	100% (4/4)
E	SPORT	100% (4/4)	50% (3/6)	?	100% (3/3)	?	67% (2/3)
K	SOCIAL INFORMATICS	0%	33% (2/6)	50% (1/2)	100% (4/4)	50% (1/2)	100% (4/4)
M	INFORMATION HISTORY	56% (5/9)	0%	100% (4/4)	90% (9/10)	100% (4/4)	100% (10/10)

Maney is a local (based in Leeds) independent publishers who publishes journals which many of the researchers at Leeds Met have published research in, including Researcher M, whose publisher's policies I reviewed earlier. The policies of many of the large Science and Medicine publishers has been made public but I am particularly interested in talking to Maney as they publish a large number of arts and humanities titles. In their information for authors, Maney states "the journal will not withhold permission from the author to use his or her own article elsewhere after publication in the journal, including posting on his or her personal home page, provided acknowledgement is given to the journal as the original source of publication". However the fine details of their policy on allowing authors to self-archive pre and post-prints is unclear. I was given the opportunity to talk to one of the editors for arts and humanities at Maney and was interested to talk to them about their stance on self-archiving and their feelings or concerns about open access and the changing nature of scholarly communication (notes on interview are included in Appendix 4).

Maney said that at the date of talking to them (March, 2008) they were "seriously thinking" about open access at that time, and that their policy on self-archiving was being reviewed. This may be the case with many of the publishers who are possibly waiting to see what development may occur. Ware (2004) found that, in a survey of 69 publishers, 40% were operating a "wait and see" policy and 42% were involved in "active experimentation or collaboration".

#### **4.4 What the Open Access Movement Means to Publishers**

Harnad (2003) and Morris (2007) predict a decrease role for publishers if OA becomes dominant. I talked to Maney, a local independent publisher about what open access means to their business. Maney do not see a decreased role for them any time soon, but

thinking about the open access movement is “top priority” in the company. The editor at Maney said that they were not particularly concerned about the establishment of IRs, but would be more worried about if these came together as “one big repository with more power”. Maney said that Open Access was less of a worry for them for their Arts and Humanities publications than it was for the sciences and medicine. The editors from Maney suggested that they were less concerned about OA in the arts and humanities because of the different behaviour of arts and humanities authors, and because the cost of buying publications is lower in the arts and humanities. Ware (2004) found of a survey of 69 publishers, a substantial majority thought that IRs would have a “significant impact on scholarly publishing”. Ware found that publishers were generally relaxed about the wide availability of pre-prints, but more worried about the free availability of final published and edited version.

Maney talked about services that they provided that authors would miss out on if they relied entirely on repositories; these services including the organising of information and sorting out the copyright for images that authors want to use. One of the interviewees (Interviewee L, PhD student, Information) also talked about the “good job” that the publishers were doing in terms of “indexing and bringing together formatting”. Whereas other interviewees refuted this idea that we would miss services that the publishers provide suggesting that they don’t provide much since it’s the academics themselves who are providing these services: Interviewee K says “Well I have to say, in my experience, my limited experience of editing journals, it was again the free academic labour was doing all that [editing and formatting articles] anyway, its not as if, I don’t know how widely applicable the cases where I have been involved are, it’s not like we had professional proof-readers going through the stuff. I have to say it would have better if we had”.

The editor at Maney foresaw a “significant change” in the publication process over the next 10 to 15 years especially in the area of online publishing and copyright. Publishers could have a role in disseminating and organising information, abstracting and indexing, cross-referencing and URL linking/version control”. Interviewee C also saw that it is important for publishers to adapt: “they are businesses and they need to change/adapt/move with the times, there is no reason why they shouldn’t be able to look through materials themselves, if they want to spend the time travelling through the world’s open repositories from all the Universities and say actually thematically we have found a good collection of papers here and we would like to make a special edition out of it. There’s no reason why they shouldn’t make a few quid out of that and it might be very useful for people to have those things brought together thematically, editorialised and what have you, I think there are possibilities for them as well as potential detriments. They just need a bit more imagination and just stop being so greedy”. As Ware (2004) describes, one idea is that “open access IRs will allow the journal publishing functions to be disaggregated and shared out among new players. Under this model, peer review, editing and formatting, dissemination, awareness, and archiving as well as the formal functions of registration (recording the author’s precedence) and certification need not be carried by the same players as today”. Morris (2007) suggests that publishers need to work with the communities that they serve, to figure out how best to add the value that they really do want. Publishers should not assume that there is a role in future either for journals as we know them or for publishers as we know them”.

## **5. Conclusions/Summary of Findings and Recommendations**

I aimed to find out whether there is a bias in UK IRs as suggested in previous publications, where science, technology and medicine articles outnumber those of arts, humanities and social sciences. I found that although there bias does exist, when we look at the subject groupings in comparison to the number of publications put out by those groups, the bias disappears. It appears that actually many of the sciences subjects are the groups who are not taking to using IRs as much.

I went on to examine the awareness of OA and IRs amongst Leeds Met researchers and found that awareness was generally high and that many researchers recognised many benefits to depositing their work in an IR. This is encouraging news for the IR development team. It was apparent that few researchers had in-depth knowledge of OA and self-archiving and it would be useful if the repository development team circulated further, tailored information. It would be interesting to further investigate the researches' communication channels in general, especially newer, more informal communication methods like blogs and wikis. I think it would be useful for the repository development team to further investigate how researchers have gained their knowledge about OA so that the team can tailor their advocacy work. Half of the researchers surveyed had already self-archived their work somewhere on the Web and these researchers should be targeted first to deposit their work in the new IR at Leeds Met.

The researchers that I surveyed talked about the importance of traditional journal publishing and the peer review system (despite it's flaws) and it is unlikely that we will see self-archiving take-over from journal publishing as the only means of sharing research output.

Researchers at Leeds Met brought up many of the same concerns as have previously been published. I could not correlate the responses according to length-of-service or by discipline of the researchers because my sample sizes were low, but many of the differences in opinion were down to individual researchers. As Kingsley (2008b) suggests, maybe it is better to think about the sub-disciplines within disciplines or to consider “research networks” (“intensive concentration of interest ties, with no defined boundary”) when we look for patterns of behaviours and opinions. In the case of PhD students their decisions about publishing will be heavily influenced by their supervisor. I believe that if this survey of research staff was to be followed up with a larger survey and further in-depth interviews, we would be able to draw out what bearing some of these complex interactions will have on the success of the Leeds Met repository. In fact, further analysis of the data I have collected during this dissertation may yield further insights; unfortunately my analysis of the data was restricted since I collected a lot of data and left myself little time for analysis.

Uptake to the repository also depends on self-archiving policies of publishers and the Leeds Met development team may have some difficulty in establishing agreements with publishers who are currently not very open about their policies. Publishers may be re-thinking their policies in light of recent changes (large increase in the number of IRs) and they may see IRs as a threat to their business. Publishers would do best to consider their market value and to collaborate with their users about what would be of value to them.

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## Appendix 1. List of UK IRs surveyed

list from OpenDoar - institution	list from OpenDoar - repository	in Allens analysis Y/N	in my analysis Y/N	why not
1:University of Leeds 2:University of Sheffield 3:University of York	1. White Rose Research Online	y	y	
Aberystwyth University - <a href="http://www.aber.ac.uk/">http://www.aber.ac.uk/</a>	1. University of Wales Aberystwyth Repository (CADAIR)		y	
Advanced Knowledge Technologies (AKT) - <a href="http://www.aktors.org/akt/">http://www.aktors.org/akt/</a>	1. AKT EPrints Archive (Advanced Knowledge Technologies EPrints Archive)		n	not academic institution
AgentLink.org - <a href="http://www.agentlink.org/">http://www.agentlink.org/</a>	1. Agentlink Clearinghouse		n	not academic institution
Association for European Transport (AET) - <a href="http://www.aetransport.org/">http://www.aetransport.org/</a>	1. Association for European Transport Repository		n	not academic institution
Birkbeck College, University of London (BBK) - <a href="http://www.bbk.ac.uk/">http://www.bbk.ac.uk/</a>	1. Birkbeck ePrints	y	y	
Bournemouth University - <a href="http://www.bournemouth.ac.uk/">http://www.bournemouth.ac.uk/</a>	1. Bournemouth University EPrints		y	
British Library (BL) - <a href="http://www.bl.uk/">http://www.bl.uk/</a>	1. British Library Research Archive		n	not academic institution
British Medical Association (BMA) - <a href="http://www.bma.org.uk/">http://www.bma.org.uk/</a>	1. Clinical Medicine NetPrints		n	not academic institution
Bromley College of Further & Higher Education - <a href="http://www.bromley.ac.uk/">http://www.bromley.ac.uk/</a>	1. DSpace at Bromley College		n	only learning materials
Brunel University - <a href="http://www.brunel.ac.uk/">http://www.brunel.ac.uk/</a>	1. Brunel University Research Archive (BURA)		y	
Cardiff University - <a href="http://www.cardiff.ac.uk/">http://www.cardiff.ac.uk/</a>	1. Cardiff ePrints Caerdydd		y	
Centre for e-Science, Lancaster University - <a href="http://e-science.lancs.ac.uk/">http://e-science.lancs.ac.uk/</a>	1. Learning Space Catalogue		n	not academic institution
Cranfield University - <a href="http://www.cranfield.ac.uk/">http://www.cranfield.ac.uk/</a>	1. Cranfield CERES	y	y	
	2. Temporary MAGiC ARC Repository		n	not academic institution - this is a store of the papers of the National Advisory Committee for Aeronautics
Culture Machine - <a href="http://scm-">http://scm-</a>	1. CSeARCH (Cultural Studies		n	not academic institution

<a href="http://rime.tees.ac.uk/CMach_index.htm">rime.tees.ac.uk/CMach_index.htm</a>	electronic ARCHive)			
<b>De Montfort University</b> - <a href="http://www.dmu.ac.uk/">http://www.dmu.ac.uk/</a>	1. DORA (De Montfort University Open Research Archive)		y	
<b>Durham University</b> - <a href="http://www.dur.ac.uk/">http://www.dur.ac.uk/</a>	1. Durham Research Online (DRO)	y	y	
<b>Economic and Social Research Council (ESRC)</b> - <a href="http://www.esrc.ac.uk/">http://www.esrc.ac.uk/</a>	1. ESRC Social Sciences Repository		n	not academic institution
<b>EDINA</b> - <a href="http://www.edina.ac.uk/">http://www.edina.ac.uk/</a>	1. Depot		n	not academic institution
<b>Electronic Resource Preservation and Access Network (ERPANET)</b> – <a href="http://www.erpanet.org/">http://www.erpanet.org/</a>	1. Electronic Resource Preservation and Access Network ePRINTS Service 2. (ERP AePRINTS Service)		n	not academic institution
<b>Elmwood College</b> - <a href="http://www.elmwood.ac.uk/">http://www.elmwood.ac.uk/</a>	1. Online Repository - Elmwood College Scotland		n	only administrative documents
<b>English Heritage</b> - <a href="http://www.english-heritage.org.uk/">http://www.english-heritage.org.uk/</a>	1. English Heritage ViewFinder		n	not academic institution
<b>GTCNI (General Teaching Council for Northern Ireland)</b> - <a href="http://www.gtcni.org.uk/">http://www.gtcni.org.uk/</a>	1. ARRT (Access to Research Resources for Teachers)		n	not academic institution
<b>Glyndŵr University ((formerly NEWI))</b> - <a href="http://www.newi.ac.uk/">http://www.newi.ac.uk/</a>	1. NEWI Research Online		n	just started - only 2 papers in it
<b>Imperial College London</b> - <a href="http://www.imperial.ac.uk/">http://www.imperial.ac.uk/</a>	1. Spir@I - Imperial College Digital Repository	y	y	
<b>Institute for Learning and Research Technology (ILRT)</b> - <a href="http://www.ilrt.bris.ac.uk/">http://www.ilrt.bris.ac.uk/</a>	1. Economics Network Online Learning and Teaching Materials		n	not academic institution
<b>Institute for Research and Innovation in Social Services (IRISS)</b> - <a href="http://www.iriss.ac.uk/">http://www.iriss.ac.uk/</a>	1. Learning Exchange		n	not academic institution
<b>JISC (Joint Information Systems Committee)</b> - <a href="http://www.jisc.ac.uk/">http://www.jisc.ac.uk/</a>	1. JISC Information Environment Repository		n	not academic institution
<b>Kaleidoscope</b> - <a href="http://www.no-kaleidoscope.org/pub/">http://www.no-kaleidoscope.org/pub/</a>	1. TeLearn - Kaleidoscope Open Archive		n	not academic institution
<b>Kings College London, University of London (KCL)</b> - <a href="http://www.kcl.ac.uk/">http://www.kcl.ac.uk/</a>	1. King's Eprints Archive (KCL eprints)	y	y	
<b>Kingston University</b> - <a href="http://www.kingston.ac.uk/">http://www.kingston.ac.uk/</a>	1. Kingston University Research Repository		y	
<b>Lancaster University</b> - <a href="http://www.lancs.ac.uk/">http://www.lancs.ac.uk/</a>	1. Lancaster E-Prints		y	

<b>Leeds City Council - <a href="http://www.leeds.gov.uk/">http://www.leeds.gov.uk/</a></b>	1. Leodis - A photographic archive of Leeds		n	not academic institution
<b>LJMU (Liverpool John Moores University) - <a href="http://www.livjm.ac.uk/">http://www.livjm.ac.uk/</a></b>	1. LJMU Digital Repository (Liverpool John Moores University Research Archive)		y	
<b>London Metropolitan University - <a href="http://www.londonmet.ac.uk/">http://www.londonmet.ac.uk/</a></b>	1. Information Literacy Research		n	because no general one for London Met Uni
<b>London School of Economics and Political Science (LSE) - <a href="http://www.lse.ac.uk/">http://www.lse.ac.uk/</a></b>	1. LSE Research Online	y	y	
<b>Loughborough University - <a href="http://www.lboro.ac.uk/">http://www.lboro.ac.uk/</a></b>	1. Loughborough University Institutional Repository		y	
<b>Manchester Metropolitan University (MMU) - <a href="http://www.mmu.ac.uk/">http://www.mmu.ac.uk/</a></b>	1. e-space at Manchester Metropolitan University (e-space at MMU)		y	
<b>Middlesex University - <a href="http://www.mdx.ac.uk/">http://www.mdx.ac.uk/</a></b>	1. Middlesex University Digital Repository		y	
<b>National Marine Biological Library (NMBL) - <a href="http://www.mba.ac.uk/nmb/">http://www.mba.ac.uk/nmb/</a></b>	1. Marine & Ocean Science ePrints Archive @ Plymouth		n	not academic institution
<b>Natural Environment Research Council (NERC) - <a href="http://www.nerc.ac.uk/">http://www.nerc.ac.uk/</a></b>	1. NERC Open Research Archive (NORA)		n	not academic institution
<b>Nature Publishing Group - <a href="http://www.nature.com/index.html">http://www.nature.com/index.html</a></b>	1. Nature Precedings		n	not academic institution
<b>Nottingham Trent University (NTU) - <a href="http://www.ntu.ac.uk/">http://www.ntu.ac.uk/</a></b>	1. Institutional Repository (IRep)		n	a list of all publications - not just full text and not possible to search/sort for full text only
<b>Open Repositories 2008 - <a href="http://or08.ecs.soton.ac.uk/">http://or08.ecs.soton.ac.uk/</a></b>	1. OR08 Publications (Open Repositories 2008 Publications)		n	not academic institution
<b>Open University (OU) - <a href="http://www.open.ac.uk/">http://www.open.ac.uk/</a></b>	1. Open Research Online	y	y	
<b>OpenTuition.com - <a href="http://www.opentuition.com/">http://www.opentuition.com/</a></b>	1. OpenTuition.com		n	not academic institution
<b>Oxford Centre for Industrial &amp; Applied Mathematics (OCIAM) – <a href="http://www.maths.ox.ac.uk/ociam/">http://www.maths.ox.ac.uk/ociam/</a></b>	1. Mathematics in Industry Information Service Eprints Archive		n	not academic institution
<b>Pattern Analysis Statistical Modelling (PASCAL) – <a href="http://www.pascal-network.org/">http://www.pascal-network.org/</a></b>	1. Pattern Analysis Statistical Modelling & Computational Learning EPrints		n	not academic institution

	2. (PASCAL EPrints)			
<b>Queen Margaret University -</b> <a href="http://www.qmu.ac.uk/">http://www.qmu.ac.uk/</a>	1. Queen Margaret University eResearch		y	
<b>Queen's University, Belfast -</b> <a href="http://www.qub.ac.uk/">http://www.qub.ac.uk/</a>	1. Queen's Papers on Europeanisation & ConWEB		n	because no general one for Queens Uni Belfast
<b>Reorient -</b> <a href="https://www.reorient.org.uk/">https://www.reorient.org.uk/</a>	1. Reorient		n	not academic institution
<b>Robert Gordon University (RGU) -</b> <a href="http://www.rgu.ac.uk/">http://www.rgu.ac.uk/</a>	1. OpenAIR @ RGU (Open Access Institutional Repository 2. at the Robert Gordon University)		y	
<b>Roehampton University -</b> <a href="http://roehampton.ac.uk/">http://roehampton.ac.uk/</a>	1. Roehampton Research Papers	y	y	
<b>Royal Holloway, University of London (RHUL) -</b> <a href="http://www.rhul.ac.uk/">http://www.rhul.ac.uk/</a>	1. Royal Holloway Research Online		y	
<b>Science and Technology Facilities Council (STFC) -</b> <a href="http://www.stfc.ac.uk/">http://www.stfc.ac.uk/</a>	1. STFC ePublication Archive (STFC ePubs)		n	not academic institution
<b>Sheffield Hallam University (SHU) -</b> <a href="http://www.shu.ac.uk/">http://www.shu.ac.uk/</a>	1. Sheffield Hallam University Research Archive (SHURA)		y	
<b>The One Europe or Several? Programme -</b> <a href="http://www.one-europe.ac.uk/">http://www.one-europe.ac.uk/</a>	1. One Europe or Several? Publications		n	not academic institution
<b>The University College for the Creative Arts -</b> <a href="http://www.ucreative.ac.uk/">http://www.ucreative.ac.uk/</a>	1. VADS (Visual Arts Data Service)		n	data/images only
<b>UHI Millennium Institute -</b> <a href="http://www.uhi.ac.uk/">http://www.uhi.ac.uk/</a>	1. UHI Research Repository		n	not academic institution
<b>UK Government -</b> <a href="http://www.direct.gov.uk/">http://www.direct.gov.uk/</a>	1. NDAD (National Digital Archive of Datasets)		n	not academic institution
<b>UK National Archives -</b> <a href="http://www.nationalarchives.gov.uk/">http://www.nationalarchives.gov.uk/</a>	1. PRONOM (Technical Registry)		n	not academic institution
<b>UKPMC Funders Group -</b> <a href="http://ukpmc.ac.uk/funders/">http://ukpmc.ac.uk/funders/</a>	1. UK PubMed Central (UKPMC)		n	not academic institution
<b>United Kingdom Department of Health -</b> <a href="http://www.dh.gov.uk/">http://www.dh.gov.uk/</a>	1. Research Findings Register (ReFeR)		n	not academic institution
<b>UCL (University College London) -</b> <a href="http://www.ucl.ac.uk/">http://www.ucl.ac.uk/</a>	1. UCL Adastral Park Repository		y	
	2. UCL Eprints (University College)	y	y	

	London Eprints)			
<b>University of Aberdeen - <a href="http://www.abdn.ac.uk/">http://www.abdn.ac.uk/</a></b>	1. Aberdeen University Research Archive (AURA)		y	
<b>University of Bath - <a href="http://www.bath.ac.uk/">http://www.bath.ac.uk/</a></b>	1. University of Bath Online Publications Store (OPuS)		y	
<b>University of Birmingham (UB) - <a href="http://www.bham.ac.uk/default.asp">http://www.bham.ac.uk/default.asp</a></b>	1. University of Birmingham Research Archive, E-papers Repository		y	
	2. University of Birmingham Research Archive, E-prints Repository	y	y	
	3. University of Birmingham Research Archive, E-theses Repository (E-theses Repository)		n	theses and dissertations
<b>University of Bolton - <a href="http://www.bolton.ac.uk/">http://www.bolton.ac.uk/</a></b>	1. The University of Bolton Institutional Repository (UBIR)		y	
<b>University of Brighton - <a href="http://www.brighton.ac.uk/">http://www.brighton.ac.uk/</a></b>	1. University of Brighton Repository		y	
<b>University of Bristol - <a href="http://www.bris.ac.uk/">http://www.bris.ac.uk/</a></b>	1. Bristol Repository of Scholarly Eprints (ROSE)	y	y	
<b>University of Cambridge - <a href="http://www.cam.ac.uk/">http://www.cam.ac.uk/</a></b>	1. Computer Laboratory Technical Reports - Cambridge University		y	
	2. DSpace @ Cambridge	y	y	
	3. Teaching & Learning Research Programme Publications (TLRP Publications)		y	
<b>University of Chester - <a href="http://www.chester.ac.uk/">http://www.chester.ac.uk/</a></b>	1. ChesterRep		y	
<b>University of Edinburgh - <a href="http://www.ed.ac.uk/">http://www.ed.ac.uk/</a></b>	1. Edinburgh DataShare		n	data/images only
	2. Edinburgh Research Archive (ERA)	y	y	
	3. Informatics@Edinburgh - Reports Series		y	
<b>University of Exeter - <a href="http://www.exeter.ac.uk/">http://www.exeter.ac.uk/</a></b>	1. Exeter Research and Institutional Content archive (ERIC)		y	
<b>University of Glamorgan -</b>	1. Glamorgan Dspace		y	



<a href="http://www.glam.ac.uk/index.php">http://www.glam.ac.uk/index.php</a>				
<b>University of Glasgow - <a href="http://www.gla.ac.uk/">http://www.gla.ac.uk/</a></b>	1. Glasgow DSpace Service	y	y	
	2. Glasgow ePrints Service	y	y	
	3. Glasgow Theses Service		n	theses and dissertations
<b>University of Hertfordshire (UH) - <a href="http://perseus.herts.ac.uk/">http://perseus.herts.ac.uk/</a></b>	1. University of Hertfordshire Research Archive (UHRA)		y	
<b>University of Huddersfield - <a href="http://www.hud.ac.uk/">http://www.hud.ac.uk/</a></b>	1. University of Huddersfield Repository		y	
<b>University of Kent - <a href="http://www.kent.ac.uk/">http://www.kent.ac.uk/</a></b>	1. KAR (Kent Academic Repository)		y	
<b>University of Leicester - <a href="http://www.le.ac.uk/">http://www.le.ac.uk/</a></b>	1. Leicester Research Archive (LRA)		y	
<b>University of Lincoln - <a href="http://www.lincoln.ac.uk/home/">http://www.lincoln.ac.uk/home/</a></b>	1. University of Lincoln Institutional Repository		y	
<b>University of Liverpool - <a href="http://www.liv.ac.uk/">http://www.liv.ac.uk/</a></b>	1. University of Liverpool Research Archive		y	
<b>University of London - <a href="http://www.lon.ac.uk/">http://www.lon.ac.uk/</a></b>	1. British History Online		n	because no general one for UoLondon
	2. Institute of Education EPrints (IoE Eprints)		n	because no general one for UoLondon
	3. Goldsmiths Eprints		n	because no general one for UoLondon
	4. School of Advanced Study - SPACE		n	because no general one for UoLondon
	5. School of Oriental and African Studies Eprints Repository (SOAS Eprints)	y	n	because no general one for UoLondon
	6. School of Pharmacy Eprints		n	because no general one for UoLondon
<b>University of Manchester - <a href="http://www.manchester.ac.uk/">http://www.manchester.ac.uk/</a></b>	1. DSpace at Manchester		y	
	2. MIMS EPrints		y	
<b>University of Newcastle Upon Tyne (NCL) - <a href="http://www.ncl.ac.uk/">http://www.ncl.ac.uk/</a></b>	1. Newcastle University E-Prints	y	y	
<b>University of Northampton - <a href="http://www.northampton.ac.uk/">http://www.northampton.ac.uk/</a></b>	1. NECTAR		y	

<b>University of Nottingham - <a href="http://www.nottingham.ac.uk/">http://www.nottingham.ac.uk/</a></b>	1. Modern Languages Publications Archive (MLPA)	y	y	
	2. Nottingham eDissertations		n	theses and dissertations
	3. Nottingham ePrints	y	y	
	4. Nottingham eTheses		n	theses and dissertations
	5. U-Now		n	only learning materials
<b>University of Oxford - <a href="http://www.ox.ac.uk/">http://www.ox.ac.uk/</a></b>	1. Mathematical Institute Eprints Archive	y	y	
	2. Oxford Eprints		y	
	3. Oxford University Research Archive (ORA)	y	y	
<b>University of Portsmouth - <a href="http://www.port.ac.uk/">http://www.port.ac.uk/</a></b>	1. Eprints Archive - University of Portsmouth		y	
<b>University of Salford - <a href="https://www.salford.ac.uk/">https://www.salford.ac.uk/</a></b>	1. Institutional Repository - University of Salford		y	
<b>University of Sheffield - <a href="http://www.shef.ac.uk/">http://www.shef.ac.uk/</a></b>	1. DCS Publications Archive		n	Department of Computer Science - no general one for the UoSheffield
<b>University of Southampton (Soton) - <a href="http://www.soton.ac.uk/">http://www.soton.ac.uk/</a></b>	1. Cogprints (Cognitive Sciences ePrint Archive)		y	
	2. e-Prints Soton	y	y	
	3. eCrystals - Southampton		n	data/images only
	4. ECS Student Portfolio		n	theses and dissertations
	5. Electronics & Computer Science EPrints Service – University of Southampton (ECS EPrints Service)		y	
	6. Internet Protocol version 6 Eprints Server (IPv6 Eprints Server)		n	data/images only
	7. SERPENT Image & Video Database		n	data/images only
	8. Ted Nelson's EPrint Archive		n	not yet been fully configured
<b>University of St Andrews - <a href="http://www.st-">http://www.st-</a></b>	1. Digital Research Repository -		y	

<b>andrews.ac.uk/</b>	University of St Andrews			
	2. St Andrews Eprints (StÆprints)	y	y	
<b>University of Stirling - <a href="http://www.stir.ac.uk/">http://www.stir.ac.uk/</a></b>	1. STORRE (Stirling Online Research Repository)	y	y	
<b>University of Strathclyde - <a href="http://www.strath.ac.uk/">http://www.strath.ac.uk/</a></b>	1. Strathprints (University of Strathclyde Institutional Repository)		y	
<b>University of Surrey (UniS) - <a href="http://www.surrey.ac.uk/">http://www.surrey.ac.uk/</a></b>	1. Surrey Scholarship OnLine (SSOL)	y	y	
<b>University of Sussex - <a href="http://www.sussex.ac.uk/">http://www.sussex.ac.uk/</a></b>	1. Sussex Research Online		y	
<b>University of Wales Institute Cardiff (UWIC) - <a href="http://www.uwic.ac.uk/">http://www.uwic.ac.uk/</a></b>	1. DSpace at UWIC		y	
<b>University of Warwick - <a href="http://www2.warwick.ac.uk/">http://www2.warwick.ac.uk/</a></b>	1. University of Warwick Centre for Scientific Computing	y	y	
	2. Warwick Research Archives Project Repository (WRAP)		y	
<b>University of Westminster - <a href="http://www.wmin.ac.uk/">http://www.wmin.ac.uk/</a></b>	1. WestminsterResearch		y	
<b>University of Wolverhampton - <a href="http://www.wlv.ac.uk/">http://www.wlv.ac.uk/</a></b>	1. Wolverhampton Intellectual Repository and E-theses (WIRE)		y	
<b>University of Worcester - <a href="http://www.worcester.ac.uk/">http://www.worcester.ac.uk/</a></b>	1. University of Worcester Research and Publications		y	

## Appendix 2. Questionnaire Sent

The screenshot shows a web browser window titled "[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer". The address bar contains the URL: [http://www.surveymonkey.com/s.aspx?PREVIEW\\_MODE=DO\\_NOT\\_USE\\_THIS\\_LINK\\_FOR\\_COLLECTION&sm=f%2Fkjqv%2FEmlofIwQ6yRr%2FisloYgTsUck0zcbf3ovDyQ%3d](http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=f%2Fkjqv%2FEmlofIwQ6yRr%2FisloYgTsUck0zcbf3ovDyQ%3d). The page header includes "Leeds Met" and a link "Exit this survey". The main heading is "1. Questionnaire Purpose". The text reads: "Thank you for agreeing to complete this questionnaire. I am student of the MSc Information Studies course here at Leeds Met. My name is Beth Hall and my email address is h.hall3274@student.leedsmet.ac.uk For my MSc dissertation I am investigating disciplinary differences in opinion and use of open access repositories. I am surveying Leeds Met research staff to better understand whether and how you use open access repositories and to determine your awareness of the open access movement in general. Data that is gathered will also be shared with the repository development team who are developing a new repository for Leeds Met, for more details on that project please see the contact section at the end of the questionnaire." A "Next" button is centered below the text. The browser status bar at the bottom shows "Done" and "Internet" with a 100% zoom level.

[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer

[http://www.surveymonkey.com/s.aspx?PREVIEW\\_MODE=DO\\_NOT\\_USE\\_THIS\\_LINK\\_FOR\\_COLLECTION&sm=f%2Fkjqv%2FEmlofIwQ6yRr%2FisloYgTsUck0zcbf3ovDyQ%3d](http://www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=f%2Fkjqv%2FEmlofIwQ6yRr%2FisloYgTsUck0zcbf3ovDyQ%3d)

Leeds Met [Exit this survey](#)

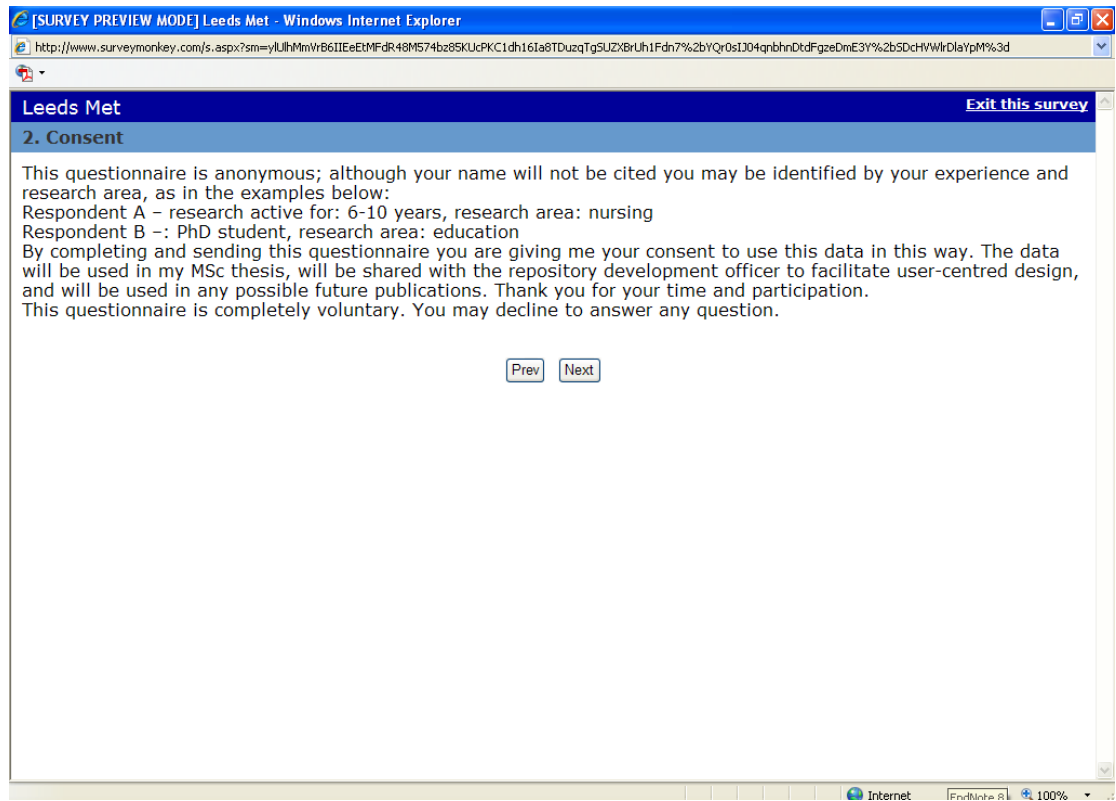
### 1. Questionnaire Purpose

Thank you for agreeing to complete this questionnaire. I am student of the MSc Information Studies course here at Leeds Met. My name is Beth Hall and my email address is h.hall3274@student.leedsmet.ac.uk

For my MSc dissertation I am investigating disciplinary differences in opinion and use of open access repositories. I am surveying Leeds Met research staff to better understand whether and how you use open access repositories and to determine your awareness of the open access movement in general. Data that is gathered will also be shared with the repository development team who are developing a new repository for Leeds Met, for more details on that project please see the contact section at the end of the questionnaire.

[Next](#)

Done Internet 100%



[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer

http://www.surveymonkey.com/s.aspx?sm=yLjHmVrB6IIeEMFdr48M574bz85KUCPKC1dh161a8TDuzqTgSUZxBrUh1Fdn7%2bYQr0s1J04qnbhDtdFgzeDmE3Y%2b5DchWWkDlaYpM%3d

Leeds Met [Exit this survey](#)

## 2. Consent

This questionnaire is anonymous; although your name will not be cited you may be identified by your experience and research area, as in the examples below:  
Respondent A - research active for: 6-10 years, research area: nursing  
Respondent B -: PhD student, research area: education

By completing and sending this questionnaire you are giving me your consent to use this data in this way. The data will be used in my MSc thesis, will be shared with the repository development officer to facilitate user-centred design, and will be used in any possible future publications. Thank you for your time and participation.  
This questionnaire is completely voluntary. You may decline to answer any question.

Internet [Full Name] 100%

[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer

http://www.surveymonkey.com/s.aspx?sm=yLJhMmVrB6IIeEMfDR48M574bz85KUCPKC1dh161a8TDuzqTgSUZXBrlh1Fdn7%2bYQr0s1J04qnbhDtdFgzeDmE3Y%2b5DchWwDlaYpM%3d

Leeds Met [Exit this survey](#)

### 3. Demographic Questions

**1. For how long have you been working in the academic field?**

- Postgraduate student
- 5 years or fewer
- 6-10 years
- 11-15 years
- More than 15 years

**2. To which faculty/department do you belong?**

**3. What is your research discipline?**

**4. Approximately how many articles have you published in your career?**

Done | Dissertation Planning: new, personal | Internet | 100%

[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer  
 http://www.surveymonkey.com/s.aspx?sm=yLjH-MmYb6IIeEMFdr48M574bz85KUcPKC1dh161a8TDuzqTg5UZxBrUj1Fdn7%2bYQr0s1D04qnbhndkFgzeDnE3Y%2bSDchWwDlaYpM%3d

**Leeds Met** [Exit this survey](#)

#### 4. Topical Questions

**1. Are you aware that Leeds Met is developing an open access institutional repository?**

Yes  
 No  
 Not Sure

**2. Are you aware of the Open Access movement which promotes free, unrestricted access to digital, scholarly material?**

I am not aware of the Open Access movement  
 I have some knowledge of the Open Access movement  
 I have good knowledge of the Open Access movement

**3. Which of the following names, services or terms are you aware of? (Please tick all that apply):**

Author-pays publishing  
 BioMed Central  
 Copyright Assignment Form  
 Directory of Open Access Journals (DOAJ)  
 e-prints  
 Institutional repository  
 Post-print  
 Pre-print  
 Public Library of Science (PLoS)  
 PubMed Central  
 Repository  
 Self-archiving  
 SHERPA project  
 Subject specific repositories e.g. ArXiv for physics, maths, computer science  
 The open access movement  
 The serials crisis  
 White Rose Research Online

**4. If you already know of the Open access movement and/or any of the terms above, can you say how you know of them?**

Through colleagues at Leeds Met  
 Through information from library staff or the repository development officer at Leeds Met  
 Through colleagues at other Universities  
 Through literature related to my profession  
 Through literature not related to my profession  
 Came across it when browsing the internet  
 Other (please specify)

**5. Are you aware that a large proportion of academic publishers will allow you to deposit your published research in an Open Access repository where it can be accessed free of charge?**

Yes  
 No  
 Not Sure

**6. Have you ever made your research material freely available on the Web? (Please tick all that apply)**

No  
 Yes, on my personal webpage hosted by the University  
 Yes, on my personal website that is not hosted by the University  
 Yes, in freely available electronic journals or conference proceedings  
 Not Sure

**7. Have you submitted a research article to an Open Access repository?**

Yes (please go to Q8)  
 No (please skip Q8 and go to Q9)  
 Not Sure (please skip Q8 and Q9 and go to Q10)

**8. What were your reasons for submitting to an Open Access repository? (please skip Q9 and go to Q10)**

**9. Are there any specific reasons why you have not submitted to an Open Access repository?**

**10. Below is a list of 12 potential benefits of Open Access and of depositing your work in the Leeds Met repository. Please indicate how important you would rate each of them.**

	Not At All Important	Somewhat Important	Quite Important	Important	Very Important
Public have free access to research they have helped fund through taxation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers/students have access to key resources without subscription barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximise research impact/increase visibility/increase citation of your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased speed of dissemination of your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased return on investment for funding bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholars in economically disadvantaged areas of the world (eg. developing countries) have greater access to published research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced economic constraints on institutional libraries that can currently only afford to subscribe to a relatively small sub-set of published research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A secure storage site for your documents and data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to house research data that cannot be published in traditional journal format e.g. datasets, graphical files, audio, mixed media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to house pre-prints or "work-in-progress"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased visibility for Leeds Met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A useful tool for collating all output for reporting to funding bodies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. How do you keep yourself aware of new relevant literature in your field?**

- Regularly use search engines to check for anything new
- Check contents of particular journals of interest
- Hear from my colleagues
- Researchers in my field circulate work-in-progress
- At conferences
- By searching specific databases
- By monitoring colleagues' websites
- Other (please specify)

**12. Have you used other author's research output that has been made freely available on the Web? (Please select all that apply)**

- No
- Yes, from author's webpage
- Yes, from the department's webpage
- Yes, from a repository hosted by the author's institution
- Yes, from a subject-specific repository
- Yes, from an open access journal
- Not Sure
- Yes, from other (please specify)

**13. In the course of your online research, how frequently do you encounter resources that you are unable to access (eg. Leeds Met does not subscribe to the resource)?**

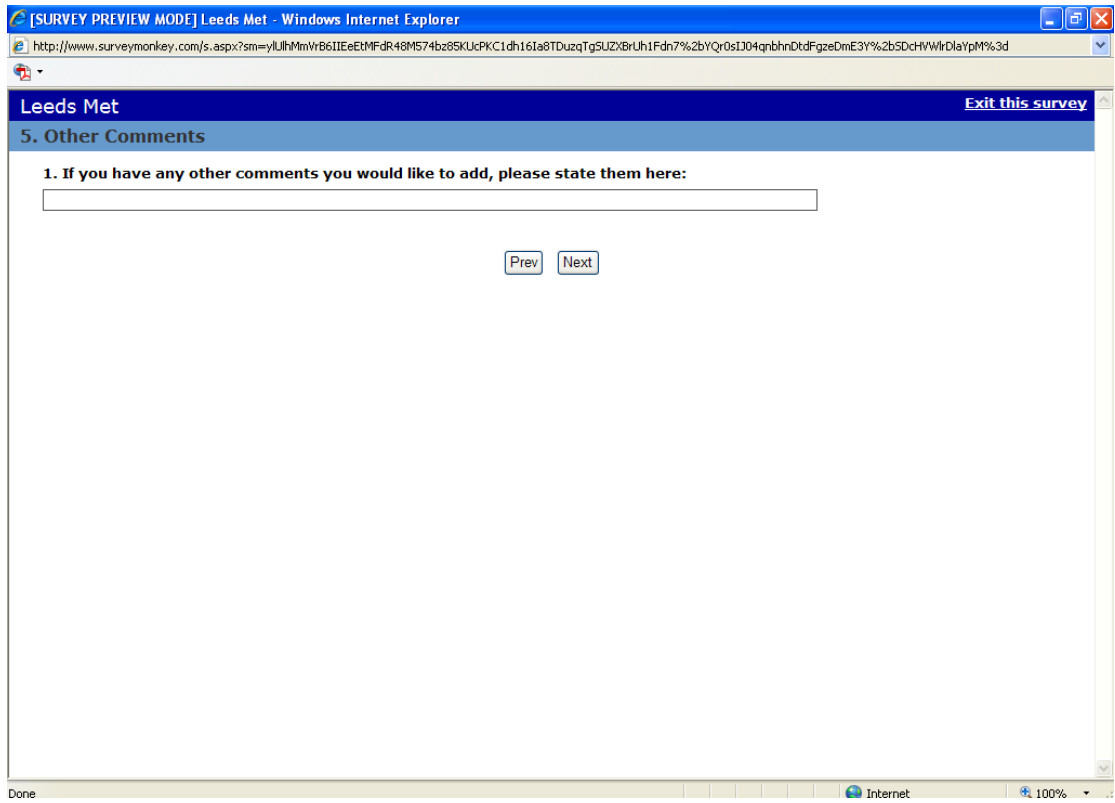
- Hardly ever
- Occasionally
- Moderately frequently
- Frequently
- Very frequently

**14. Will you be depositing your work in the Leeds Met repository once it is up and running?**

- Yes
- No, if no then please state your main concerns with making your research output available in this way

[Prev](#) [Next](#)





[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer

http://www.surveymonkey.com/s.aspx?sm=yLlhMmVrB6IEeEtMFdR48M574bz8SKUcPKC1dh161a8TDuzqTg5UZxBrUh1Fdn7%2bYQr0s1304qbhnDtdFgzeDmE3Y%2b5DchVWlrDlaYpM%3d

Leeds Met [Exit this survey](#)

### 6. Thanks and contact

Thank you very much for participating in this research.

**1. If you would be happy to participate in a short follow-up in interview that will expand on this topic, please enter your contact email here:**  
**This information will only be used in the context of this research and will be kept independent of the questionnaire data and confidential at all times.**

[Prev](#) [Next](#)

[SURVEY PREVIEW MODE] Leeds Met - Windows Internet Explorer  
http://www.surveymonkey.com/s.aspx?sm=yLjHmVrB6IIeEMFdr48M574bz85KUCPKC1dh161a8TDuzqTgSUZxBrUh1Fdn7%2bYQr0s1J04qnbhDtdFgzeDmE3Y%2b5DchWwDlaYpM%3d

**Leeds Met** Exit this survey

### 7. Further Information and Contacts

For more information please see:

The LEEDS MET Repository website  
<http://www.leedsmet.ac.uk/inn/repository/index.html>

The LEEDS MET Repository blog  
<http://repositorynews.wordpress.com/>

SHERPA-ROMEO lists publishers' copyright & archiving policies  
<http://www.sherpa.ac.uk/romeo.php>

SHERPA-JULIET lists research funders' archiving mandates and guidelines  
<http://www.sherpa.ac.uk/juliet/index.php>

SHERPA-OpenDOAR is a worldwide Directory of Open Access Repositories  
<http://www.opendoar.org/>

SHERPA Search provides a simple full-text search of UK repositories  
<http://www.sherpa.ac.uk/repositories/sherpasearchalluk.html>

Contacts:

Beth Hall, student of MSc Information Studies  
[h.hall3274@student.leedsmet.ac.uk](mailto:h.hall3274@student.leedsmet.ac.uk)  
tel. 07958434554

Nick Sheppard, Innovation North (Institutional Repository Development Officer)  
[n.e.sheppard@leedsmet.ac.uk](mailto:n.e.sheppard@leedsmet.ac.uk)

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### APPENDIX 3 - INTERVIEW TRANSCRIPTS

#### INTERVIEWEE A

B – So your PhD was on mobile phones and perception of privacy and you are now a research officer in teaching and learning?

A – Yes centre for excellence in teaching and learning and active learning in computing is the focus?

B – So that's looking at technologies to support students?

A – So active learning can include stuff like group working and peer learning, so it's not just technology so, it's all the other stuff also

B – When you are, during your research, do you find that you're looking at literature that covers quite a broad field?

A – Yes do you mean for my job or for my PhD?

B – Well for both

A – Yes I think both for my PhD I had technology and mobile communications and then I had the privacy bit and then something I didn't quite realise when I started but there is a lot of law involved as well, the framework. Because I looked at communications and then I had the privacy bit and then something I didn't quite realise when I started, but there is a lot of law involved as well, the framework. Because I look at communications data as well. It's quite a broad area, and what we are doing now – we are looking at disability and then we've got podcasting, group working, assessment.....

B – Psychology or anything?

A – Not really, I try to stay away from that

B – So can I just ask you some questions about how you search for literature because that is connected to how you might use the repository. When you were doing your PhD and also now, do you think that your searching, was is continuous or did you set aside an amount of time every week or?

A – I used grounded theory for my PhD so the strict grounded theory says you go out and you know you collect data, talk to people, then you look at the literature. I followed Sharma which is, has a bit more modern slant to it, so I did a bit of a literature review before hand just to make sure I was not doing something that had already been done before. And then I went out to interview. During that time I didn't look at literature at all and then I analysed, had my findings and then started again with literature. So I didn't do it really on a regular basis, I had sort of 2 main periods.

B – You say that you use specific databases, and search engines and things as well

A – Yes

B – With such a broad area, is it sometimes easier to start with something like Google Scholar?

A – I tried Google Scholar recently because I was looking at literature about podcasting so I typed it into Google Scholar and it wasn't actually really useful. I think Google Scholar is good to supplement proper library databases, just to make sure you really cover everything but what I used for the podcasting was Emerald because it covers a wide area and is quite easy to use, so I usually print out 1 or 2 pages of an article then look through the articles and decide what is interesting.

B – Do you find that Leeds Met holds most of the articles that you wanted?

A – I have some for my PhD, I had some I couldn't get so I had to order them – that was fine, I think you had to pay a pound. I think when I did my Masters, I did my Masters here in the School of Information Management, you had some vouchers for that.

B – Oh, I haven't heard of those?

A – They must not do them anymore

B – And you don't think that possibly you could have gone to look at the author's website to see if they have made it available there?

A – I have done that sometimes as well, if I'm really desperate and couldn't find it any other way

B – And maybe the department, to see whether they are doing something like us and have a repository?

A – No I wouldn't search, I would go to the author's page, occasionally I have contacted authors and they have sent me a copy but I haven't looked for a University wide repository.

B – And you are using mostly electronic journals articles?

A – Yes and books, if I can get books because it's just a bit more comprehensive and it's quite easy and they always say you need a range of sources.

B – You have published some conference articles and so you have been to quite a few conferences, do they circulate the abstracts and proceedings from them?

A – Yes, the last conference I went to, last week they printed our papers in a little book – Springer publishing – so that was quite cool and then on the train on the way back I had them all to look at, so that was nice. Then the conference I went to before, the conference proceedings was on a CD that was fine, at least that is searchable.

B – You say you've got some awareness of Open Access, was it talked about in the department? Or maybe for your research you have an interest?

A – I'm not sure, I don't think so

B – So it doesn't come up?

A – Probably just talking to colleagues, we get official stuff but they are mainly about developmental sessions and teaching. And when I was doing my PhD we had research sessions about research methods, statistics etc. but there wasn't anything about repositories which might be quite a gap in the market.

B – I think the repository development team will now be trying to get round all the departments

A – Yes that would be useful

B – Do you think that it is going to be something useful, will it be something that you will use?

A – I'm not entirely sure what – you mean the Leeds Met repository?

B – Yes

A – I'm not entirely sure what it will look like.

B – Yes, unfortunately there is not yet a prototype ready to show you, but it's not quite ready, it will have an interface, a search box and then it is going to be based on a database of as many journal articles as they can get in there, articles that may already be published elsewhere.

A – With their articles of Leeds Met that would be really useful – how are you going to get them in?

B – As in how are we allowed to?

A – No as in, now you will find out about all the articles, who has written them, and get them up, will people volunteer?

B – At first, the repository team are going to look at people's listed publications on their websites and then check with the publisher and then put them up. The once the repository has got started, they will be waiting for researchers to volunteer their articles/

A – And I have a colleague who says she has published stuff before and I don't think it's on her website and I couldn't Google it, although that's all I have tried. But that would be useful to find out.

B – So was publishing quite important for your PhD?

A – No

B – It wasn't something they encouraged?

A – I went to conferences and I published the odd conference paper, but it's not really quite clear if it is important for your PhD or not? Some supervisors advise it and others not and my supervisor said rather focus on your thesis and get it done. And also I think it depends on what sort of funding you've got. Because I was studying for a PhD part time and working as well, not much but a bit so I didn't really have time to really get into this whereas if you are fully funded you have got 5 days a week or 7 days a week and if you can travel to conferences then it's different.

B – if you were going to write a paper now how would you decide what journal to publish in, would you look at subject areas or would you...?

A – I think I would look at the journal that I had been reading and ask colleagues because the nice things in my job now is that I'm in a team of researchers so I would ask, so we are sort of advised to go to certain conferences, so I would ask my boss what she thinks about where to publish

B – Some of your results might involved websites and linking an learning tools? So you might be developing a learning tool?

A – Yes we did that

B – And so if you were publishing something that was paper-based you might lose the.....

A – Well we used screen shots for the one we went to last week and they came out quite well – so in the presentation we showed screen shots and not the actual application and I thought that worked much better than actually clicking through

B – In case the link doesn't work?

A – exactly

B – And also the repository is thinking of holding "work-in-progress"

A – Oh yeah I think that's cool

B – You would be happy with that?

A – Yes we have that already in the Information Studies Department – work-in-progress – papers that weren't quite ready for publication, that was interesting

B – People might be concerned that if the papers isn't ready the results shouldn't be shared

A – Oh I'm not worried about things like that, no

B – Some people have said that undergraduates might be confused if they find the articles in the repository and they don't know it has come from a journal, they won't know how to reference?

A – Presumably it should be made clear. I don't know, how would you reference it? Would you reference is as the journals or the website I don't know?

B – I think you would probably have to put it as the journal references and then say "accessed via the repository"?

A – Yes that's it

B – And then actually using the repository – do you see the way that your colleagues research, can you see that there might be any technological barriers? Are people used to one way of searching or...?

A - No, no, I think, as I can imagine it, you know how you can search the library catalogue now, if it was something similar and I think that would be fine. The only downside would be that if it's not advertised right they wouldn't know it existed and wouldn't use it, so I think they need to be reminded as well. So staff development sessions and those things might be quite good. And start with the PhD students, let them know, people might lose interest in it and maybe even get someone to demonstrate it to the level 3 students because they need to use some journal papers and that would be quite easy wouldn't it?

B – SO they don't have to search around for articles?

A – yes

B – They are going to hold teaching materials as well

A – Learning objects?

B – Yes, so that should be good. So I've got a couple of questions now at the end but they are a bit speculative. The first one is about the way that communication is changing in academia, people are using wikis and blogs more, do you see that in your research area?

A – Yes, my research group is working with 3 other Universities – Durham, Newcastle and Leeds Uni and we've had a wiki where we have all our research aims, it is quite nice where it can help. I'm not the biggest fan of blogs, I don't use that but I do use whatever Web 2.0 technologies that are available. I am quite used to it and my colleagues are as well. But I know that the older people probably aren't.

B – So is there still a reliance on journals and books to get the information?

A – Well for some

B – And the last one is about publishers. If things move towards the open access route, repositories and people preferring that method of publishing and not sending articles off to journals, do you see anything you might miss from the publishers, because they do a lot of editing and formatting?

A – Well that's it and you've got the reviews as well with the journals, but the repository, I don't think, well if the article was published elsewhere it has already been reviewed somewhere else anyway. I would feel better if it went to a journal because you can put it on your CV can't you. And do you know that the research students are putting together a journal – the PhD students – they want to have a peer-reviewed system there and because we have the new 100 centenary PhD students – because there are loads of them and they are all really keen – the group are pulling together this journal now.

B – And they are going to review each other's articles?

A – Yeah, so that might be quite useful for the repository team, because that would be a good audience for you and then they could tell their supervisors about it.

B – OK, thank you, I think that's it.

A – OK

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**INTERVIEWEE C**

B – OK, so your subject area is spiritual decision making?

C – Yes, the spirituality that may lie behind decision making yes

B – That's quite a broad area, do you find that when you are looking for research materials to use yourself it covers a few different areas? Is it mostly humanities or do you use any science research or anything?

C- I haven't as yet looked at an area which I will have to look at which is the psychology of decision making, because I will want to differentiate what I call spirituality from psychology. Although I anticipate there will be quite a lot of cross-over – so what is psycho-social, what is psycho-logical and what is psycho-spiritual will need to be differentiated, if that's possible. So I might need to look at the psychology of decision making and personal psychology construct theory as well as the spirituality interaction

B – First, if I just ask you a bit about how you search for literature – do you put aside a certain amount of time or is it just continuous?

C – I had quite a long block of about two weeks solid earlier on in the research when I spent most of my time on the SAGE database because SAGE do most of the humanities publications that I am interested in, but there are 2 or 3 other databases that have been quite useful and I can't for the life of me remember what they are without looking them upon library online.

B – That's fine

C – But I did use library online and the journal databases

B – Yes

C – But I got the most hits by far of Emerald, sorry of Emerald and Sage, Emerald is the other one that have a few, but Sage seem to do by far the most of the journals that I am interested in. I can't access all of the journals that I want which is an issue obviously

B – Yes

C – And Athens only covers a proportion – it covers, I would say, well cover half of what I'm interested in, but it's very frustrating when I can't get hold of the ones I want.

B – So what do you do when you get to the point where you can't go on?

C – Well, I've ordered a couple of things from the British Library and I will go to Boston Spa which of course is a great resource to have locally and I've got a few stored up for when I've done everything else, I'll go over to Boston Spa and actually dig them out.

B – You don't mind having to dig out the paper copy then?

C – Well they are very good there, they bring them to you, so you, it's not too difficult it's just a question of getting organised sufficiently well to know what I'm going to do when I'm there and organisation isn't my strong point.

B – What about things that don't come up in journals, website or newspapers or anything like that, do you use these?

C – Yes, I do a lot of my reading with more popular and current materials like that. I don't have any problems searching I'm fairly – most people start with Google don't they but there is a lot more to go after that. A lot of the Universities own websites are the best if you can get into them. Stanford's philosophical database is an incredible resource, if I could find one or two more like that I would be really quite chuffed. But again, I suspect that we don't talk to each other quite enough and in my own research area. You tend to find these things, it would be quite nice to have some kind of bulleting board where we could throw – “I came across this and it seems to be an amazing resource and it's useful for me in this field” and you could just go there once a day or maybe once a week or whatever, or even once a month and you could say “oo, someone has found a great....how to get in to such and such University's



database and that it contains this” I’m not talking about anything dicey, I’m talking about finding it because they don’t always appear on search engines.

B – No

C – Or they can be quite obscure somebody will find a link which is to a specific document but when you go to the homepage of that document – repository you find there is a whole load of stuff in it, and I have found one or two quite interesting things like that. I tend to think who do I know who would make use of that and I’ll send it to them straight away. But it would be better if we had a bulletin board.

B – Yes, what about when people go to conferences, do they come back and share what they have heard or?

C – I don’t know, I feel like I’m a bit out on a limb really because I don’t think there’s many people that either know what I’m doing or would link to it specifically but I have had one or two people who are aware of what I’m doing and a colleague David, he is in particular, we share because we speak about it. I’ve had one or two little bits and bobs given to me when people have been away and think they might like that just the same way I do but it’s not consistent and it’s not widespread. It’s more like, again say a bulletin board, if anyone wants to take a look, because as soon as you’ve seen it, you look into it yourself, you explore it yourself, you’ve got it on your own record for it.

B – There are hundreds of PhD students at Leeds Met, but I don’t see you around much, perhaps they are not based on campus?

C – Well some are, some aren’t, we do have the postgraduate research society, which I am involved with, and we have started to establish reading groups, for subject specialities and one or two people are taking a lead in, particular methodology seems have taken off well, but that’s useful and sort of saying well let’s read these 2 articles and take it from there. It would be nice to have a space in which we could have a much more open discussion – café chat, I think is the way of looking at it. And because we are on two quite widely separated campuses, we don’t get the breadth of conversation that we might do. If we all went down to the café and linked up. It would be quite nice to have a virtual coffee really.

B – Something that Leeds Met should be doing surely they are into things like that?

C – I would hope so.

B – You said you know something about OA in the questionnaire, is it something that you have talked about with your colleagues or have you come across it on the Internet or?

C – Just came across it really, I don’t think I have had a particular conversation about where to store stuff or where to access it?

B – I think that’s to come, they are only just developing it now. But I was just thinking about where you have another University’s repository?

C – Well I suppose it came about by inference really. I thought at this University everything seems to be available and sometimes you see a link that makes is non-explicit perhaps but it is certainly implicit that this is an open repository and provided that the usual protocols and permissions are obtained to reproduce the material or anything like that and the acknowledgements are correct then you are welcome to use it, which I feel it should be. I am extremely frustrated at the charges that are levied, especially by the British Library – which I think they are ludicrous and there was an article I wanted and I was clicking, clicking, clicking, can I get it, can I get it, thinking “well if it’s up to 10 quid, I will actually pay for this one, it was 50 something pounds plus something else I thought whatever, this is ridiculous. I mean a book wouldn’t cost that and so I have ended up buying quite a lot, a huge lot of books actually, I have spent an absolute fortune on books but again the irony is that I would have spent a lot more if I just bought papers.

B – I think it was  $\frac{3}{4}$  or the library’s budget was going on journals.

C – I think its ridiculous and I don’t think that’s what it’s all about actually, although there are many academics I think who would disagree with me.

B – I think people are keen to publish in those prestigious journals so they are the ones they also want to have access to.

C – I wish, I would be more impressed if people were impressed by the quality of the work not the prestige of the journal it went into. I think it would be really nice if we had Open Access Repositories for feedback, so that's when you come across a paper you can actually see serious feedback and reviews of the paper before you.....And then that would really extend the criticality, the peer feedback, a genuine peer review system – I'm not even convinced by peer review for journals at all. I'm sure some of them work very well and very thoroughly but you've got to be a little bit suspicious particularly when you hear the innumerable stories about how editors are prepared to ditch some reviews if they don't like what they say and find a reviewer until it meets the editor's approval. What sort of peer review is that? I think genuine peer review where an academic places their work into the public domain and people also place their critique in the public domain so both the article and the critique are available to public consumption is a far more rigorous process in the end.

B – I think people have argued that the journal editors are perhaps more suited to organise the peer review system because they have been doing it, but its actually the academics who are doing the reviews so I don't see why...

C – Well its all a bit of a club really and I think also, I believe very much in 360<sup>0</sup> feedback and really it shouldn't just be peers it should also be colleagues and I hate the term subordinates, it should be undergraduates because if an undergraduate says "I read Professor so and so's article – it seemed to me really interesting because I am studying this, however the language was so dense and inaccessible what I thought was going to be a really useful piece of research has turned out to be absolutely nothing and I'd like Professor so-and-so to bear this in mind next time that they care to write something. If it's going to be useful to everybody and written for consumption. And similarly if it's written in such technical language or so inaccessible, how does this help developing nations, how does this help English as a 2<sup>nd</sup> language speakers, and how does this achieve and disseminate knowledge or are you of the opinion that knowledge should be kept so close to your expert chest that nobody else can actually understand it or gain anything from it and that to me isn't what this is all about. This is either "we advance together and we learn from each other" or "we just build or own careers and stand on our own maintain tops or table tops in some cases and say how great we all are".

B – I think it also comes down to competing for funding, because they feel the articles are important to secure the next funding grant.

C – But then you enter into a ridiculous cycle of I've paid a fortune to get into this publication, everyone has had to pay a fortune to access my work, therefore I need X number of thousands of pounds more to make up for what I have done to get here when in fact it I had put it on open source my research would be cheaper, I would be cheaper to run and I could actually give more to the world – is the results and therefore you should be more interested in funding me because it's open access that I'm interested in. I think that as a philosophy it's right.

B – Yes there is a lot of support for it as well, I think it's changing – people have got stuck in their ways a lot changing people's attitude

C – It's a cultural change that needs to take place.

B – When you come to publish from your research – how will you decide which subject area, which journals to publish in, will you take advice from your supervisor, from your colleagues, or?

C – There are obviously a number of journals that I have found that publish material that I am interested in and they would tend to be, obviously the ones that would first come to mind, because I'm finding my stuff in those journals I'm most likely to be able to publish in them however, and I will no doubt be influenced by my supervision team, but I'm not sure that they wouldn't be fully supportive of open access actually. Again the subject that I am talking about I believe as a matter of principle should be open access so I would want to go down that route with my work in particular.

B – Do you have any concerns about publishing or putting online work that is in process or just some musings before getting to a final publication state or?

C – I have to think about that one, I would find it quite tedious to wade through masses of musings and I think there should be probably I quite like the phrase "conceptual paper" - if someone is prepared to write it up to sufficiently academically and strategically and properly to call it a conceptual paper, to say well this is just some thoughts but they are at least vaguely coherent and vaguely cogent to a particular

subject, but I wouldn't a load of jottings, stream of consciousness doesn't help anybody. I used to do masses of it myself and then I looked at it and I thought well this isn't really helping me (laughs) so I think organised thoughts but organised up to a certain level, not completion but.....And if you want feedback on something I think it's an ideal place, where you state your position – this is where I have got to, I'm a bit stuck with this and I can't quite see the relevance of that but I would really like advice about this idea has anyone got any thoughts about where to take it from. But you've got to have a pretty coherent argument before you get to that.

B – You could look for collaboration?

C – So if it was very clear that in this section we are talking about unfinished and conceptual and in this we are talking about completed papers and looking for feedback

B – I think other people have said that it might be confusing to undergraduate students who are accessing things that are held in the repository, not knowing whether they are finished papers, perhaps they were also published in a journal as well and they don't know which to reference?

C – I think a repository really should make it absolutely clear exactly what sort of stage of paper this is and they should either be completely separate database or they should have very clear markings on them and maybe a pop up every time that you open something that says this paper is “Warning” it is not for this, it is for that.

B – Because they are also going to put teaching materials so they should be in separate databases. You said you haven't talked too much about Open Access, but when you think about your colleagues do you think there might be any technical barriers with people's use of the internet and how they research themselves, will they be happy with putting items on the repository would they understand the process

C - I don't think there will be any difficulty with the technical side of it, philosophically people might have different views about what they want to do with their material, they may prefer a more traditional view of “this is mine” and not wish to participate, but technically, some websites are a lot more complicated to use than others and to navigate but a simple browser concept is pretty accessible to most people, particularly with hypertext and with pop ups and things now, providing you don't get them blocked all the time. But I think the key to the success of a repository would be it's design and simplicity is always going to be the key. Clarity fancy bells and whistles they are all good but they don't actually help. And it must be consistency. There is no point having an inconsistent repository that does some things better than others, so the design from the outset would be crucial to success.

B – They will be hoping to achieve that. Southampton Uni have mandated that staff must put their work on the repository. Do you think anything like that would happen at Leeds Met? And would it be a good idea?

C – I have no idea but if you are going to do it, do it properly and do it completely. I think you would need to negotiate and convince people that the repository was up to the standard of usability and flexibility and consistency, security and professionalism. I don't think anybody wants their material de-professionalising. There should be a degree of pride is a horrible word, but you know what I mean, there should be a degree of – I would like to be able to say – this is my University, I'm glad it's my University because look at this.

B – I think the University that this is an opportunity to showcase work.

C – Absolutely and I think in the long run, it actually builds a University's reputation rather than taking away from it.

B - I've just got a couple of other questions at the end now we've already touched on the idea of the publishers charging too much and getting away with murder.

C – Not that you are making any judgement about it?

B - But the idea that they can organise packages for you subject area, they give all these extras and some of the publishers are not profit, for charities or societies. Do you think there is any situation where we might be pushing the publishers out of business and that's perhaps wrong for some of them?

C – Whether they are not for profit or whether they are profit making, they are businesses and they need to change/adapt/move with the times, I would think that sensible partnerships with established publishers to share and to interact and like the whole of the internet system, where it started off very expensive for a very few people, competition should really bring prices down and there may be a case which I can't necessarily see myself for "guard and see" publication and it might be important for publishers to actually look at the material in repositories and say actually we would like to publish that because that is something and they would make an offer and then they would say – well it is open access but we shouldn't be publishing it in our journal and making money out of it unless we have permission to do so and then there might be negotiation. So there is no reason why they shouldn't be able to look through materials themselves and in actual fact they would build their, if they want to spend the time travelling through the world's open repositories from all the Universities and say actually thematically we have found a good collection of papers here and we would like to make a special edition out of it. There's no reason why they shouldn't make a few quid out of that and it might be very useful for people to have those things brought together thematically, editorialised and what have you, I think there are possibilities for them as well as potential detriments. They just need a bit more imagination and just stop being so greedy.

B – Last one's about scholarly communication is becoming more information with blogs and wikis and that. Do you think things are changing? Have you noticed?

C – I think, I like informality but I also suspect it can be over-done and we could lose criticality although having said that I've looked at some blogs and they are so obtuse and dense that I couldn't make head nor tail of them. They seem to have been written from somewhere off the planet and so I don't think the fact that it is an informal and instant means of communication means that it is necessarily any more communicative. So it really depends on the writer. A good blog is brilliant, a bad one, well you just click off and never go back don't you. So I think if you are going to have a repository, it might be quite nice to have a blog attached to it where people can say I've found the latest entry of such and such really useful it's definitely worth going to have a look at, I'm studying this and it was useful to me for that, so maybe everybody could just make a contribution and say I've just placed so-and-so in, I'm really interested in.... so it's like an ongoing 24-7 ticker tape of what's been the latest there that has been found to be useful, something like that.

B – Great, thank you very much

C – Yeah, I think it has a lot of potential but with issues to do with clarity And it's got to be good – if it do it at all, do it well.

B – Great thank you.

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**INTERVIEWEE D**

B – So your research area is social informatics?

D – Yes

B – Can I ask a bit more about that then? Is your background computer science or?

S – I have two strands to my background – I started off as an Information Systems Designer and got into multimedia and then started designing and developing multimedia systems and out of that evolved working for a training company so I was using the multimedia systems in a learning context and then I went on to do my PGCE in FE and that's how I ended up wanting to carry on researching. And a year ago I thought I was going to be doing my PhD based around some kind of e-learning repository for communities and try to feed back into the FE system, but it has completely changed now as most PhD proposals do. So I am now looking at taking a community group with issues, well any community group will have some issues, but I am particularly looking for those that have issues around age fracturing amongst the generations and then on to the boundaries between families that have lived in an area for a while and those that are moving in and all the boundaries and arguments that occur because of that, and seeing if I can use digital story-telling as a tool to get them to air their views, think about their views and think about why they perceive other people differently and see if they can use it as a conferencing tool and then bringing Web 2 into it to see if I can create an online community out of it. In a nutshell.

B – Interesting, but sounds like hard work

D – Yes, I am just thinking about designing, I have just had my confirmation of registration viva and I am now at the stage of actually putting together my plans and its very exciting and scary

B – Are you funded by Leeds Met?

D – Yes I'm one of the centenary PhD students

B – So that's good, you don't have any outside bodies to report to?

D – No I don't but I may have to try to get some money for equipment, although I am going to try to avoid doing that because I'd be directed by other people

B – So I will just ask you about how you search for literature because this will have an effect on how you might use a repository

D – Yes, the first place I go to is Google Scholar

B – I think you are one of the few people who are going to say that

D – Really?

B – Well, I have talked to a few people generally and people usually start with databases

D – But I don't get on with Athens well

B – I start with Google Scholar myself

D – I find Athens – some days it behaves, sometimes it doesn't, I don't know if it's me or? I did have some training with how to use Athens at the very beginning before I had ever used it and you don't pick up too much if you haven't used it – well I am an experiential learner and so I only learn once I have had a go at using it myself.

B – It is difficult to use, it should be getting easier, I think they are supposed to be getting rid of Athens – the password system

D – Are they? Hopefully! And then if you don't know that you are looking for and “social informatics” isn't a defined term, it is defined by so many different key words

B – Are you finding, when you are searching that it's quite a fast changing field, are you looking at new research?

D – Yes, I expect that over the next couple of years there will be a lot more developments within fields like digital storytelling even though in itself as a concept it has been around for 15 years, I haven't found very much in the way of academic referencing to it. Most of what I'm finding is actually on Google rather than Google Scholar because it's all like community websites, media reporting, all the more informal reporting and I think there will be a lot more done academically

B – So it's mostly electronic sources, no paper, books?

D- Mostly, I do read the journals for – I'll give you an example – one of the first literature searches I did was on e-learning – there are a lot of academic references and some good journals so I was working my through Athens for that but that comes back to the categorisation – it's a neat categorisation so it's easy to search under

B – You said you know something about OA, is it talked about in your department, do you hear about it from your supervisor?

D – From my supervisor I did but that's because it is a personal interest of his rather than a curricular activity. Yeah, again going back to the laptops and the equipment, I am hoping to go down the open access route to see if we can use as much freeware as possible, I doubt that the participants I'm going to be collecting – I'm making a vast assumption here – that they would be the type of people that would know how to – I doubt the participants will be able to update the software to meet their own needs, that's not the target group I'm going for, and I'm not really a programmer from that point of view, I'm able to amend something once it's already there. So we are going to be using as much of what's available in the public domain as possible because otherwise its useless to the community groups.

B – Yes, lots of people don't recognise the benefits of open access, that it's all free and shareable and that if you borrow something you are likely to share what you have developed too. You haven't published anything yet because you are just at the beginning of your research, when you do will you take advise from your supervisor and how will you know which journals to publish in?

D – I'm actually going to - In September there is a deadline for an ejournal at I think Glasgow University and they are doing a full issue on Community digital media issues and even though I don't he any findings, I would quite like to have a go – in that form. I don't know if you know about the Leeds Met journal committee that has just started up?

B – No

D – There were 12 PhD students and 12 academic staff working on producing an online Leeds Met journal

B – I know about the Incubator Journal, I think that's just for staff?

D – They had lots of meetings and then I think they decided there isn't enough demand to have a Leeds Met journal because there are lots of others. I think they are going to keep the team together and they are going to offer reviews , so that anyone can send them papers for advise, those wanting to publish. So I will be using them it make sure my work is defined and clear.

B – Do you find that you need to include links to websites in your publications, are your papers more suited to being online rather than paper?

D – You mean instead of going down the traditional journals route?

B – Yes

D – I think by the end of it I would like to have something in a formal journal – a paper in a journal – because I have struggled to find anything in that format and you probably know that the powers that be in the University prefer papers as a more recognised reference so it would be nice to think that I could contribute to the academic method that way.

B – So it's important for the career?

D – I have asked that question and I have been told that in terms of my PhD I don't think that it will necessarily make much difference, but whether I am different from other PhD students or not, I don't know? But if I wanted to stay in a career in academic say, presumably it would give me a lot of credibility.

B – The repository is to hold published papers and teaching materials as well as “work in progress” – but you said that wasn't a good idea (NOTE – QUESTIONNAIRE)

D – Yes, the only reason I say that is because I used to work in a large company – I was doing quality assurance assessment - even though it took me ages to get my head around the process, once I had I thought – this is the best way of working – in terms of once you get your version 1.0 nothing else can change it – that's the official document and if you refer to it that's the one the law refers to and when you find these different versions floating around people are just confused and that's why I don't like the idea of putting work in progress up. Because at some point someone somewhere is going to use this other version and quote you from work that isn't correct.

B – People have said that students might get confused about which is the right version?

D – Yes exactly, so from a theorists point of view , I think, it's a good idea, in principle but on balance it's a bad idea. But I do like the idea of putting up teaching notes although there is a downside to that as well – I recently went on a teacher training course for HE and at that one of the things they said was that if you want students to come to your lectures, don't publish them because they won't go and there will be things they miss from not going.

B – I think it would be a good idea to include things that are additional to lectures notes like a quiz or something?

D – Yes but that's putting a lot of onus on the lecturers to create these things. But I think the concept is valuable.

B – Have you had any idea while working with your colleagues that there would be any technical issues that would put people off using the repository – that people don't use the internet much or? In your area – is that the case?

D – I have been really surprised actually because I've always in the past worked with people who are very computer literate, I'm surprised that people don't know or people don't want to find out, how things work, so yes there would be, not so much in our faculty. But there are other technical issues as well, for example one of our students has been trying to facilitate an intranet forum and for example we use Blackboard here – there is a free internet tool called Moodle we could use, but apparently Moodle isn't compatible with Blackboard so it won't work apparently.

B – That's a shame

D – I'm not convinced it would have taken off anyway because people, in my experience, we have tried, to get PhD students involved in other ways of sharing information and we have tried to get people together before and it's just the same few people that turn up all the time.

B – There are hundreds of PhD students at Leeds Met?

D – There are, there are at least 100 from the centenary so we have to have the willingness from the people, however good the technology is.

B – Yes I think we need a simple interface and the administrator is going to be working on putting articles in there.

D – that helps definitely, having someone working on putting articles in there.

B – But hopefully in the future researchers will volunteer their articles

B – A couple of last questions they are a bit speculative but the 1<sup>st</sup> one is about the idea of scholarly communication - you probably know from your own experiences, research, that things are changing and communication is becoming more informal especially with the Internet and Blogs and Wikis and that – do

you think that is going to be more important in the future and that people won't be relying on journal articles?

D – I'm not convinced about that, just because of the vast array of quality in the Internet and there are a few academics and journalists who publish their blogs and they are the very popular ones and you can learn from and then on the other side you get the CEOs and the big companies publishing their agendas.

B – Biased?

D – So yes they are biased. I'm not convinced that that would ever really hold water

B – Yes, thinking about this then, some Universities have mandated that all their staff must put their research into the repository and so you think that's a good thing?

D – Yes, fair enough sharing the information but presenting findings in an informal way that hasn't been peer-reviewed – I don't know – I don't, I would support it, and again in terms of blogging, I teach on a module and I ask students to present their findings in blog format and so even though I am very familiar with blogging and I teach people how to blog, I don't blog myself because I don't think that people are going to be interested, it's just going to be more like a diary – and well, I keep a diary for myself and I don't need to share that with anyone else. And I think it's just too much I mean if I had something, if I was a really edgy person and I had some really interesting views that would maybe help influence other people's views then maybe it would be more important that I shared that with the community.

B – Or maybe if your question was broad and that might be a chance to say “look what I've found” and have others contribute?

D – Yes, but I don't think I am doing anything at the moment that is interesting enough or significant enough – so I've chosen not to blog.

B – Yes, we have already talked about the publishers and they are quite good at doing the peer review and also the editing. Anyway so I think I've got everything, thanks

D – OK, Well. Its about time Leeds Met had something like this, but like I said about the culture, getting people to actually use it will be difficult and may take years.

B – Well, there is 1 years funding for the project from JISC should it should get a good start.

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**INTERVIEWEE E**

B – Your research area, you say, is broadly in the social sciences?

E – It's around social policy related to leisure and sport and my particular interests are in social justice and social change

B – So when you are searching for literature, it covers quite a broad area, so does it cover humanities and sciences as well?

E – Not normally sciences, no, occasionally because I do work with colleagues, the meetings after this is about a cycling initiative in the East Midlands and so they don't just want to know about the social processes, they also want to know whether there are any physiological or psychological benefits. Occasionally it goes beyond the social sciences, more likely to go into the humanities I suppose

B – So, if you don't mind, I will just ask you about how you search for literature because it is connected to how you might use an open access repository. Would you say that your searching is systematic?

E – No! Appallingly unsystematic

B – Years ago, before the internet, people used to set aside a certain amount of time to sit in the library and look at journals, but yours is more continuous?

E – Yes, sporadic, spur of the moment

B – Do you keep an eye on groups of colleagues, looking out for anything they are doing?

E – Well, I know what happens internally because I am the Director of the Carnegie Research Institute so they are supposed to tell us what they are up to – so we are just putting together our annual report for example so I have a reasonable idea of what people here are doing. Beyond that my main contacts are through the Leisure Studies Association. I am also a member of the Sociological Society but I don't identify as closely with them, I used to be a member of the UK Evaluation Society but not at the moment. I am a member of the Higher Education Academy.

B – And do you attend the conferences they hold?

E – No because I'm not able to travel around the country, I'm fairly restricted in where I can go because I've got care responsibilities at home. My partner is disabled so I can't stay away from home overnight, so my international conference this year was in Bolton!

B – Oh dear, does the conference circulate abstracts and might you hear from colleagues?

E – Yes, the abstracts will be available; there are normally full proceedings available from the conferences as well. I'm involved in 3 journals at the moment; I'm the book reviews editor for one and editor of contemporary policy debate for another one so because of those I have to keep an eye on what other people are doing.

B – So as an editor, have you had any conversations about Open Access with any publishers or any in the editing group – has it ever come up?

E – No, well yes it did, I suppose, well umm, not phrased like that but it did come up, because one of the journals, the one that is coming out of here, that is advertised on the door there is brand new, it hasn't had its first issues yet, that will be coming out at the beginning of this forthcoming year. And so when we met the editors from the publishers – Routledge – we were asking them about why they were interested in – I don't know why we were asking this question, but why they were commissioning a new journal when all these electronic forms were going to become available. And they just seemed to be going hell for leather to expand their empire as quickly as possible before that happens, I think with a view to, thinking that the more they have the better their bargaining position. But I don't understand how.

B – I'm hopefully going to talk to a publisher, but they don't seem to be concerned, figures show that there hasn't been much impact yet, so probably they still feel like they have for a strong holding.

E – You see at the moment, the idea is that the journals are supposed to offer some guarantee of quality

B – Yes

E – Whereas if I put stuff on the Leeds Met website it could be any old stuff couldn't it?

B –Yes

E – Now I guess, the kind of argument that is coming from the people responsible for the Research Assessment Exercise is that the guarantee of quality will be indicated by the citations that you get. So you could go on Google Scholar and it tells you it has been cited by 127 people or more likely 3 people in our case, and that's supposed to give you an indication that it is a quality article. Well I mean, an awful lot of people read the Daily Sport don't they?

B – Yes that's the counter argument

E – Not a very good indicator of quality really

B – And as someone else has mentioned, perhaps they are better prepared to deal with the data and the formatting and the editing and possibly you'd feel better with the way the publishers present your data?

E – No (shakes head violently)

B – You have put your own papers on your website so did you think then about the copyright?

E – Well I didn't have them on until recently, because I didn't know that you could do, it was only as a result of some email exchange with Nick – he said – you can check with – I can't remember the name of the website – but you can go on the site and you can check that you know some will allow you to put pre-publication papers up but the ones I publish in, almost all of them within either 12 months or 18 months at least, will allow you to put the PDF from their – the one they send you as your author's copy – up.

B – Yes, they've got this embargo at the moment; that is possibly their hold. Do you think with the embargo of a year that the amount of people that will be citing your article after that time will be lower; will have dropped?

E – No, I think the number of people citing it within a year will be minimal, they almost all really come after a year.

B –So it's nothing like, say the physical sciences, where after a year then they are on to the next thing?

E – No, it takes a while for folk to catch up I think

B – When you are searching for articles do you find that there are things that we haven't got a subscription to, do you...

E – I go into a rage (laughs) and I get in touch with Ann Martin and complain

B –Do you use specific databases?

E –Yes

B – What about Google?

E- Yes, I use Google, Google scholar I use, but I normally use Sport Discus or Leisure Tourism which are the two main abstracting services for my area

B – And you are quite happy with the search results you get with these?

E – I'm a slow reader, I can't read all that I've put aside anyway, I don't need it to be exhaustive, somewhere near will do. And having said that, we are currently tendering for a systematic review for participation by minority ethnic groups in sport and if we are going to claim that it is a systematic review, in those circumstances we do need to be comprehensive

B – Yes. Your research is by practitioners as well and in education

E – I like to think so.

B – Would you be concerned about putting up any preprints or work in progress?

E – I wouldn't normally put work-in-progress up

B – No?

E – No

B – You prefer to have it peer-reviewed?

E – Well no, not necessarily, there might be interim reports but then you see if they are interim reports to sponsors they normally want them to be available, I don't think, but, If work in progress is like my musings then I don't think I would put those up. If it was stuff that the research team had produced collectively and edited it would be good to get that kind of material up there, yes. There are some publishers and some people who commission research who don't ever intend for it to be published and in those circumstances we do try to persuade them that we can make it available so the work we did for DCMS for example, although they published the executive summary on the Web they never published the final report, but we managed to persuade them that it was alright for us to put that up and that has been reasonably well cited by other researchers in our area so that's where it did help to have a Web presence.

B – Well leading on from that, but this is a bit of a speculative one, you can see that communication methods are changing with new things like blogs and wikis, using email a lot now, do you think that it is something that is going to change in your research?

E – Not before I retire

B – No?

E – I've no doubt it will, it will, but you are asking the wrong person there, you need someone who is more of a techy than I am really. Yes it will change undoubtedly but I really don't pretend to understand what the potential is, I don't even have my mobile switched on, I don't even normally have it with me.

B – I think possibly it is happening in more fast moving research disciplines where it might be more important to get stuff out there quickly

E – Yes it is important that you get stuff out there before you get trumped by someone else, then that fine but then putting it out there makes it harder to protect anyway doesn't it? So it's kind of a double-edged sword really. If it's stuff that's just available on your website anyone can come along and lift it from the page and make use of it

B – And thinking about the colleagues you work with and your research area, do you think there is going to be good uptake to the repository, do you think people are going to use it? Do you think there will be any barriers? Technological barriers?

E – We can't even get them to keep their CVs up to date

B – Some Universities like Southampton have mandated all their staff to put something in the repository  
E – Oh I wouldn't be surprised if Leeds Met did exactly the same but that doesn't mean to say that the staff will do it

B – No, but you wouldn't be against it?

E – You know we have a policy that staff will notify the Carnegie Research Institute of all publications, all conference presentations, all intentions to bid, all bids for funding etc. etc.

B – And you don't hear about those?

E – You get some coming in from some folk, some people are meticulous about it, but in different ways interestingly, so for example, one of my colleagues a couple of doors down always sends out, to our particular subject group at least, a copy of any paper that he presented at a conference or published but I

had to remind him recently that his webpage is woefully out of date. I did that because we were about to bid for this piece of work and he is one of the people named on it.

B –And it’s usually the first place that people find out as well

E – Anyway he’s now on to that so that will get sorted. But it would be nice if there was some way of it all being linked so that you didn’t have to tell the CRI administrator and the CRI administrator didn’t have to update the C as well as get the info up onto the repository.

B –That would be good.

E – I think people might remember to do one of the arms of it but not the others

B – Well hopefully it should all be linked. OK thank you, I don’t want to keep you too long, I think that is everything.

E –A couple of things that I wrote down in terms of the questionnaire that you sent round.

B –Yes?

E – Because I hate ticking boxes

B – Sorry about that

E – I ticked “not at all important” for the item “reduced economic constraints on institutional libraries who can currently only afford to subscribe to ...” I’m just convinced that they are going to find some other way of charging so that’s why I ticked not at all important. Yes, hugely important if it does provide libraries with additional material but there will be a charge somewhere don’t you fret. And then this thing about “a secure site for your data” – I put somewhat important for that because I thought “well yes it is important that is secure but there are alternatives, so that’s not an advantage of that particular system as opposed to another system”. Yes it’s a necessary quality of a repository, but it doesn’t give you a big advantage over other systems. And your last question – A useful tool for collating all output for reporting to funding bodies – and I ticked not at all important for that because if I’m reporting to funding bodies, they don’t want open access, they want to control access, say for the report that I am writing, I’m doing some work for Sport England or the Dept of Culture, Media and Sport, they don’t want other people to see it. So we did one piece of work for example for Sport England and I don’t know if I will ever work for them again because they didn’t publish the report, they didn’t contest anything in the report but they didn’t publish it and when we did a journal articles, we had it accepted for, by the journal and they insisted it be pulled. Not because they disagreed with anything in it, but they just decided it wasn’t politically convenient for them to have it published. Even though I tried to persuade them it would be 18 months before it came out and it was not going to be politically sensitive in 18 months time. So 2 fingers to Sport England. And you don’t – you respect them and don’t publish. In the agreement is said we couldn’t publish without their permission. They said it will not be reasonably withheld. And I felt that they were being unreasonable withholding it and I could have published it, but I didn’t and more people don’t because they worry that it jeopardises their chances of winning future contracts. But we didn’t have any future funding from them anyway so we needn’t have bothered. So I should have stuck to my principles, published and it wouldn’t have damaged my chances of us getting future funding at all.

B – It must be quite a tricky one with those that are just starting their research

E – Well you normally find a way of leaking the key findings but when you have paid for a journal article that’s a bit aggravating

B – Thank you very much for the useful information. I’m going to do some more interviews and write this up in the next few months

E –Well I hope the dissertation goes well and I hope the repository goes well

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**INTERVIEWEE F**

B – You study political theory? Is it a broad subject area, do you find that it crosses over a few different disciplines?

F – Yes

B – And funding, do you get most of it through the University or is it outside?

F – For my research?

B – yes

F – Well I'm a cheap date, in terms of funding, because it's theory really, I don't need much money, so I've had some British Academy funding but not much

B – So you haven't got the pressure to publish books/papers to secure the next funding grant?

F – No

B – So I'll just ask you about literature searching because that is related to how you might use a repository

F – OK

B – Would you say that you put aside a certain amount of time every week or is it just continuous?

F – It's continuous, I've got no idea – I'm terrible at time management strategies. All I do know is that I do significantly more hours than I put in for. Apart from that I don't know

B – Before the Internet people used to spend a certain amount of time in the library

F – Yes and they would know they had spent that time in the library. No I don't really do that, sometimes I use the books in the library but for the research I do, I own the books I need and the journal articles I download online

B – Do you use specific databases or a quite broad search strategy? Do you use Google or anything like that?

F – What do I use? I don't know? I use Google scholar once in a blue moon, not very often, sometimes. In terms of databases, I know all the journals that I work with and I keep an eye on those individual journals to see what's being published in those in my field. And I know a lot of people who are writing so I know before they come up what people are writing about.

B – And do you go to conferences?

F – Yeah, I got to the political studies association, Political Theory conferences, other conferences in terms of conferences by Alistair Macintyre on Marxism, so I organise conferences a lot too.

B – Do you find that Leeds Met holds the resources you need or not?

F – No because I never use Leeds Met's resources because they are terrible

B – They haven't got any?

F – Yes, they haven't got any, my wife is at York, so she's a link to get journals from York. I also, for bizarre historical reasons, have a library ticket for the Brotherton Library at Leeds Uni, so I use that as well. I don't use this library very often.

B – York are involved in the White Rose Research alliance, they have a repository online

F – Do they?

B – A similar things to what Leeds Met want to have

F – right, well my wife has not been at York long so I don't know about that

B –So you said you had heard a bit about Open Access?

F – Yes I know about Open Access Theory and I know it in terms of Open Source software and whatever else and I do know that some people I know have their articles online at their University web address. I would like to do that but I have no idea whether I could or not and I don't know anybody who knows whether I can – how it works – it would be nice to know if I could.

B – Well, I'll ask the repository development officer Nick Sheppard to get in touch with you – there is a website where you can check who you publish with and whether that journal will let you have the copyright

F –What's that then?

B – It's called Sherpa – [www.sherpa.ac.uk](http://www.sherpa.ac.uk)

F – [types into computer] I'll just look at that now

B – I've had a look myself and for the political sciences quite a lot of the publishers are unclear about whether they are going to allow you

F – [connects to Sherpa website]

B - They have a lot of databases there, but the one you need is Romeo – the publisher's copyright. You type in the journal name.

F –So I type it in here and I get the policy. OK so if I type in say.....so that means I can't put that article up?

B [I look at computer screen], well it looks like for that publisher, the policy there is still unclear, so in that case you may need to get more information there

F – I'll just try another one, sorry is this boring?

B – No

F – [types in Springer-Verlag, reads out loud from computer:] “can archive pre-print” – what does that mean?

B – Pre-print is something that you've written before you've sent it to the reviewers, so it a first draft.

F – Yes

B – Lots of publishers will let you do that because it's not their final reviewed/edited draft, so they are saying that you could do that or you could put your own version

F – So I could put a PDF of an article online?

B – Yes

F – So I could give it to whoever and I could have a link to it from my webpage – is that how it would work?

B – Yes, and then what they are going to try to do now is, if you find you've got quite a few that you could do that with, then you could send them to the repository that will house all these people's papers and then you can just have a link on your website saying “all my articles are available at the repository” – should be easy

F – Yes

B – And what about chapters of books is that the same?

F – Yes, it's the same with chapters of books but the publishers are a bit more strict about books because they make all their money from selling the books

B – Yes

F – So if I type my latest book publisher into here [types]

B – Well it might not work, I am not sure how many book publishers on Sherpa Romeo?

F – [publisher not found] I'll try another one, I'll try Manchester University Press, see what happens [types] [no information]

B – I could ask the repository development officer to find out about that for you

F – Yes, I'll just try some other books here [subject to 24 months embargo] so after 24 months I could put that book up? And Palgrave [types] [2 years after that have been published] well that's interesting

B – Yes many of them put an embargo on so that people will still be buying books

F – Yes. I'll just have a look at Brill [postprint allowed] so I could put my Brill book up?

B – Yes it looks like they will allow it, so that was successful

F – Well Brill is a big European publisher, it would be good to get it online because it's a £70 odd hard-back book it would be useful to have more people accessing it

B – Yes

F – So I could put a PDF online of that book?

B – I'll send your email address to Nick Sheppard the repository development officer and he can check the copyright for you

F – Yes that would be good thanks

B – So you can see the advantages then of Open Access?

F – Yes

B – But you haven't had discussions about Open Access with your colleagues or anyone in your department?

F – No the first I heard about it was when you sent me the questionnaire.

B – And with the limitations at Leeds Met in access to the literature, then the repository would bring you an advantage, if you're in it they could read each others work

F – Yes that would be useful

B – When you write, do you use any media or diagrams in your publications?

F – No

B – Are you mostly doing it all electronically now though? Journals online, e-books?

F – Yes

B – And what about the idea of pre-prints and putting up work-in-progress – an idea about a paper, would you be happy to do that?

F – I don't think it would make much sense with what I'm doing, I can see that you could put conference papers up there and whatever which would be really useful for other people to have access to

B – As a research community, do you send out messages saying I’m working on this subject at the moment?

F – Well we do read each others materials online, but I don’t know whether I would actually want anybody to see some crappy version that I wasn’t happy with, an early draft or something

B – Some people have said that if undergrads were to use the repository they might get confused what was the final version

F – Yes

B – Do you think there might be any trouble with actually technically using the repository? People are not used to searching for freely available literature in this way?

F – Well I wouldn’t have the first idea myself, if there was some kind of link up with how to do it then it would make sense. All these things, once you get used to them then you can do them. And I think that it is an abomination that we have to pay back for stuff that we have paid for in the first place, it’s a really strange situation

B – Yes

F – Tax payers pay us to do the research, we do it, then we have to give it away and buy it back again

B – You are not worried about plagiarism at all?

F – No it’s already in the public domain then it’s in the public domain anyway, the idea is to get it out there, if people plagiarise we’ll then God love them

B – Well, I’ve just got a couple of speculative ones now... About scholarly communication and how people are using wikis and blogs a bit more, have you seen any of that happening in your field, are people putting things up on their website and blogging?

F – I tend to think that, you know, well I don’t own a mobile phone and I think that blogging, well I’ve got friends that blog and I just think “get a life”. There is too much going on in the world to be writing a blog. When I do read people’s blogs, 99 times out of 100 – in my area (once in a blue moon, I sometimes play around on Google – to give myself a break from doing work) – it’s the mad and the madder really who rant on in these various blogs all about nothing, especially political theory – you can imagine, it’s like “you’re this” and “you’re that” and so on... So I’m not, I don’t know.... What do you mean by a wiki? Like Wikipedia?

B – Yes and just having an article on the web really that’s not linked through a journal or recognised publisher, that is editable on the web

F – I’ve no idea, I know some of my books and articles are references in Wikipedia and I’ve got no idea who put them there

B – Oh?

F – So [laughs]

B – Student perhaps?

F – I don’t know, I’ve got no idea, it’s obviously someone who knows what they are talking about, so I don’t think it was a student

B – So its good that it’s correct then?

F – Yes, all referenced correctly, my books and articles, I wouldn’t have put them there myself but someone told me and I had a look

B – And the last of my questions is about publishers, we touched on it before, some of the smaller publishers would struggle and publishers do offer other benefits as well. If in the future people go down



the route of just housing their papers in a repository without sending it to a publisher, you would miss out on perhaps the peer review, the organisation the publishers offer

F – I think it's a double-edged sword, the bottom line with peer-review is that it should be a really useful exercise – actually what does it do? – my experience – I'm an editor for 2 journals – an awful lot of times – when you send an article off you will get reviews back saying I disagree with this article which is not what the process is supposed to be about, it's supposed to be “is this a cogently argued position – engaged with the field and everything else”. But an awful lot of the time I know a guy I'm collaborating with now and important person in the theory and he's just started a brief series off, where he doesn't do any peer-review precisely because of that reason, because he's sick to the back teeth of it. Because the idea of an academic is a myth, there is an awful lot of back-stabbing and whatever else in the academic community so there is that.

But the other side, it's a useful defence against the more obvious mistakes, I do know that when I, I've just had a title accepted for a journal this week that various people that, actually it wasn't blind reviewed in this case, I knew who they were – incredibly good comments about how to improve it, incredibly useful, so that was, this particular journal – I'd been asked to write something for peculiar reasons – but it worked very well.

On other occasions, when you get blind reviews and sometime you just simply know that they don't know what they are talking about – you know – which is incredibly frustrating. Nearly always I have used it to improve what I've written so I'm in favour of maintaining that, generally speaking, I think there are negatives to it as well. But all in all, it's a good thing. It's useful at an elementary level that you have people who stop you making mistakes you know there is an obvious textbook that you have not read, why haven't you mentioned this? So it's a useful process. I would be very wary of sending my stuff out that I hadn't sent to 2 or 3 people first, just to catch anything because I'm neurotic, just to catch any silly mistakes.

B – It's academics volunteering to do the peer-reviewing isn't it?

F – We don't get anything for it

B – Some people have suggested that could be organised without the publisher in the future?

F – Well for books, the publishers organise reviews but again that's very strange, the 1<sup>st</sup> book that I wrote, so I've got no track record, I've not published that many articles or chapters – 1/2 a dozen maybe, and the 1<sup>st</sup> reviewer was incredibly positive, I had emails from the publishers looking forward to publishing your book etc... and then the 2<sup>nd</sup> reviewer, the book was based on my PhD thesis, an analysis of this guy's political theories and the 2<sup>nd</sup> reviewer said it wasn't a sex and warts and all biography, but that wasn't what it was supposed to be. But any criticism, because they are a business and they are interested in simply “will it sell”, the publisher then dumped me. And these comments were idiotic really, it was published by someone else in the end and I was much happier because it was cheaper for people to buy. But, to, publishers will organise it but for journals it's only the editors from the publisher, so the peer-review is done by academics in a completely autonomous way from the publishers, they've got no idea what we do – and then you just do it in terms of the kudos, because you get nothing for it – it's like being an external examiner, I'm an external examiner for political theory abroad – I don't do it for the money, the amount of hassle involved in doing this – there's not much kudos involved either, frankly you end up doing it for mates. I've just been asked to be external examiner down in London and it's a mate of mine – he needed somebody so you end up saying well alright.

B – But I suppose it'll work out that he'll return the favour?

F – Yes, well that's how it works – you know. I like this, it's interesting because these institutions would not work without that level of good-will in terms of academic and management here because it's never down on our employment record, they have no perception of it. They pretend to be experts and think that they know what they are talking about

B – The repository development officer is going to come round all the departments to talk to everyone, spread the word – some more and then they are also going to get people to volunteer their papers. After a while they are hoping that it will become part of the culture

F – You could have a link from anywhere on the web and it would go straight to that – to my paper? You wouldn't have to search through 200 other articles?

B – No, they will be relying on people volunteering their articles, do you think it will catch on?

F – Well if there was an email that said – send in any articles that you’ve written over the last 6 months and it’s on a regular basis. There is nothing worse than .....I’ve just had an article in an incredibly prestigious journal – at one level – best journal in the field, but actually if you have not got access – not at a posh University – I mean our University doesn’t subscribe, if you’re not at a posh University you can’t read it and so the idea of publishing is to have people hear what they have got to say.

B – Great, Thank you very much.

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**INTERVIEWEE G**

NOTE – PROBLEM WITH RECORDING DEVICE SO MY QUESTIONS WERE NOT RECORDED, HERE MY QUESTIONS ARE REPRESENTED WITH A FEW KEYWORDS

B – SUBJECT AREA

G – Child protection in Sport

B – YOU HAVE PUBLISHED SOME ARTICLES?

G – I've had one published in a journal but I don't think that went on Open Access, published in Sport Education and Society. And I went to the British Education Research Association Conference last September and they had one of these Open Access things and I had to put my paper for the conference – my slides up on it before I attended

B – SEARCH OF LITERATURE – DO YOU SET ASIDE TIME

G – It's kind of ongoing, I think in my first year of study I pretty much did nothing but read and type notes, so there was a lot of searching then. And then of course you think you've done it all don't you. And now that I'm writing up I'm finding that I'm still having to dip into things that I haven't even read before and go back to things that I have so it's an on-going process.

B – CROSS OVER INTO DIFFERENT DISCIPLINES?

G – Yes, well it's quite a new research area, there is very little in terms of child protection/abuse in sport, so a lot of what I am drawing from is social work

B – SPECIFIC DATABASES OR GENERAL? USE GOOGLE?

G – I have used Google Scholar but I don't tend to go to that first. I go on the EBSCO database – Academic Elite and Sport Discus. I tend to go on there as a link in the website to go to the social work literature and sport and leisure and I tend to use both of them, sometimes the law ones as well

B – KEEP AN EYE ON PARTICULAR RESEARCHERS?

G – Yes, I tend to have a few key authors that I know are working in a similar area and I'll keep up to date with them. But most of that is done through contacting the authors directly myself. I have been very lucky at going to conferences to introduce myself and they are very good I think because it's a relatively small research community, with that topic, then I tend to know them anyway to some level and they will send me stuff and vice versa

B – WHAT DO THEY SHARE WITH YOU?

G – I've had conference papers, conferences I couldn't attend, things like that they have sent

B – SOME RESEARCHERS GUARD THEIR RESEARCH AND DON'T WANT TO SHARE FINDINGS

G – Really? I've never encountered that, the more people who know what I'm doing the better as I can see and maybe I'm lucky then, the people I have worked with are certainly like that

B – MOSTLY ELECTRONIC?

G – Yes, it's mostly electronic, I think in terms of the research methodology a lot of stuff I used was book based. I adopted a feminist ethnographic approach and I used a lot of book based stuff on that, but most of the lit review analysis stuff was all electronic, yes.

B – HOW DID YOU HEAR ABOUT OPEN ACCESS?

G – I think I have just heard about it just by browsing internet websites to be honest, I don't recall anyone ever mentioning it per se. To be fair I think I used one of these websites to access a journal that I know was

working on her masters thesis did a presentation at an Australian conference, my supervisor told me about it because it was related to my area and I wasn't able to contact her because I didn't have her email address, but her conference proceedings were on the conference website and I think that was the first time I used – about a year and a half ago- when I came across it and I don't think I really realised that it was open access. I was just glad that I could get these things. No it has not really been mentioned.

**B – HAVE YOU LOOKED AT OTHER UNIVERSITIES OR DEPARTMENTS TO SEE IF THEY HAVE A REPOSITORY OF PAPERS?**

G – No I haven't done that, possibly like I say, if the people that I know are working at various Universities, if I didn't have a personal contact with them that would probably be the way I would go in

**B – DO YOU HAVE TROUBLE ACCESSING THINGS AT LEEDS MET.**

G – Yes I have had to order quite a few journals that we don't subscribe to. I do have a problem in terms of accessing information, there's some things I can't access from home, for example there are some things that Leeds Met does subscribe to but I can't access them from home, they are for on campus only. I have that problem.

**B – HOW TO CHOOSE WHICH JOURNAL TO PUBLISH IN, ASK COLLEAGUES, ASK SUPERVISOR?**

G – Probably a bit of both, I think because I'm an early stage researcher – I would always go to my supervisor for advice and I think that's true even when I finish. I don't think that relationship ends the second that you've got your PhD. Although you can't be as heavily involved with it. I think I would always go to her for advice. But also I think the area, the kind of journals where research in my area is published – I would also look to them, they have been willing in the past to publish something in that area, so I would look to them, I could do it off my own back.

**B – IMPACT FACTOR?**

G – Well you see I'm not - there are certain journals that I know in my area are very prestigious, I do think, it can't hurt to try so and you know, I would do that in the future, they can only say no and then you can send it somewhere else. But on the other hand I think you have to tailor the article to the journal so if I was going to send something to Sociologist journal then I would tailor things slightly, so I would include references that have already been published in that journal that kind of things. SO they do need re-working slightly depending on the journal. There are certainly journals that are more prestigious than others and I wouldn't be afraid to try to publish in those, but I think ultimately, I don't pay much attention to whether it's that prestigious or not or whether it's widely read or not, I think it's just a buzz to get it published and you can always search and find articles in journals that maybe aren't as well known. So I don't think with the electronic media that is matters so much whether they are prestigious or now

**B – WORK IN PROGRESS?**

G – I'd be happy to do that yes, I think, you know, I like to think of it as a kind of a very reciprocal relationship with the audience and I would like to think that you know, the more that I can put out there, the more advice I can get back and the more interest I can generate in my area.

**B – OK WITH SHARING THEN?**

G – Absolutely yes, I can see how some people might get a bit precious about their copyright and all that, but ultimately I think it's because I consider the research to be the most important thing not my authorship if you see what I mean.

**B – SOME PEOPLE HAVE SAID THAT THERE MIGHT BE CONFUSION ABOUT HOW TO REFERENCE AN ARTICLE ACCESSED FROM A REPOSITORY**

G – I could see how that could get confusing, maybe if you've got – I wrote a paper, I'm using that paper at a conference later this year, but I have reworked the paper, it was really a draft and it's now being published in a journal. So I could see how people could get confused with – you know it's the same article but the printed version is better and I could see how they could get confused about what's what. If you see what I mean.

B – THE REPOSITORY WOULD HAVE A MESSAGE FLASH UP TO TELL USERS WHICH VERSION THIS IS

G – Yes as long as there is something like that I don't see a problem with it because everyone can rework things slightly better and just because an article is published doesn't mean to say it can't be reworked and improved so I think that's a good idea as long as it is made clear somewhere either in the text or before you click on it that this is version X used for X and somewhere else. A lot of people do that I think.

B – DO YOU THINK COLLEAGUES WILL HAVE DIFFICULTIES, ARE THERE BARRIERS?

G – I suppose there is always going to be certain groups of people that will find it more difficult to access than others, people who aren't familiar with technology, people who don't have access at home, not everybody has, that's always going to be a problem. I think, generally, the younger generation people younger than me, they are way more skilled than I am and I managed, I couldn't even do a powerpoint presentation when I first came back to University, so I think what's very good about Leeds Met is that the opportunities are there to get that extra help.

B – IS ACADEMIC COMMUNICATION CHANGING, IS THERE MORE USE OF THINGS LIKE WIKIS AND BLOGS IN YOUR RESEARCH AREA?

G – I don't use things like that because I'm from a generation where there were no such things as blogs. I am aware of the, but I don't use them myself. I do use author's personal webpage but not the sort of live chat thing.

B – ARE YOU MISSING A CHANNEL THROUGH WHICH INFORMATION/DATA IS SHARED?

G – Well, I think that even if you didn't use the Internet to access things, you could carry on reading for ever and it is knowing where to start and that's partly from the advice of your supervisor but also there comes a point when even if you are only accessing books from the library and journals from the library, there comes a point when you have to decide right I've got enough information now. There is tons and tons of stuff out there, the internet increases that, but I think it has always been an issue.

B – MANDATE?

G – Well, I'm not keen on that idea to be fair, I think most people would be happy to put things up there, I think it might take a bit of time for the idea to settle and for people to realise that it's available, it's not something that suddenly overnight somebody will remember and submit things to. I think that by mandating that people have to do it, it's just another, it becomes a chore rather than a pleasure if you see what I mean. You could end up lowering the quality then of the work as well because they are just sticking anything up there, just to do their bit, tick the box and that's that.

B – Thank you very much, any questions?

G – Can you tell me a bit more about the process?

B – EXPLAINED A BIT ABOUT THE PROCESS

G – And will it be sort of an amalgamation of student work and teaching materials and research or?

B – Explained that there will be separate databases, can choose to search the different databases from the same search

G – Right. The idea of putting up masters or PhD theses is a good idea because they are hard to get hold of and they are expensive. I ended up buying one from the British Library because I was going that often. They are £45 for a PhD thesis and that's just soft bound, it's expensive. So, particularly for people who are working in newer or more unusual fields, I think that's a really good idea if it's easier to access. It's a great idea.

B – Thank you

G – No problem, bye

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**INTERVIEWEE H**

B – Your research area is in tourism and sustainable development?

H – Yes

B – Do you find that your research covers a wider area of different disciplines?

H – Yes, I am doing the literature review at the moment and I have to look at different disciplines. I have to look at Psychology because I'm looking at behaviour, decision making, so interdisciplinary areas that I need to look at.

B – Do you find that makes it quite hard to search for literature?

H – Yes

B – Do you use Google or anything like that?

H – Well yes I use Google Scholar, I use Intersearch that we have through our library, Also my approach is that when I read an article and I find a good list of references at the end of the article, then I'll look at them, find the citations and search for them

B – You are concentrating on writing at the moment, so are you doing a lot of literature searching? How about during the previous research, were you setting aside a certain amount of time or was it continuous?

H – Well, it's difficult to say that you will put so much time every week or every day to do it because sometimes it takes so much more time, to search, to find. I don't think I am doing something wrong, but you know, you go and search and you might spend an hour and you can't find it, and then you spend more than an hour. What I usually do is I, because I know it's difficult, I will say, rather than I'll spend an hour now doing it, I say today I'll do it, so that I'm not limited to a time/time pressure and feel like I'd waste time without success. I would block out the whole day actually, to find what I'm looking for, print it out and get it ready to read.

B – Do you keep an eye on certain people that are in your research area?

H – I don't tend to use names because there are so many different groups but I have particular journals that I use quite often and look at the new issues.

B – Do you find that you get stuck with things that we don't have subscriptions to?

H – Oh yes

B – Quite often?

H – Yes, very often

B – What do you do to get those articles, do you just choose a different one, or?

H – I'm very lucky having a friend, I will be honest, I have a friend at Leeds University. If I decide this article is very important for my research, then I will ask my friend to download it for me, then she will send it to me.

B – Other people have said that to me, that they ask friends and I suppose it's reciprocal, you would send them anything they wanted from Leeds Met?

H – Yeah, well there are fewer here that they would want!

B – Your research area is all quite new research, fast-moving, are you using literature that is more than 10 years old or is it all recent?

H – I think it's important to have both actually, then you can get the background information and for the PhD, you need to make sure you have covered the whole area of the topic regardless of date. I need to

include more recent ones as well, definitely, so that I don't miss anything, but unfortunately I also need to go back and look for the older articles.

B – It's mostly journal articles or do you use books as well?

H – I use books as well, yes

B – So you said they you know a bit about Open Access?

H – Yes, I had heard of it but I didn't want to go check more information because I didn't want to influence this interview, to be honest so that I can tell you what I don't know and I had heard of it but I have no clue really so...

B – Very briefly, open access involves: When you search for literature and you come across a link to an article that is not to a library-owned database but someone has put it on their own webpage or in a University repository, where everything that has been written at that University, they can volunteer to put their articles in there and then anyone, even if you don't have a subscription to a journal, you still have access. The publishers have to allow it, and they want to keep the copyright otherwise people won't subscribe to the journals.

H – I see. My experience regarding this is that I search for an author and the search takes me to their website or the University's webpage or they have a particular earlier program and they have their PhD thesis or their articles on there. And I think it's quite useful because I want material from this author and here I have everything that he has written.

B – Would you do that with your own future research – put it online somewhere?

H – Oh yes

B – And what about your thesis – would you put that online?

H – Personally I think I wouldn't mind at all, because I believe that doing a PhD or doing any kind of research, the point of doing it is to inform the wider audience, not to keep it to yourself. There are people who don't want to share and want to keep it to themselves, but when I find PhD these online and I could download it for my own research – I was so happy and I thought God bless them that they have done this. As a student you can't often afford to photocopy everything. I was so happy so I would like to make other students happy and I wouldn't mind as long as copyrights are protected.

B – Have you published anything yet from your research?

H – Well I have an article based on previous research that I did for my BA with my supervisor, we published one article.

B – Did your supervisor choose the journal you published in?

H – yes, I had no idea

B – In the future when you publish your own articles, how will you choose which journals to publish in? By subject area or would you talk to colleagues or your supervisor?

H – It's quite difficult to decide, it depends on what you're publishing. If I'm going to take my thesis and publish from that say 5 or 6 articles then it depends on the audience. If I'm writing on my methodology then I would not look at Business or Tourism journals, I would look at education journals. So it depends on what I'm writing and what the audience will be.

B – And will you look for journals that are widely circulated or journals that are restricted by country/language, would you look for the more prestigious journals?

H – Everyone wants to publish in the more prestigious journals. The problem is that you know to publish in these journals, it must be high level and so you don't know if you will be able to do that? And because they know themselves that they are quite popular, they are very particular about how they collect articles.

B – Is it quite important for your career to have something published?

H – Yes it is, because I would like to stay in academia and the more you publish, the better it will be for me to get the best job and have a better career.

B – Your research would be fine printed as a paper article then? You don't need links to websites or anything like that?

H – No

B – What do you think about work-in-progress, people sometime write conference articles that haven't been published yet. Leeds Met could include these in the repository, these articles haven't been published in a journal, but work that you have produced for something else. Would you be happy in sharing work-in-progress like that? Or would you prefer that it had been peer-reviewed before you put it on the Web?

H – Hmm, that's quite a tricky question. The problem is that on the one hand if you start publishing earlier it will be good practise, however if people are going to criticise your quality of academic research – people saying it's rubbish. Although it's work in progress, there are people that will make up their mind on you just on that work. I know that the PhD students are trying to organise an internal journal at Leeds Met for research students' work-in-progress. That would be a fantastic idea for research students to circulate their research in a friendly environment. I wish I could get involved but I am very busy with my job and I need to just finish my PhD now, so I don't want to spend time on anything else now. But it's a really good idea for the students who have just started now.

B – In your research area, do people use things like blogs or email communication/informal chat?

H – I have tried that myself, when I went to a conference and met people with similarities in research method and was in contact with them for a period of about a year but now we lost contact. With the PhD students here, we communicate. If I come across an article or a website or email, I forward it to people who have an interest in this area. And they do that for me as well, they will forward things to me and that is quite nice. First of all you have to know what they are doing because you don't want to start sending them rubbish and you just have a few people that you know well. You can't do that for lots of people.

B – Is that something that you think our generation is doing more of because we were brought up with email and technologies like that?

H – Yes, I'm not very experienced on blogs myself. We tried to create one here, a small community – only girls on grounded theory and we got support from each other – putting up our methodologies for our PhDs and getting advice – criticism etc. It was really nice. We are still in contact. I am the only one who hasn't finished yet. It was fantastic to have the support. I think it's a good idea. For people who are good with technology it's useful, they know how to use it, but for me, because I'm not an expert, you know I see email and the Internet but I don't know blogs and how to use that stuff. It would mean that I would have to spend more time learning all that and that all comes back to time management.

B – Do you think there are other staff who would find it a problem – a new technology for the repository? The team are hoping to design it so that it's quite simple to use, but do you think it would be something people would be frightened of using or not?

H – Well the older generation would have trouble

B – What about your colleagues?

H – Umm, I don't know, you will find some with difficulty and some who are very keen to use it. What is important is that training is offered. You should give an example of how useful that will be. If you just tell them about it, it's very difficult for people to make the connection between what I'm doing and how can I use that. A problem that I can see from my colleagues is that, as lecturers we must attend training and use X-stream and everything that is provided but I can see they find it difficult to cope when they go out of their known area, to find information about it and I have heard some people sometimes say – Oh well why bother – I would do this if someone could come and show us how to do it. If they could do that, more people would be on board. For example, the staff festival would be a good idea or having some workshops.

B – It is going to include teaching materials as well, learning objects



H – Oh yes

B –Some people have said that students might get confused if there are research articles on there – about how to reference they don't know it has also been published in a journal. Do you think that would be a problem?

H – That's a big problem actually, in my department, we spend at least 3 classes teaching students how to reference and then all year round we tell them how to reference but the students tend to forget about it until they start writing, they forget about it until then, they don't remember or they don't have the time to do it. It is a of problem, so there is a need for something to flash in front of the. They are trapped because of something they are not really aware of. It has to be quite clear for the students – something saying – if you want to reference this, use this reference – I've see this on other websites.

B – Thank you, have you got any questions?

H – Will it be accessible by our University only?

B – it will be open, it will store the articles from this University only, but anyone will be able to search it

H – It sounds very useful and if it is successful other Universities will follow and I understand is costs a lot of money for the University to subscribe to the different journals and I appreciate that. For the less rich Universities, its' difficult. I have often asked other students at other Universities to help me out. I have the Sconul access card and I can do there and access they library and photocopy but you can't do that often – to go away from Uni and photocopying costs so much money, not as easy as online. Bu t then I can understand why they have controlled access if they have paid a fortune for subscription.

B – Yes the price of journal subscriptions are ridiculously high

H – Yes

B – Thank you very much

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**INTERVIEWEE I**

B – Your subject area is Art and Graphic Design?

I – That's right

B – You are involved in a JISC project as well

I – Yes

B – Does it cover quite a broad area then?

I – Yes I lecture on the graphic arts and design course and even within that one course, it's very broad, including programming and design and a real range of stuff, illustration etc. Even within that one course there is a diverse range of activities going on. But I've also got responsibilities across the whole of the school of fine art around learning and technology – looking at different forms of technology and how they can help and then, and a lot of research that is being done for that has applications for other subject areas as well, so it can spread from graphics out to a wide research area.

B – I'll just ask you a few questions about how you keep up with research in your area

I - OK

B – Do you put aside time to search for literature or is it just continuous?

I – It's continuous really, because of us working on the JISC project, we are involved in quite a lot of events and there is a whole support network around this particular project where we get to see a lot of research of people in different disciplines and areas right across the country, so picking up quite a lot of ideas there. But I think it's also part of what I'm doing day-to-day for teaching. I'm also aware of what's going on, just generally browsing the Web and people sending me ideas - a lot of technologies I am trying out – like Twitter. I never got quite into it last time I tried it, but recently I'm starting to think more about what the possibilities are. So quite a lot of the research that I do, I probably don't get into any great depth in terms of reading, I tend to have a quick look, try things out, and then see what happens during the teaching of the course.

B – Is your research fast-moving?

I – Yes very much so

B – If one of your students asked you where to start searching, would you recommend a certain database or?

I – Well because there is such a diverse range of things that students could study, its very difficult for us to have a stock of resources they can use, we spend a lot of time with them trying to define the area they are interested in and then use a Web search as a starting point, more often than not, Googling around your initial thoughts and seeing where it takes you and then getting into the more academic research as you travel further down that path – ending up with the journals – that tends to be further down the line. So it's hard to tell anyone where to start.

B – So a student might not get to journals articles, it might be that they need to use more Web resources

I -Yes they would use a range of different resources, from the more traditional journals to books and magazines. And the other thing is that with it being a visual based course, then visually themselves looking at design – films, festivals, that's all part of the research. As well as the search for literature.

B – You said that you have heard a bit about Open Access?

I – Yes I have heard it talked about, but never really got a handle on it

B – IS it something that has been talked about in your department? Have your colleagues talked about it?

I – I don't think it is something that has been discussed no

B – The repository development team intend to go round all the departments talking about the repository and demonstrating it

I – Right

B – You say that you have used Open Access articles when you have come across journals on the Web or on people's homepages?

I – Did I say that? Yes, I have used resources from people's homepages, I don't know if that's Open Access stuff or if it's just there anyway, occasionally I am asked to put in my Athens password to get access to come stuff

B – Do you find that Leeds Met sometimes doesn't have the resources you need in the library?

I – I have had issues in the past with journals and passwords out of date –stuff like that could quite easily be sorted out, but no, I think in terms of online resources I want to use, I can get access fine online.

B – When you are publishing an article, would you put it on your website?

I – At the moment, the research I am doing for the JISC project, very kind of information reporting, a blog and I think more and more that that is recognised as part of the process even though it's not peer-reviewed and all that. I tend to use that as a way to generate ideas for a project, sharing ideas with the project members, we tend to pick out elements from that and then put them into a more formal report, we are just entering that stage at the moment, in terms of formalising some of these ideas and having some discussions. And I think non-traditional research is probably where I get a lot of my knowledge from, but peer-reviewed articles are a good way of having some authenticity. I'm quite interested in non-traditional research as well.

B – Is publishing in a peer-reviewed journal important for securing the next funding grant?

I – Yes that does matter, firstly I'm quite new to research so I haven't got much of a track record, the other issue is that my research in design is quite a new area and I know that there were a lot of debates early on (5/10 years ago) establishing itself as a research area – what counts as a researchers in art and design? And I think that the sort of research is very difficult to quantify compared to the traditional stuff that I think sometimes going down the more traditional route is the easier way. I just had a paper accepted for a conference and just reporting for a traditional means all the activities that you have done, I think sometimes a tried and tested formula for getting your ideas out there.

B – So is there a resistance to accepting new forms of output?

I – I think it's that end validation. Most of the research I do is practically based around working with students, a large proportion of it is non-traditional but it's just an easy way of trying all the things together and presenting it in a way that is recognised and people can access. I suppose, because I'm new to this research, it's the first full project I've worked on, I'm still slightly troubled by the over-emphasis on written reports, one things I am worried about with the JISC project is that it'll end up on a shelf and no one will read it and because I'm working on design, I'm worried that the research I'm doing will get lost, so I'm interested in other ways to have an impact, workshops, or going out to different places and demonstrating what we do as well as the traditional written research.

B – Is it possible that students might get confused – if they find a blog article or work-in-progress that they are not sure how to reference it?

I – Yeah, this is where tutors become more like mentors, they tend to complain instead of helping students make sense of the research that they are encountering, and helping to understand what the research is and whether the research is peer-reviewed, any authenticity. And that means there needs to be more dialogue between tutors and students. So instead of the more traditional, more assignment based teaching, there should be more regular dialogue, talking to them about what it is they have discovered and helping them, all the way along the process to be able to guide them through it. But there are big issues around "Google is the white bread for the mind" and all that sort of stuff. There is an Australian reporter who is quite up-in-arms about the lazy way of gaining knowledge and that knowledge is not necessarily always as true as it should be. And perhaps we should be using peer-reviewed journals instead and forcing students to read quality research. I think that for me, it's more a combination of all of those

things. Use Google to get knowledge around the subject, pick up things and then bury down to the quality research.

B – You are not concerned about sharing your work-in-progress then? You're not concerned about plagiarism?

I – No, personally, I've got a very open attitude, I think because I have some software development experience, open source-attitude, I believe that in terms of research in a way, that research should be available to everyone. I certainly don't mind if someone wants to take my work and use it – whatever they want to do with it, I'm quite happy, it's nice. I usually put on there "please acknowledge me", just so that I get the acknowledgement.

B – So you would say that access to the research is more important to you than publishing in that top journal?

I – yes for me, definitely

B – A last technical question, would a PDF format of your research be useful, or would it be more useful as a webpage with links?

I – A lot of the more traditional journals a PDF is fine, print out and read on the train, but if they use a lot of screen shots it's a bit testing. What the web-based stuff is good for is linking between things and jumping around and combining lots of different sources into one experience. Interactive nature of the Web is an important factor, but in terms of non-traditional output, for the JISC project, Dave White from Oxford University is the project manager and he's quite keen on using video, you go to a conference and show a video of what we've done and then hand out a paper, so those sorts of outputs for our use to the repository would be useful.

B – Thank you very much, any questions

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**INTERVIEWEE J**

B – So your research area is computing?

J – A part-time PhD

B – Are you working as well then?

J – Yes

B – Here?

J – No, I work in Harrogate, I just mentioned doing a PhD part-time to my boss and they jumped at me and gave me a day off a week to do it and they pay for it as well. There's no reason why I shouldn't do it to be honest. I wanted to do one anyway.

B – So you haven't got the pressure from an outside funding body?

J – Well they want me to do as much as possible, they have given me a supervisor there to get on my back, but that's good.

B – And it's something they want answers to? Research they are interested in anyway?

J – No, they are not interested in the Business value really, they just know that it will do my skills up anyway- it will improve my skills

B – You are studying software reverse engineering – I don't know anything about that area, is your background in computing?

J – Yes, I did BSc hons in Computing here, graduated with a 1<sup>st</sup> and then I had a job lined up for when I finished, I've been there a year now at Eredine, about 6 months ago they put me onto my PhD.

B – Is it quite fast moving then, when you are trying to keep on top of the research that is going on, is it quite fast moving?

J – The problem is that because Computing is very specific depending on what area you go in to, it's really hard to pin-point a specific subject area. And then even when you have, trying to search for papers in this area, you can find papers that are sort of relevant but are not, so there is a lot of wading through a lot of papers. The problem I've got at the moment – with the whole research thing, is that there isn't just one place to search – it's really annoying.

B – So it's quite broad, you have to check various databases?

J – Yes, various databases and that is the worst thing, it's really bad, if there was just one place it would be easier. I use Google Scholar mostly.

B –OK

J – Because that's connected to lots anyway. Usually you just get IEEE and ACM library but I think it misses out some EBCO hosted ones, they are quite big.

B – Are you doing mostly literature searching at the moment?

J – Yes

B – So it's quite continuous searching, do you decide right I'm going to the library to do this amount, do you set aside a certain amount of time? Or do you just do it continuously?

J – Well I do as much as I can

B – When you find something on Google Scholar then you look for it at Leeds Met, do you have problems with Leeds Met not having access?

J – Yes, I've got a list of papers here with me now that I've come here to print off the IEEE ones, because at home I can't print the IEE ones or the ACM library ones, you can't access them outside of Uni which is annoying. Not only have I got a list of the ones I can only print off here, but I've also got a list of the ones I can't get and will ask the Uni to get them, so that's an extra problem.

B – Have you got particular authors that you are watching what they are doing?

J – Yes I've been seeing a lot of names pop up and then I keep tabs on them

B – And have you found that they put PDFs of their articles on their websites?

J – No, they don't put PDFs on, just a list of references. So then I Google Scholar it and they just link to IEEE and on and on

B – Just going round in circles?

J – Yes

B – Some people do put their PDFs up

J – I know that sometimes you Google Scholar an article and it says it has 22 versions, it'll be on ACM and IEEE but there might also be a version on some random website somewhere.

B – The repository here is going to hold articles that have been published elsewhere and then if you found them in Google Scholar you could link to these versions.

J – Yes that would be good.

B – Do you go to conferences? Are you encouraged to go?

J – NO I haven't been yet, but I am looking to get to conferences this year

B – Do they encourage that here?

J – Yes, yes, I meet my tutors here every couple of weeks, they are very friendly

B – Is it all electronic the literature you are using? You don't really use books?

J – No, just papers. I did when I started read a couple of books, just to get my general knowledge up on the area and then as soon as I knew where I needed to focus on, moved to papers. The conference papers have all the up-to-date things.

B – And what about blogs and things, do you use any informal methods?

J – I tried to find some blogs but in my area there isn't many to be honest.

B – You haven't published yet?

J- No I'm looking at publishing something now though

B – Is publishing something important for your PhD?

J – Yes the company I work for deal with legacy systems, changing old systems into new systems and what-not and reverse engineering is that, so anything like that they jump up and down.

B – If you wanted to stay in research, would it be important to publish? Is there ways you could get your name known without being in a published journal?

J – Within the company yes, and the company's name will be known. The company are more bothered about me getting the PhD, they say they don't care if I don't get any business value for it

B – That’s nice then. How would you choose a conference/meeting to go to? Would your supervisor or the company suggest any?

J – Both. Last week I sat down with both my supervisors work and Uni and we had a chat. When I’m ready to publish a paper we will probably do that again. They will probably just say to me – which conferences would you like to go to and why? To be honest I would know more than them anyway.

B – And then you say OK South America or New Zealand or somewhere nice like that?

J – Yes [laughs]

B – If you were going to write something, would it easily translate onto a paper/PDF copy to would it need web links/interactive?

J – No straight paper is OK

B – With your link with the company, would there be any problem with using any results that you’ve gathered for them?

J – Like NDAs? [non-disclosure agreement] No, when I started my PhD, they agreed that they wanted nothing specific from it, so that’s OK

B – You said that there aren’t any blogs or anything in your research area, do people circulate work-in-progress? Would you consider doing that? Or would you want it peer-reviewed and published in a proper journal before you put it on the Web?

J – Yes that would be OK

B – The repository is thinking of housing papers like that. How important is traditional publishing in your research area? Compared to non-traditional blogs and wikis?

J – You can get a PhD just by published papers. The one thing to note on the publishing side of it is the format that you publish in. A lot of institutions such as IEEE give you a template to use, a template uses Latex, an old mark-up language for doing papers, it took me about 2 weeks to learn, in other words you can’t just use Microsoft Word or anything. Strict. So if you want to publish a paper you’ve got to get it checked.

B – Is that something that’s changing with the younger generation then, that they are finding that format too restrictive?

J – Well for me learning latex as easy, but say for a business analyst they would rather just use Word and not publish an article, so that would be a point to say there will be change in the future.

B – So your literature review that you are doing now, will it need to be kept up-to-date, will it change every year?

J – Yes it’s good looking at conferences; they show where the current research is. If you are researching into an area that isn’t actually on the list then it’s easier because there are fewer people looking into it.

B – Do you worry about keeping up with what other people are researching – plagiarism concerns?

J – It’s not so much plagiarism, but if someone else publishes something near enough or identical to what you’ve done or something that says that what you’ve done is wrong, you then have to re-do a lot of your paper to say that/explain.

B – Thanks very much

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**INTERVIEWEE K**

B – Your research area is in Social Informatics?

K – Yes that's the best way description

B – Would you say it's quite a fast moving research area?

K – Yes I would, I would say it's a fairly new research area, it's certainly fast moving

B – Is your funding mostly from outside sources, not through Leeds Met?

K – Yes, all funded externally by research councils, European Union

B – OK, I'll just ask you a bit about how you keep aware of the research going on in your area and literature searching. Would you say that you are continuously keeping in touch with things or do you put time aside to do the literature searching?

K – it's a bit more... There are certainly things that I subscribe to and journal alerts that I get sent to me all the time. Also attending conferences and workshops as part of projects, discussing things with colleagues with similar interests. But then periodically if I was working on a particular paper for example, I would delve more systematically into the literature at that point.

B – Are there specific databases or is it too broad an area?

K – It's quite broad. The thing about, that I find fascinating actually, about the social aspects of technology, sometimes you need to get into a moderate degree of technical depth. Other times you will be reading almost philosophy or social sciences, so it is quite broad.

B – And would you use something like Google Scholar?

K – frequently

B – And what is we haven't got a subscription here at Leeds Met for the article you need – did that happen often?

K – Moderately often, I would do one of two things. I would try to find a version of it online. Sometimes you can. If that wasn't working I would probably, I would put in an inter-library loan request

B – Have you got certain research groups that you know to keep an eye on? That you might go to their websites and see what they are up to?

K – Probably less individuals, but certainly organisations yes

B – You said that you know about OA because your research is in that area. Has it been talked about in the department, have your colleagues mentioned it?

K – Good questions, I can't recall even having had a conversation about it?

B – You have put some of your publications on your own website. Did you have to think then about copyright? Did you look up the publishers policies about what you were allowed to do or?

K – No, I've been a bit conservative about that, for example, I've put up working papers, a link to conferences papers that were already on the Web or, for example, evaluation reports. For example there are 2 or 3 evaluation reports that I have put on the website which were never being sold, informally published. But no, I haven't put any of my journal articles that I have published on my website.

B – In your research area, some publishers allow you to archive your article in a repository or on your personal website after an embargo of 2 or 3 years perhaps. Would this embargo cause a problem, with your research being fast moving, would people still be citing your article after this time?



K – Well, it is fast-moving relative to philosophy, relative to particle physics – no, so no I don't think the fact that something is more than a few years, we are not waiting on the results of a large Hadron collider for example, so papers of the last few years would be referenced.

B – So you could take advantage of the publisher's policies then

K – Yes but I have to admit I have never gone to look at the publishers policies of the journals I publish in

B – There is a website called SHERPA where they have brought all the information on publishers policies together in one place

K – No I have never heard of that

B – I could send you the link to that. You have recently moved to the Open University. They have got an Open Access Repository as well

K – Oh have they? What's that called?

B – Open Research Online

K – OK

B – You have your own blog?

K – Well sort of

B – Are you quite happy to share information in that more informal way then?

K – Yes, it happens routinely, say if you are working on the draft of a paper, I circulate a copy to people I know well and as "What do you think?"

B – There's no feeling in your research area that people want to hang on to things and hide them away until they are ready for peer-reviewed publication?

K – Well there is a feeling of wanting to make sure that your ideas are associated with you, but the mechanism for that and also to have peer-reviewed outcomes that demonstrate quality. I'm not quite so sure that it's quite as mechanical as the way you framed the questions would suggest

B – leading on from that, is publishing peer-reviewed journal articles important to secure funding for your research?

K – There are two questions in the way you just asked that – one of which is about peer-review and one of which is about traditional journal publishing? And IO think the answer is yes they are both important for getting future funding but only one of them needs to be important – if you see what I mean. So, for example, the fact that, it's undoubtedly true that the quality of the journals you publish in, the better your chances of getting funding. Whether or not it ought to be like that is another questions. Particularly because a lot of the journals are exclusive in terms of who can access the,. Some of my own publications have to do with organisation of society, so the users of the research won't have access to the journals. It's not like the users of my research are research chemists working in a pharmaceutical laboratory who will have access to all the same journals anyway. SO I think the answer to your questions is yes. Personally I think peer-review is important, whether or not publishing in the traditional way is, I don't necessarily see that as being so significant.

B –And peer-review is done by researchers anyway, the publishers just organise it?

K – Yes that's right, and there are plenty of journals around now of fairly good quality – like First Monday – or Journal of Computer Mediated Communication (JCMC) which are, although interestingly, the JCMC has just been moved to a conventional publisher, although it's still freely available, so I'm not quite sure what the economics and so on are, but and I don't know why it has moved from it's institutional base, in California, NMI.

B – That might be a good one for me to look at?

K – Yes, that would be an interesting story, to see why that move was made, because it seemed to, from the outside, be a perfectly reasonable good enough journal and now they moved it and I don't know what the reasoning behind that is.

B – Some people have talked about how we are going to miss out on the things that publishers provide, the editing, checking and linking references and formatting. DO you think that perhaps they are better prepared to deal with publishing papers?

K – Well I have to say, in my experience, my limited experience of editing journals, it was again the free academic labour was doing all that anyway, its not as if, I don't know how widely applicable the cases where I have been involved are, it's not like we had professional proof-readers going through the stuff. I have to say it would have been better if we had [laughs].

B – It must take a lot of your time

K – Yes, consequently the proof-reading done by academics isn't as rigorous as it would be if done by someone else. It would be improved if the proof-reading was done by someone else, but I don't know that the publishers are actually providing that?

B – A couple of technical questions, in my questionnaire you said that it is important that the repository is searchable otherwise it wouldn't give you an advantage

K – Yes that's right

B – They are hoping that they will achieve this with the design of the repository, what were you thinking when you answered that?

K – Well at quite a fundamental level, I'm quite puzzled by the whole movement towards IRs. The reasoning for that is, most academics, most experienced academics anyway, already have a pretty good idea of what are the journals they need to keep an eye on, what are the conferences, who are the people and part of becoming research-active is learning those things as much as it is about learning your domain/research area. So we have already got those networks in place and they are more closely aligned to the domain of interest of researchers so I'm much more likely, I'm consciously looking for somewhere to look, to look in Information Communication and Society than I am in any IR. Because that's where my peers are and actually the vast majority I will meet at events and the reality is that you go along and there is somebody you meet. SO organising it around the institution seems to me to be bizarre. I think the reasoning behind it is to promote the institutions – particularly for the research-intensive institutions. But I'm not really sure that it makes any significant impact on the practise of a researcher.

B – Yes I've thought about this as well, that researchers have a specific way of getting to the published research. Perhaps only new researchers who are not as aware of their field would benefit from the IRs coming to these articles through Google Scholar or other searches. I think the OA movement is backing IRs because there is funding there and institutions are happy to get it started because of the benefit to them of promoting their University.

K – I'm not sure it's a marriage made in heaven. For a couple of reasons: there is no harm in it being made OA and I would have thought that journals like First Monday and JCMC are much better models because they focus on a domain of interest than IRs for OA publishing and there is the fact that when you use Google Scholar that's fine and I use it routinely. I often use it and then have to go into the database and retrieve the article so I use some of the databases as well, but I use Google in a similar way, but part of that relies on the fact that it returns the sort of things that I am looking for, it I can construct the search reasonably plausibly! If, lets say I was using Google Scholar and I find a lot of articles with the right key words and they were from Leeds Met, well that would actually devalue Google Scholar from my own point of view because (a) it's research that is being done here at Leeds Met so I probably know about it anyway so I don't need to be told about it. If I need it to tell me they are in a different field. If my Google searches are starting to fill up with less well targeted information because it's coming from IRs rather than from journals and conferences, so for example, if I keep finding everything from the OU at the top or Leeds Met or any institution that makes Google Scholar less useful and I would prefer to go to the databases. Alternatively perhaps those IRs are likely to be far way down the list in Google Scholar, not least because I imagine that most citations would continue to cite the journal even if you had retrieved the item from a repository.

B – Yes, we have talked about this in terms of students getting confused about how they are supposed to reference items they use from the repository

K – Good point

B – You'd be of the opinion that a subject-based repository or a group of subject related University departments together would be a better way of organising OA?

K – It would certainly be better from the perspective of a practising researcher. I suspect it would also be better from the perspective of an interested member of the public trying to find that research as well. But I'm probably less well qualified to comment on that.

B – Thank you very much

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**INTERVIEWEE L**

B – Your PhD research is on Information Literacy?

L – Yes its information seeking and information behaviour of parents and linking it into the information agenda. To see if IL really exists or whether it's a construct of academic libraries

B – OK, so it covers quite a broad area. Do you find that you are dipping in to different subject areas?

L – Yes, if by that you mean I am dipping into Sociology which is a whole new territory to me. And a whole new set of language – I'm getting in to trouble saying the wrong thing when you have got sociologists in the room

B – What about Psychology?

L – Well I did a PGCE a few years ago. It borrows. The reason I did this was my librarianship background and then my education background because I used to do a lot of teaching to doctors and nurses in the NHS. So it's bringing in a lot of that theory from education and a lot of that constructive learning background. So it's becoming very broad unfortunately!

B – Are there quite a lot of journal articles written about this of is it quite a new research area?

L – Within the Information Science Literature there has been very little written per se about Information seeking and information behaviour of everyday citizens, namely parents. There is quite a body of literature going back 30 years or so, or even longer, dealing with Information seeking behaviour but they have tended to focus on professionals – scientists and things. And then another body of literature which I am learning to try to navigate is the sociology side and the side which discusses education in a different context. They use Information in a different way to an information scientist would. But it is still never-the-less how people get answers. How people look for information. There is also a lady called Dervin who crosses the field and she has something called X which fits into her theory there. There are pockets which are very relevant, it's about refining it.

B – Are you going back more than 10 years or it is all recent literature?

L – OH year, I mean, the older stuff is what I've got, I need to get myself more up-to-date in a way

B – And its not one of those subjects that is so fast moving where you have to keep checking every week?

L – Not really no. I think perhaps the reason of that so because there are comparatively few people looking at this area.

B – Have you got certain research groups/people that you will keep an eye on?

L – Yes, it's easy enough to identify the information science journals because of my background. But in terms of when I have to learn about the more sociological based writings and journals which I should keep an eye on which I don't very often.

B – And would you check a personal webpage of a researchers to check what they are publishing?

L – There are a couple of named people within the field, I will now and again go and check what publications they have got

B – Are you searching continuously and do you have time that you put aside?

L – My first year was very much – unit my first year viva – that was spent formulating the proposal – before that confirmation process and so that is where I started to, you know my first 3 months was focusing on the Information Science literature. Since then, I am now 2<sup>nd</sup> month into my 2<sup>nd</sup> year, and I've tried to do reading although a lot of it has been in book form. But most of it has been focussing n methodology. I'm very much aware that I haven't done any reading but I'm stuck in the interviewing people and they are quite in-depth interviews and transcribing and hour and a half interview is taking me about 3 days to transcribe. Even if I only do 40 of these, that's a long time.

B – And maybe if you read something new now it might influence/change your interviews?

L – I'm basing my research on the grounded theory method. Although I'm sure the purists would pick holes in it. This is my version of it. I know some people would say that the ideal is that you don't look at the literature at all but hopefully over the Summer now I'll be able to do some reading. There are authors like Boudeaux that I need to grasp some of his concepts and things.

B – Do you have specific databases that you use?

L – I did a general search of the likely subjects from ERIC, LISA, Soc Sci Abstracts. If anything I was limited by the access I had through the University. Although (Naughtily) I looked at some other databases I have passwords to

B – Well others have said they've asked friends in other Universities

L – Well I've also got a friend at Leeds Uni so I can use theirs, but that wasn't ideal you know. Feeling guilty doing what you can. That was the initial search. What I haven't done and again I should practise what I preach, I should really re-run those early searches in light of my data knowledge now. That's something I need to do but...

B – Do you use Google and Google Scholar?

L – Yes, and again I tell everybody not to do it, I've even used Wikipedia. If it's a new concept I have never heard of, I want to know what it is, I'll do that – general understanding.

B – What about if you find an article you really want but we haven't got at Leeds Met?

L – Well, I'm very fortunate that I'm only 7 or 8 minutes from Boston Spa. Again in the early days I just used to go to the reading room quite a bit

B – What about checking for an online version somewhere on the Web – the author may have put it on their personal webpage

L – Yes again, once I've identified my key authors, I go straight to their website and find their list of publications. I've found that actually they are very – I like doing that because there's a lot of serendipity, I've found through browsing through their past publications.

B – When you find these lists of publications on authors web pages do they link to the full text copies? Perhaps via a repository like the White Rose repository at Leeds Uni, York and Sheffield?

L – Yes again when its available, its like Dervin and her papers, there are links on her webpage to say if you can't get hold of the articles email me, and that was fantastic and she has got a little questionnaire – why do you want it – but when I didn't know her sense-making theory, by her sending me her relevant documents then I realised it was very relevant, so that was really very good

B – You said you know a bit about OA, but that's because of your subject area really? Has it been talked about in the department at all?

L – I'm not sure how it is talked about in the department. IN a way I don't really go into the department a great deal. I tend to work from home. I only go in if I need to or if I'm teaching, so there is not really, there is the postgrad organisation and that's getting in to that sort of thing. It's still relatively new at Leeds Met, I suspect these things will start to be mentioned more within the postgrad society.

B – Have you ever shared within your department, papers/work in progress?

L – I haven't done at the moment, other than I've got my Director of studies, and 2 supervisors, so they have looked at it. I have also used, if I go to staff development things, I have gone to other academics not within my field and I'm fortunate that I know an awful lot of academics both at Leeds Met and Leeds Uni and other Unis, so I try to get a rounded idea. And conferences as well, I have presented at a couple of conferences as well.

B – Do they encourage you to go to conferences? As part of your PhD?

L – Yes, I'd certainly like to go to, what I'd call a proper conference, certainly once a year and then there is a whole range of internal postgrad conferences. There have been 3 or 4. I have been to, LILAC I went to this year, spoke at that. I am trying to get funding to go to Lithuania in September.

B – What about publishing articles, is that encouraged as part of your PhD?

L – It is something that, certainly my team, it depends on the team, I know, I've spoken to other PhD students in different departments and they have almost deadlines or objectives. With my team, they are very relaxed. The primary aim is to get through the workload because it is funded scholarship and then yes it is encouraged but not forced. The aim is let's see what you can do within the 3 years.

B – If you were to publish how would you know which journal to publish in, would you look at ones you had references yourself, or as your supervisor?

L – I may ask my supervisor, but initially I would, there is a couple I have got in mind, a few open access journals, like the journal of Information Literacy – a key one. Yes, there are a few. I would probably go, as a first port of call, to an open access one.

B – What do you think about work-in-progress and pre-prints – where the article is not yet ready to publish, is that useful in your field?

L – I try to blog a lot, I'm supposed to keep a reflective journal, I'm not so good at that, but what I do do, I've always blogged and I'm going to use that as my evidence. Thoughts that I would probably incorporate into the overall thesis are there.

B – And is that open?

L – Yes that's open

B – Some people are concerned about plagiarism, if you are putting up ideas, you are not worried?

L – They would have to be very boring if they wanted to take my stuff, it's not a multimillion dollar scoop.

B – And lastly, when you think about your department, your colleagues, do you think there might be any technical difficulties, perhaps people are set in their ways, the ways they search for information and they might not embrace a repository in the way we are hoping?

L – No, I don't think so, hopefully not within Innovation North, being the department that it is, I'd be worried if they do, other departments I'm sure, but certainly not within mine

B – The repository officer will initially upload the articles and then eventually is hoping to hand-over to academics to do themselves, do you think that's something that would take-off?

L – This is, I suppose, my only reservation about things like this, I think it's fantastic if there is an officer who can moderate and tidy things up and put them on but as soon as you try to devolve, it's unless you've got somebody who is a real advocate of these sorts of things, and is really into it, you know it's like the student wiki – I don't know how much it gets done. Leeds Met as well you see, you've got the daily reflections and all this technically can come under this, and I know we are encouraged to write reflections and I'm sure I've got ones I could use but it's like priorities.

B – Might be easier if you just did one of these things then and the article was available in the wiki, repository and reflections all at once?

L – Yes it's time, energy and resources really

B – Southampton Uni has mandated all their staff to put something in their repository. I don't know if that's something Leeds Met might do?

L – I think if they made it an objective, yes that's how to do it, I think volunteers you might have an initial flurry but I'm a bit cynical and think it would probably wear off after a few months.

B – Last question then on scholarly communication, people are using blogs and wikis more nowadays, is this something you see in your area that communication is getting more informal? Or are people still relying on peer-reviewed journal articles?

L – I would hope, the librarian in me hopes that peer-review remains king, it's not without fault, I'm the first to admit that and journal impact ratings and all that background, I think they are essential. We have to be careful not to dumb down. You know I think, I find things like wikis incredibly useful, but just for scoping. But if I was to base any sort of thinking or anything upon them, I think that's worrying. You know, there is a fine line between knowing we've got to cover so much information nowadays so just having a quick understanding that's fine, but anything we are looking at seriously, if I saw something on a wiki or something an author had posted, I would probably, or I have done in the past actually, email the author and ask have they got anything published, more polished of what you were thinking

B – So peer-review is quite important to you?

L – For me, yes. And also, you know I'm still a bit snobbish about these journals. I was in the NHS before and they were really pushing stuff like BioMed and self-publishing and now again, the cynic in me, it's like vanity publishing, is it really as good as using the proper pre-defined old route with all its faults? And again I'm just worried that if we are not careful, we may be led down a dumbing-down route in academia. So those are the real issues that need to be addressed and I haven't heard much about but there are not a lot of people discussing it at the moment. But I'm sure there needs to be a lot of academic work doing there. I'm sure someone's doing a PhD in it somewhere!

B – yes, I should find out

L – There's a lady at Loughborough doing some research on Impact Ratings and assessment of journals. I know they were doing a lot in their library science department

B – The last one is about the publishers. They organise the peer-review and editing but it is academic who are actually do that work for the journals. Perhaps if we did go down that route of open access, we might still lose out on things that publishers offer, the formatting, they are perhaps better prepared to deal with the presentation of your data?

L – Yes, I think it's an important point, I have got a love-hate relationship with publishers. In my old life running a service, I know the amount of money I used to spend on just a few journals and it was just extortionate! And this was in medicine and considering that the hard work was done by the academics, there is that proven route that if you become an editor of a journal it helps you get your chair of a University and I think that's a good route to go on. But the publishers are doing a g doo job of indexing – Ingenta and all the others – bringing together formatting, what I still want is a single standard – some metadata standard between all the different publishers, but whether it's in their commercial interest to do that is another matter.

B – OK thank you very much

## **Appendix 4. Notes from Phone call with Lisa Johnson at Maney**

**12/03/08**

### **1. What is your policy on open access?**

Currently reviewing the policy. At the moment they don't prevent authors from re-using the final version. But not pre-prints. Are thinking about introducing a 12 month embargo

### **2. How long can you remember OA having been discussed within your company?**

Since putting journals online around 10 years ago, in the humanities, really only in the last 18 months has this become a serious issue, but probably longer for STM journals (but she only looks after humanities so not sure)

### **3. How concerned are you about OA?**

At the moment IRs are for that institution only, so not very powerful, would be more worrying if they came together as one big repository. "Worry" is not the right word to describe our feelings, we are "thinking seriously about this". Don't envisage a decreased role for publishers happening in the humanities any time soon, if ever, however this is being treated as a "serious issue" in the company and is "top priority".

### **4. Many predict a decreased role for publishers if OA becomes dominant – what do you think?**

Yes I foresee a significant change in the publication process over the next 10 to 15 years especially in the area of online publishing and copyright. Publishers could have a role in disseminating and organising information, abstracting and indexing, cross-ref and URL linking (version control).

### **5. May be an advantage to publishers to allow authors to post their preprints and then attract the readers to the final edited version at their journal?**

Yes Maney do stipulate that there is a link to the published version, but do not allow pre-prints only post-prints with DOI and copyright information in the article, but could see that this could generate more interest.

### **6. Maney - Few science subjects? Does this have a difference?**

Yes more money in Sciences and medicine

Yes OA less of a "big issue" for humanities

Also author behaviour differences

Also problems of online copyright of images that publishers spend a lot of time sorting out which an IR may not be able to do

However the issue with images may change over time with galleries thinking they can get some revenue

Also shelf-life longer for humanities articles around 25 years

### **7. As OA evolves market forces will ensure that the OA publishers who are efficient and provide a good service will be able to recoup their costs and make a reasonable cost.**

Yes we have a lot of experience and knowledge

### **8. Overall stance towards IRs?**

Wait and see to some extent at the moment, but it is a priority to discuss.

### **9. Have you been getting queries from editors or authors about OA or copyright permissions?**



There have not really been any queries from authors, she is surprised by this but may change rapidly as more information in the press. The mostly get queries from repository administrators e.g. White Rose Research Online

## Appendix 5. Publisher's Policies

### INTERVIEWEE F - BOOKS

PUBLISHER	OK TO SELF-ARCHIVE ON PERSONAL WEBSITE?	OK TO SELF-ARCHIVE IN LEEDS MET REPOSITORY	POLICY
Manchester University Press	YES	YES	"Although the situation is constantly changing and being monitored, MUP is currently happy to support authors wishing to self-archive the final drafts of their books and articles at their own institution's online repositories. Should authors require this in writing they are encouraged to contact their editor at MUP."
Merlin Press	?	?	No information on Merlin Press <a href="mailto:info@merlinpress.co.uk">info@merlinpress.co.uk</a>
Brill	NO	NO	"Authors may post the post-print version of their articles (but not books) on their own personal websites free of charge. This means they can show the article exactly as it appears in print. The institute employing the author may post the post-refereed, but pre-print version of the book free of charge in a repository on its Intranet (closed repository). The post-refereed, pre-print version means the version which contains all adaptations made after peer reviewing. The publisher's lay-out must not be used. The posting of books in an open repository on the Internet is not allowed".
Palgrave	A PROPORTION	A PROPORTION	"Monographs: Authors may post their version of their pre-copyedited contribution or an extract from their pre-copyedited contribution. However no more than 25% of the total work will be permitted to be posted to publicly accessible websites or institutional repositories/archives. It WILL be necessary for authors to seek permission to post material from a monograph. Such permission will be granted subject to the above conditions and a form of acknowledgement which will be provided. Applications should be made to The Rights Manager at <a href="mailto:rights@palgrave.com">rights@palgrave.com</a> giving at least 4 weeks notice. Textbooks: Authors may post their version of their pre-copyedited contribution or an extract from their pre-copyedited contribution. However no more than 5% of the total work will be permitted to be posted to publicly accessible websites or institutional repositories/archives. It WILL be necessary for authors to seek permission to post material from a textbook. Such permission will be granted subject to the above conditions and a form of acknowledgement which will be provided. Applications should be made to The Rights Manager at <a href="mailto:rights@palgrave.com">rights@palgrave.com</a> giving at least 4 weeks notice. Reference Works: No contributions to reference works may be posted to publicly accessible websites or institutional repositories/archives".
Presses Universitaires de France			No information available
Cambridge Scholars Press	YES	YES	EMAIL - Thank you for your message. We have no problem with this, but if you could just provide the bibliographic information for us to give you full permission, that would be best: just original publication (with us- which chapter which book) and online publication details.
Pluto Press			No information available <a href="mailto:rights@plutobooks.com">rights@plutobooks.com</a>
Routledge			No information available <a href="mailto:clsuk.permissions@cengage.com">clsuk.permissions@cengage.com</a>

## INTERVIEWEE F – JOURNAL ARTICLES

PUBLISHER	JOURNALS	ON PERSONAL WEBSITE?	IN LEEDS MET REPOSITORY	POLICY
Blackwell	<i>Political Studies</i>	YES	YES	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: Some journals impose embargoes typically of 6 or 12 months, occasionally of 24 months, no listing of affected journals available as yet, Publisher version cannot be used, On author or institutional or subject-based server, Server must be non-commercial, Publisher copyright and source must be acknowledged with set phrase ("The definitive version is available at <a href="http://www.blackwell-synergy.com">www.blackwell-synergy.com</a> "). Articles in some journals can be made Open Access on payment of additional charge
Imprint Academic	<i>History of Political Thought</i>			No information
The Guilford Press	<i>Science and Society</i>			No information
Lucius & Lucius publishers	<i>Analyse and Kritik</i>			No information
Cairn	<i>Nouvelles Fondation</i>			No information
Taylor & Francis	<i>Critique Contemporary Politics International Journal of the History of Sport</i>	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo for STM Journals 18 month embargo for SSH journals Conditions: Some individual journals may have policies prohibiting pre-print archiving, Publisher's version/PDF cannot be used, On a non-profit server, Published source must be acknowledged, Must link to publisher version, Publisher will deposit to PMC on behalf of NIH authors.
Socialist Workers Party	<i>International Socialism</i>			No information
Brill	<i>Historical Materialism</i>	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: Pre-print can only be deposited after acceptance for peer-review, Author may post on authors own website only, Publisher version may be posted on authors own website, Institution may post on institutional website only, Publisher's version/PDF cannot be used in institutional repository
Political Studies Association	Studies in Marxism			No information
Springer Verlag	<i>Studies in East European Thought</i>	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing)Conditions: Authors own final version only can be archived, Publisher's version/PDF cannot be used, On authors website or institutional repository, On funders designated website/repository after 12 months at the funders request or as a result of legal obligation, Published source must be acknowledged, Must link to publisher version, Set phrase to accompany link to published version (The original publication is available at <a href="http://www.springerlink.com">www.springerlink.com</a> ), Articles in some journals can be made Open Access on payment of additional

## INTERVIEWEE E- BOOKS

PUBLISHER	OK TO SELF-ARCHIVE ON PERSONAL WEBSITE?	OK TO SELF-ARCHIVE IN LEEDS MET REPOSITORY	POLICY
Routledge			No information
Coachwise			No information
Sage			No information
Butterworth-Heinemann (part of Elsevier)			No information

## INTERVIEWEE E – JOURNALS

PUBLISHER	JOURNALS	OK TO SELF-ARCHIVE ON PERSONAL WEBSITE?	OK TO SELF-ARCHIVE IN LEEDS MET REPOSITORY	POLICY
Taylor & Francis	International Journal of Social Research Methodology, Leisure Studies	Yes, embargo	Yes, embargo	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo for STM Journals 18 month embargo for SSH journals Conditions: Some individual journals may have policies prohibiting pre-print archiving, Publisher's version/PDF cannot be used, On a non-profit server, Published source must be acknowledged, Must link to publisher version, Publisher will deposit to PMC on behalf of NIH authors.
John Wiley & Sons	International Journal of Tourism Research	yes	no	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: On personal web site or secure external website at authors institution Not allowed on institutional repository JASIST authors may deposit in an institutional repository, Non-commercial Pre-print must be accompanied with set phrase (see individual journal copyright transfer agreements), Published source must be acknowledged with set phrase (see individual journal copyright transfer agreements). Publisher's version/PDF cannot be used Articles in some journals can be made Open Access on payment of additional charge
SAGE	International Review for the Sociology of Sport, Journal of Sport and Social Issues, Policy & Politics	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo Conditions: Authors are required to contact publisher before posting (permissions below will always be granted), On author or institutional server and PubMed Central. On authors personal web site, Publisher copyright and source must be acknowledged, Publishers PDF cannot be used, Post-print version with changes from referees comments can be used, "as published" final version with layout and copy-editing changes cannot be archived but can be used on secure institutional intranet, If funding agency rules apply, authors may use SAGE open to comply
?	Malaysian Journal of Sport Science and Recreation	?	?	No information
The University of Deusto, Spain	ADOZ Journal of Leisure Studies	?	?	No information
Presses de l'Université du Québec	Loisir et Societé	?	?	No information

## INTERVIEWEE K - Books

PUBLISHER	OK TO SELF-ARCHIVE ON PERSONAL WEBSITE?	OK TO SELF-ARCHIVE IN LEEDS MET REPOSITORY	POLICY
Ashgate	YES	YES	<p>(EMAILED) As soon as their book is published by Ashgate, the author may upload their pre-print typescript PDF to their institutional repository server and/or their own website, with the following restrictions:</p> <ul style="list-style-type: none"> <li>• The pre-print typescript PDF must be the final draft of the text accepted for publication by Ashgate, but prior to copy-editing and proof correction.</li> <li>• The author is responsible for clearing any copyright permissions required to allow them to post their pre-print typescript PDF to their institutional repository or to their own website. Ashgate takes no responsibility for copyright clearance for this purpose.</li> <li>• When posting a pre-print typescript PDF, authors must provide full bibliographic details plus a link to the published version of the work as follows: 'Details of the definitive version are available at [URL to be supplied by the Publisher]</li> <li>• In the case of joint-authored works, it is the responsibility of the authors to obtain permission from co-authors for the work to be posted.</li> <li>• Any server on which the text is placed must be non-commercial.</li> </ul> <p>A PDF of the final published version of the Work following copyediting and proofing correction <i>may not</i> be deposited by authors in institutional repositories, shared with colleagues in electronic form, posted on the author's own website or uploaded to public servers. The institutional repository record should include full bibliographic details and provide a link so that users can make reference to details of the final published version.</p>
John Wiley and Sons	NO	NO	<p>(EMAILED) Thank you for your enquiry. We do not allow book authors (or chapter authors) to self archive any material on personal websites or institutional open access repositories.</p>

## INTERVIEWEE F - Journals

PUBLISHER	JOURNALS	OK TO SELF-ARCHIVE ON PERSONAL WEBSITE?	OK TO SELF-ARCHIVE IN LEEDS MET REPOSITORY	POLICY
Taylor & Francis	International Journal of Social Research Methodology, Leisure Studies	Yes, embargo	Yes, embargo	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo for STM Journals 18 month embargo for SSH journals Conditions: Some individual journals may have policies prohibiting pre-print archiving, Publisher's version/PDF cannot be used, On a non-profit server, Published source must be acknowledged, Must link to publisher version, Publisher will deposit to PMC on behalf of NIH authors.
Blackwell	Journal of Computer Assisted Learning	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: Some journals impose embargoes typically of 6 or 12 months, occasionally of 24 months, no listing of affected journals available as yet Conditions: Publisher version cannot be used On author or institutional or subject-based server Server must be non-commercial Publisher copyright and source must be acknowledged with set phrase ("The definitive version is available at <a href="http://www.blackwell-synergy.com">www.blackwell-synergy.com</a> ") Articles in some journals can be made Open Access on payment of additional charge
Emerald	Critical Perspectives on International Business, Internet Research	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: Published source must be acknowledged, Must link to publisher version, Publisher version cannot be used.
Elsevier	Interacting With Computers	yes	yes	Pre-print: subject to Restrictions below, author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: On authors personal or authors institutions server Published source must be acknowledged Must link to journal home page Publishers version/PDF cannot be used Articles in some journals can be made Open Access on payment of additional charge
RMIT Publishing	Southern Review: Communication, Politics & Culture	?	?	no information
European Trade Union Institute	Transfer	?	?	no information

## RESEARCHER M – books

PUBLISHER	ON PERSONAL WEBSITE?	IN LEEDS MET REPOSITORY	POLICY
Ashgate	YES	YES	<p>(EMAILED) As soon as their book is published by Ashgate, the author may upload their pre-print typescript PDF to their institutional repository server and/or their own website, with the following restrictions:</p> <ul style="list-style-type: none"> <li>• The pre-print typescript PDF must be the final draft of the text accepted for publication by Ashgate, but prior to copy-editing and proof correction.</li> <li>• The author is responsible for clearing any copyright permissions required to allow them to post their pre-print typescript PDF to their institutional repository or to their own website. Ashgate takes no responsibility for copyright clearance for this purpose.</li> <li>• When posting a pre-print typescript PDF, authors must provide full bibliographic details plus a link to the published version of the work as follows: 'Details of the definitive version are available at [URL to be supplied by the Publisher]</li> <li>• In the case of joint-authored works, it is the responsibility of the authors to obtain permission from co-authors for the work to be posted.</li> <li>• Any server on which the text is placed must be non-commercial.</li> </ul> <p>A PDF of the final published version of the Work following copyediting and proofing correction <b>may not</b> be deposited by authors in institutional repositories, shared with colleagues in electronic form, posted on the author's own website or uploaded to public servers. The institutional repository record should include full bibliographic details and provide a link so that users can make reference to details of the final published version.</p>
Cambridge University Press	yes	yes	<p>In certain circumstances, permission requests are not required from authors, who wish to reuse original material they have written for a Cambridge publication, provided that the subsequent use includes a full acknowledgement of the original publication together with the copyright notice and the phrase 'Reprinted with permission'. Permission requests are waived if:</p> <p>The author wishes to reproduce a single chapter (not exceeding 20% of his/her work), journal article or shorter extract in a subsequent work (i.e. with a later publication date) of which he or she is to be the author, co-author or editor.</p> <p>The author wishes to photocopy a single chapter (not exceeding 20% of his/her work as a whole), journal article or shorter extract for his/her own teaching purposes, provided that such photocopies are not made available for sale.</p> <p>The author wishes to reproduce a single chapter (not exceeding 20% of his/her work as a whole), journal article or shorter extract on his/her personal or institution web site for teaching and research purposes.</p>
Harrassowitz Verlag	?	?	No Information
Taylor Graham	?	?	No Information
Liverpool John Moores University Press	?	?	No Information
Facet Publishing	yes	yes	<p>(EMAILED) Facet Publishing grants back to the author the right to share with colleagues in print or electronic form their own final version of the chapter accepted by Facet Publishing for publication. Such preprints may be posted as electronic files on the author's own website for personal or professional use, or on the author's internal university or corporate networks/intranet, or secure external website at the author's institution, but not for commercial sale or for any systematic external distribution by a third party (e.g. a listserv or database connected to a public access server). Prior to publication, the author must include the following notice on the preprint: "This is a preprint of a chapter accepted for publication by Facet Publishing and should provide an electronic link to the publisher's website (<a href="http://www.facetpublishing.co.uk">www.facetpublishing.co.uk</a>). The author agrees not to update the preprint or replace it with the published version of the chapter."</p>
Scarecrow Press	?	?	No Information
Information Today Inc.	?	?	No Information
Elsevier Scientific Publishers	YES (SOME PART)	YES (SOME PART)	<p>Would you be using more than 10% of your book? If so, you can do this without requesting permission as it falls under your retained author rights. If you are using more than 10% we would need to process this for you and you will need to give me the full details of the book, the section you wish to use, and the URL of the website you want to post it on.</p>



## RESEARCHER M – journals

PUBLISHER	JOURNALS	ON PERSONAL WEBSITE?	IN LEEDS MET REPOSITORY	POLICY
Maney	Library History	yes	yes	Pre-print: archiving status unclear Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: On author's personal web site or institutional website or repository Must link to publisher version Publisher copyright and source must be acknowledged Publisher's version/PDF may be used On a non-profit server
Edinburgh University Press	Journal of Victorian Culture	no	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 6 months embargo Conditions: Pre-print must state submitted for publication, Pre-print must be removed upon acceptance for publication, Institutional repository only, Authors version/PDF only, Publisher copyright and source must be acknowledged, Must link to publisher version
Emerald	Journal of Documentation	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: Published source must be acknowledged Must link to publisher version Publisher version cannot be used
SAGE	Journal of Information Science, Journal of Librarianship and Information Science	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo Conditions: Authors are required to contact publisher before posting (permissions below will always be granted) On author or institutional server and PubMed Central On authors personal web site Publisher copyright and source must be acknowledged Publishers PDF cannot be used Post-print version with changes from referees comments can be used "as published" final version with layout and copy-editing changes cannot be archived but can be used on secure institutional intranet
IOS Press	Education for Information	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: author can archive post-print (ie final draft post-refereeing) Conditions: On author's personal, institutional or funding agency's website Non-commercial use only Publisher copyright and source must be acknowledged Author's version can be used Publisher's pdf can be used on funding agency website for a fee
Taylor & Francis	Intelligence and National Security, The Information Society	yes	yes	Pre-print: author can archive pre-print (ie pre-refereeing) Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing) Restrictions: 12 month embargo for STM Journals 18 month embargo for SSH journals Conditions: Some individual journals may have policies prohibiting pre-print archiving

				<p>Publisher's version/PDF cannot be used  On a non-profit server  Published source must be acknowledged  Must link to publisher version</p>
University of Texas Press	Libraries and Culture	yes	yes	<p>Pre-print: author can archive pre-print (ie pre-refereeing)  Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing)  Restrictions: 12 months  Conditions: On personal website, institutional repository or discipline specific not-for-profit server at time of acceptance for publication  Pre-print must be marked on opening page as a 'working paper'  Post-prints must acknowledge published source with "This is a pre-copyedited version of an article accepted for publication in (journal title) following peer review. The definitive publisher-authenticated version is available through the University of Texas Press."  Publisher version cannot be used</p>
University of Illinois Press	Library Trends	yes	yes	<p>Pre-print: author can archive pre-print (ie pre-refereeing)  Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing)  Restrictions: 12 months to 3 years  Conditions: Pre-prints can only be posted on university repository  Some journals have own pre-print policy, please check with journal directly  Post-print must be on a non-profit server  Articles posted on non-profit server must be 12 month old  Articles posted on personal or commercial website must be 3 years old  Set statement to accompany pre-print and post-print (see policy)  Must link to journal home page</p>
John Wiley & Sons	Annual Review of Information Science and Technology	yes	yes	<p>Pre-print: author can archive pre-print (ie pre-refereeing)  Post-print: author can archive post-print (ie final draft post-refereeing)  Conditions: On personal web site or secure external website at authors institution  Not allowed on institutional repository  JASIST authors may deposit in an institutional repository  Non-commercial  Pre-print must be accompanied with set phrase (see individual journal copyright transfer agreements)  Published source must be acknowledged with set phrase (see individual journal copyright transfer agreements)</p>
University of Chicago Press	Library Quarterly	yes	yes	<p>Pre-print: author can archive pre-print (ie pre-refereeing)  Post-print: subject to Restrictions below, author can archive post-print (ie final draft post-refereeing)  Restrictions: Some journals impose embargoes varying between 6 months and 3 years, majority are 12 months  Consult journal home page for details  Conditions: On a non-profit author, institutional or discipline-specific pre-print server  Embargo of 12 months to 3 years for use in institutional repository  Publisher copyright and source must be acknowledged  Authors are encouraged to use publisher version (PDF) or link to publisher version  Wellcome Trust and MRC authors may post authors own version in PubMed Central/ PubMed Central UK 6 month after publication  NIH authors may post authors own version in PubMed Central 12 months after publication</p>