

Promotional Strategies for Open Access Resources Discovery and Access

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Abstract

The research was designed to determine the promotional strategies adopted by Nigerian university libraries to enhance open access resources discovery and access, as well as their support and perception on use of the resources. Data for the research were collected with a survey questionnaire using 50 university librarians in Nigeria through electronic mail and social media platforms. A follow up interview was used to elicit qualitative data from the university librarian. The quantitative data were analyzed using descriptive statistics and qualitative data were extracted to confirm and consolidate the data as collected. The results were presented as simple percentages, tables and charts. Nigerian universities are supporting the green and gold models of open access initiatives, though emphasis is more on the green model-the institutional repository majority of which were yet to be listed in the OpenDOAR. There was perceived high use of open access resources by faculty members in spite of very few who could not use the resources due to unawareness, lack of skill and institutional reservations on open access resources quality. Promotional strategies adopted include advocacy and infrastructural development with limited user survey initiatives. The ingenuity of the university library is important for Open Access Resources (OAR) promotion. Nigerian universities have made incursions into the support of OAR (www.nusoer.org) especially the green model which discovery and access are promoted through advocacy, infrastructural development and survey initiatives. Librarians and continuing professional development stakeholders could deploy the results to assess their status in OAR support and promotion.

Keywords

Open access; Electronic information resources; Discovery; Perception; Promotion; Advocacy; Challenges; Universities; Nigeria

Introduction

Open access to data, information and other resources has been a big discussion from the middle of the century. These discussions could be traced from the 1964 Helsinki declaration on access to result of medical study, the 1991 Bomely Principle regarding full and open access to global change, the Bermuda Principle on Human Genome Sequencing, the year 2000 Declaration on Universal Access to knowledge and information, the 2002 Budapest Open Access Initiative (BOAI), the 2003 Berlin Declaration on Open Access to knowledge in science and humanities and many more declarations including the 2004 IFLA statement on open access to scholarly literature and research documentations.

All principles and declarations focused on the challenges and benefits accruing from free availability of information and data to the global community as well as developmental indices of such initiatives. Following such development is stakeholders' efforts to explore the place of open access resources in conservation, preservation, visibility, accessibility as well as bridging the gap between the have and have not communities. To the information curator/provider, bridges are built among researchers, authors, publishers and information resources/research output users. Thin line exists among research output, research publications and their availability to users. The clog in the wheel of faculty research publications, preservation, visibility and peer acceptability has been removed with development in open access movements.

Despite the benefits of open access resources to researchers, authors and resource providers, universities in developing countries appear to be tapping less from it. Furthermore, librarians in these universities are not only expected to collaborate in the development of open access resources in the area of repository implementation but are considered as champions of open access who are require to ensure that open access resources are discovered and accessed. Access is more a question of where and how information is disseminated and who has the ability or opportunity to find this information (Canada, 2009). The later could be achieved through the promotion of open access resources discovery and use by members of the university community. However, the continuous agitations by faculty concerning the dearth of information resources for teaching and research in spite of the astronomical increase in open access resources in gold and green models raises questions on the efforts of librarians to promote discovery and access to the plethora of open access resources available for use by researchers in Nigerian universities. Hence, a research was designed to determine the promotional strategies adopted by librarians in Nigerian universities to enhance discoverability and accessibility of open access resources.

Librarians will use the result to appreciate the disposition of Nigerian librarians in the support for deployment, promotion and use of models of open access as well impediments to these approaches. With these results, librarians will be in a position to step up open access resources (OAR) promotion and access creation. Funding bodies and supporting institutions will be well informed for decision on the areas of support for effective use of OAR in Nigeria and other developing countries.

Literature review

Empirical works, views, opinion and positions abound in literature on open access initiatives, declarations, models and even resources use. The concept of open access was available in literature in 1964 with Helsinki declaration. However the initiative took central stage in the 1990 and 2000. This development cannot be divorced from the global accent to knowledge-based economy which OCED (1996) described as economies that are directly based on production, distribution and use of knowledge and information. Knowledge production is primarily the responsibility of university faculty achievable through research. While faculty produces knowledge, academic libraries in the views of Tise and Raju (2013) play very important role in the dissemination of produced knowledge.

Furthermore, the bedrock of knowledge production by faculty encompassing teaching, learning and research is supported by libraries (Jain, 2012). Librarians' efforts to support teaching, learning and research through the provision of information resources is challenged by the increasing cost of scholarly and scientific journals, changing environmental factors as well as teaching and research demands (Yi, 2016). Consequently university libraries are constrained to acquire limited number of resources which the reducing budget sustains. Libraries are expected to collaborate with the focus of open access initiatives and declarations in order to avoid the collapse of scholarly communication, research and university education which serve as the mainstay of the former. Some of the initiatives championing open access include the Budapest Open Access Initiative (BOAI) of 2001, The Bethesda Statement of 2003 which defines open access as the author(s) and copyright holder(s) grant(s) to all users a free, irrevocable (Kassahun & Nsala, 2015) and the Berlin Declaration 2003 on open access to knowledge in science and humanities. The Budapest initiative gave birth to the term open access.

The Budapest Open Access Initiative (BOAI, 2002) described open access as free availability of information resources on the public Internet, permitting any user to read, download, copy, distribute, print, search or link to the full text of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal or technical barriers other than inseparable from gaining access to the Internet itself.

Characteristically, Harnad (2008) posited that open access are free, immediate, permanent, full-

text and accessible while Jain (2012) reaffirmed on the elements of open access to include free availability, free of copyright and licensing restrictions, online or in the Internet, full text, accessible by anybody from anywhere and can be used by anyone. UNESCO (2015) positioned open access to knowledge as the effort to repost knowledge resources available in the public domain which can be accessed and used without restrictions usually imposed by subscription fee and access charges. Suber (2010) described open access literature along its characteristics futures as digital, online, free of charge and free of most copyright and licensing restrictions. The characteristics implication of open access as presented is freedom of knowledge in which producers, curators and disseminators can use the resources without financial attachment.

Provision of open access is achievable through the green (self-achieving) and gold (open access publishing) strategies (Poynder, 2010). In the gold approach, journal publishing provides open access articles without charging the user institutions. The green approach involves self-achieving often through open access repositories, digital repositories and so forth. The later which could be subject, research, national or institutional based repositories are considered the “widest range of scholarly research literature, since they allow authors to publish in their choice of journals while providing the broadened access without pay barriers” (Jain, 2012; Harnad, n.d).

Open access provides enormous benefits to researchers, teaching staff, students, authors, readers, in addition to global society including government, funding agencies and community members. Libraries and ultimately universities’ research/publication visibility and use are enhanced through open access which subsequently increases citation rate. Faculty and students have equal access to resources for teaching, learning and research in spite of their backgrounds (Jain, 2012). Authors have opportunity to increase visibility to their publication which consistently increases their popularity and impact of their research (Willinsky, 2010; Suber 2010; Christian, 2008). Users of information resources locally and globally have access to peer reviewed research output beating space and time (Suber, 2010). There is the opportunity to narrow the gap between developed and less developed countries access to information for educational, cultural, and scientific development (Canada, 2009, p.3).

Funding agencies have a positive return on their investment since the result of their funded research becomes easily accessible, useable thereby adding value to the tax-payers money invested in the research. As a very important stakeholder in knowledge economy, university communities have all resources needed for research, produce state-of-the-art research that enhances the economy of nations and increases the visibility and ranking of universities. University libraries as disseminators of knowledge in conjunction with its responsibility in ensuring that information resources are made available for knowledge production, take the central stage in the benefits derivable from open access initiatives. The challenges libraries face due to the increasing cost of subscription to business model publishing have been abridged if not removed. Hence with open access, academic libraries are poised to aid faculty in teaching and

research while helping students in sourcing, accessing and using open access resources. Thus, librarians, libraries and library institutions are taking central stage in promoting discovery and access to open access resources.

Yi (2016) describe promotion from the library parlance as approach adopted by libraries to ensure that their resources and services are made known to their users. Open access promotion is becoming essential in view of the low use of open access resources shown in research results (Gianoulakis, Zervas & Artemi, 2012; Creaser et al., 2010; Hulela, 2010; Dulle & Minishi-Majanja, 2011; Lwoga et al., 2006). In effect, open access resources availability do not presuppose their use since many academic community, scholars and general public continue to demonstrate lack of resources despite the astronomical increase in the number of open access resources. This is still very prevalent as acclaimed in the interview with Parsons (2017).

Accordingly, academic librarians need to step up their efforts to ensure that produced knowledge adds value to the community of researchers which will expedite further knowledge production. Yi (2016) emphasized that this can be achieved through strategic promotion and marketing. In the views of UNESCO (2015) “open access requires active participant of library, information and publishing professionals”. Librarians must promote the use of open access resources in view of the economic crisis facing the libraries today especially as budgets hardly can cover the demands of users. Therefore, open access resources are the answer to providing quality scientific materials without cost. Helinsky (2008) and Webreck Alman (2007) reaffirmed that promotion is paramount for libraries to ensure that library users and none users take action towards discovering and having value for the available resources and services.

Many tools are provided in literature as being used for library resources and services promotion. They include use of library website, list serve, bogs, printed materials (flyers, posters, hand-outs and publications), trainings and inductions such as orientations, personal contact, workshops tours telephone calls, memos, meeting (Nndoniah, 2002; Yi, 2016; Webreck Alman, 2007; Mathews 2009; Fisher & Pride, 2006). Other traditional techniques for promoting library services and resources were also mentioned in the works of Dodsworth (1998), Jackson (2001) Adeloje (2003) and Bhat (1998). Ashcroft (2002) presented the approach to e-journal promotion of which open access resources belong to include use of alerts, library web pages, and advertisement. The use of social media platforms for library resources and services promotion were studied and presented by Fields (2010), Hinchliffe and Leon (2011), Moulaison and Corrado (2011), Kho (2011) and Yi (2014). Others who worked on social media as a tool for library services and resources promotion are Hendrix, Chiarella, Hasman, Murphy and Zafron (2009), Garcia-Milian, Norton and Tennant (2012), Stuart (2010), and Rodzvilla (2010).

Though open access resources promotion is part of the responsibility designate of the library, the push to actualize it may likely be inclusive of all stakeholder of information resources production

and use (Parsons, 2017); anyone who reads and writes research articles. Promotion for the discovery and access to open access resources can be achieved in three broad ways namely: Advocacy (UNESCO, 2015), policy oriented approach and infrastructural development (Swan, 2012). Swan was of the view that advocacy is geared towards creating evidence base for the benefits of open access and making a case for policy makers, funders and research managers. It was emphasized by UNESCO that library and information professionals must endeavor to promote creation, deployment, mobilization and utilization of open access resources to the users' group. They positioned that librarians' promotion of open access may include though not limited to launching an Open Access Initiative (OAI), e-print archives for both text and data, help faculty to deposit their research in institutional archives, initiate publishing of open access journal, cancelling cost embedded subscription which cost is not justified, marketing institutional open access journals to other libraries, collaborate in digitized access and preservation of external communities/ non- profits communities resources, include open access resources in library catalogue, annotate open access articles and books along with the metadata, and join consortium that promote open access. These approaches as articulated seem to underrate the traditional and other electronic based promotional strategies that relates to other library resources. Open access resources is basically library resources which discovery and access promotion should be part of the undertaken by libraries.

In a bid to ensure the adoption of open access at the University of Belgrade after the institution signed the Berlin Declaration on Open Access in 2011, Sofronijevic (2013) informed that they engaged in open access advocacy campaign. The aim of the campaign was to provide information on open access and encourage the use of open access by students and professors of the institution. Workshop was organized as a major strategy, flyers as well as electronic materials were distributed to the community as promotional materials, website was launched which was dedicated to providing easier discovery of open access resources through federation search engine. A new university library website was also implemented to enhance creation, usage and provision of access to open access materials.

On the advocacy as a means of promoting open access resources, it is necessary to consider the following seven steps concerning the community: gather essential information for accuracy and consistency, understand the audience and find the best ways to reach them, build a profile of open access stakeholders in the community, create catchy messages that will appeal to the interest of the stakeholders, plan the advocacy campaign, begin to communicate honestly, consistently and on regular bases and finally evaluate the impact of the effort. It is necessary that promotional strategies consider the predictors of open access resources adoption and use (UCL, 2015). These steps as modeled by Lwoga and Quetier (2015) include contextual factors comprising of the institutional culture and cost; extrinsic factors like presentation, accessibility, academic reward and professional recognition; and individual traits such as professional ranks, technical skills, number of publication, as well as faculty conditions relating to ICT

infrastructure, increased bandwidth and power supply. UCL emphasized that the steps will unveil the prediction of open access resources use that act as justification for implementation of the promotional strategies. Where there is sufficient evidence on them, effective promotional strategies will be designed to enhance discoverability and accessibility.

Study Framework

The study was designed to determine the promotional strategies adopted by libraries in Nigeria to enhance open access resources discovery and access. It sought to identify open access resources model supported by university libraries in Nigeria; find out librarians' perception of open access resources use by faculty in Nigeria universities; ascertain the promotional strategies adopted by the librarians' to enhance discovery and access to open access resources; and ascertain the impediments to promoting open access resources by librarians in Nigerian universities. The scope of the research is devoid of the predictors of open access resources adoption and use in view of the fact that the predictors are expected to enshrined in the institutional open access resources implementation and use policy where they exist. It is therefore outside the scope of this study.

Materials and Methods

The respondents for this study consist of all university librarians in Nigerian university libraries. These are members of the Nigerian universities' policy making body and responsible for sourcing, acquiring and making available for use information resources in all forms. Nigeria with a population of over 150million people has a total of one hundred and fifty three universities according to the National Universities Commission statistics (NUC, 2017). A forty of the universities is funded by federal government, forty-four by the state government and the rest sixty-nine are privately owned by individuals or groups. The Survey on the promotional strategies used a quantitative and qualitative method to collect data.

A self-designed questionnaire instrument was developed based on information gathered from literature, discussions and interface with local and international colleagues who are knowledgeable in the intricacies and deliverables of open access. The items in the instrument were grouped in four clusters of demographic, open access resources supported by the university libraries, perception of use and promotional strategies adopted by universities. Demographic cluster allows the respondents to fill in their responses while other clusters were designed for respondents to make choices. The instruments were distributed to a representative sample of fifty university librarians comprising of twenty and fifteen each from private, state and federal university libraries respectively. This is to ensure that 10 percent of the universities were sampled. Both electronic mail and social media (WhatsApp) forum for Nigerian University librarians were employed in the distribution of the instruments. Telephone interviews were

conducted with the university librarians as a follow up to the request made from the questionnaire.

Results

Results of the quantitative data and qualitative information from the interview were presented using tables, graphs and charts. Of the 50 questionnaires distributed to sample federal, state and privately owned university libraries in Nigeria, 15 libraries returned completed and useable instruments. A 73.4 percent (11), and 13.3 percent (2) each of returned usable questionnaire were of federal, state and private universities respectively. The universities have average professional staff (personnel with bachelor's degrees and above in Library and information science) spread of 25, 9 and 11 for federal, state and private universities respectively. All the university librarians heading the libraries had doctorate degree as their highest academic qualification. The professional staff strength and heads of library qualifications are necessary in view of the role personnel plays in driving services and any innovative activity in which open access resources services belongs.

Open Access Resources (OAR) Supported by Universities in Nigeria

The university librarians were required to provide data concerning their institutions' support for open access journal (OAJ) publishing. Only two libraries affirmed that their universities published open access journals. However, only one library provided evidence of the title of their open access journal. The universities and libraries were more inclined to green model of open access. Hence 84.6 percent of the libraries affirmed that they maintain one sort of open archive / institutional repository (IR) or the other contrary to 15.3 percent which do not have the IR. 53.3 percent of the universities indicated DSpace as platform employed in the implementation of their IR, 13.3 percent used EPrints and three percent of the university librarians were not sure of the application they use for their repository. Of the universities that maintained IR, 60 percent had their archives listed in the Directory of Open Access Repository (OpenDOAR www.open_doar.org/countrylist.php). The Universities are Federal University Lokoja, Ahmadu Bello University Zaria, Covenant University Ota, University of Jos, University of Lagos, and University of Nigeria. Other universities including Federal University of Technology Owerri, African University of Science and Technology, Federal Universities of: Agriculture Abeokuta and Markurdi were not listed in OpenDOAR. The explanation was that their repositories were locally hosted as the case with Federal University of Technology Owerri or that they have not registered to be harvested in the OpenDOAR.

To confirm the universities' support for use of open access resources, the respondents were required to provide information on open access resources used for various activities. Their responses to the various approaches are presented in Figure 1. All the university librarians

accepted that their institutions encouraged faculty to publish in open access platforms. Institutional acceptance of open access resources for teaching, learning, research and for promotion/tenure each attracted 93.3 percent affirmative responses. However, the universities have not done much to consolidate the position of open access resources in teaching, learning, and research. Consequently, only 6.6 percent of the universities had signed the Budapest Open Access Declaration while 33.3 percent of them had open access policy. Qualitative information shows that some universities still expressed reservations on the quality of some open access resources which they claim do not pass through the rigorous scholarly peer review process.

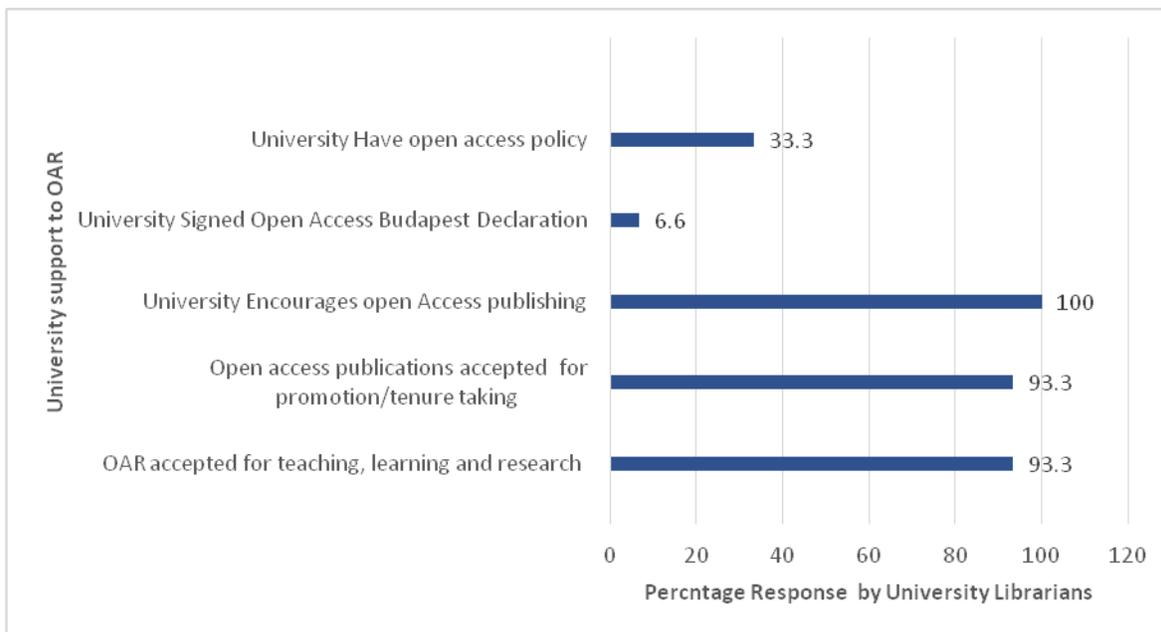


Figure 1. University librarians’ responses to the institutions’ approach in the support of open access resources

University Librarians’ Perception of Open Access Resources Use by Faculty

The research sought to find out the university librarians’ perception of faculty use of open access resources. The result is predicated on the need to validate librarians’ perceived need for promotion of open access. The result as shown in Figure 2 revealed that the majority of librarians 14 (93.3%) are of the view that faculty make use of every type of open access resources (OAR). The 12 (80%) and 11 (73.3%) of the librarians opined that faculty made use of open access journal (OAJ) and institutional repository (IR) respectively. Additionally, 13(86.6%) of them affirmed that the faculty made use of OAR supported by their respective universities. Furthermore, 11 (73.3%) of them were of the view that OAR use by faculty is high contrary to 3 (20%) who perceived low use. Hence to the librarians, the gold and green models OAR are used by the faculty in their respective universities. The librarians who perceived low use provided the reasons to include unawareness (66%), lack of skill to use OAR (33.3%) and due to institutional

reservations on the quality of OAR and inadequate infrastructure to discover and use OAR which attracted a response of 16.6 percent each.

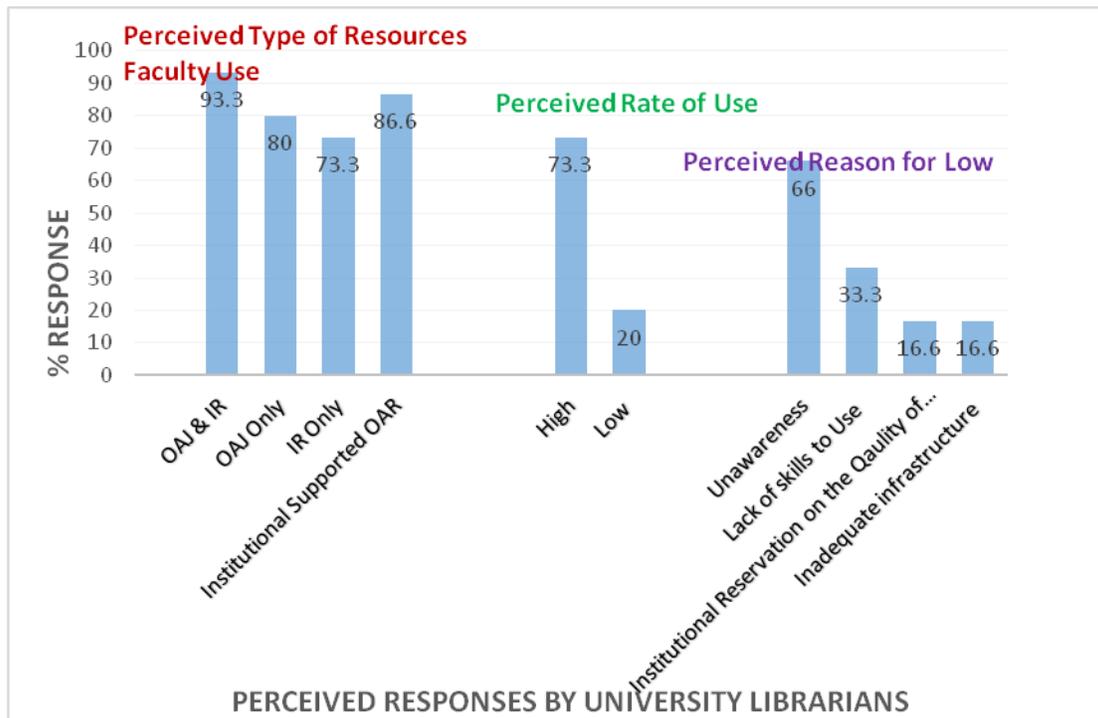


Figure 2. University librarians’ perception of open access resources use by faculty

Note: OAJ: Open Access Journal; IR: Institutional Repository

Promotional Strategies Adopted by Librarians

In view of the librarians place and as the major beneficiary of open access initiatives, librarians are expected to play a leading role in the promotion of open access resources use. The research sought to find out strategies adopted by librarians to ensure and enhance discovery and access to open access by the university community. Eighty-six percent of the librarians accepted that they are engaged in one activity or the other to ensure the discovery and access to OAR. Their responses to the various initiatives are presented in Figure 3. It shows that the major initiative taken by librarians in Nigerian universities is advocacy which elicited 73.3 percent response. Other initiatives though attracted low responses include infrastructural development (26.6%), and survey on OAR use (20%).

Further responses were sought for embellishment of the various initiatives. The result is presented on Table 1. The major advocacy activities are training, use of current awareness services, recommending OAR to faculty and propagating OAR through librarians embedded in the faculties which attracted above 50 percent responses. Other activities not used by many of the university libraries are, the use of library induction to market OAR, distribution of print and

electronic bills and extension of publicity of own OA journal and IR to other establishments which attracted below 50 percent responses.

Table 1. Advocacy initiatives taken by Nigerian university libraries toward OAR promotion

Activities	Responses %
Training to Faculty on the Benefits of OAR	73.3
Include OAR as part of Current Awareness services.	66.6
Recommending open access during Information resources request	60
Using embedded librarians to advocate for OAR use.	53.3
Introducing OAR during library inductions	46.6
Distribution of print and electronic bills on OAR	13.3
Publicizing OAR available in university to other universities, industries and potential users	13.3

The results shows that the major policy approach to discovering and accessing OAR was lobbying for the implementation of policy on depositing electronic theses and journal offprints in the institutional repository (IR) with 66.6 percent response. Other policy approaches elicited below 50 percent response. They include policy to reward effective collation and deployment of OAR databases as part of the library resources (40.6%), policy to accept OAR for teaching and research (26.6%), policy to promote open access journal publishing (13.3%), and accenting to sign Budapest Open Access Declaration (6.6%). Responses on Infrastructural development and other approaches adopted by university libraries to promote OAR discovery and access in Nigerian universities are presented in Figure 3.

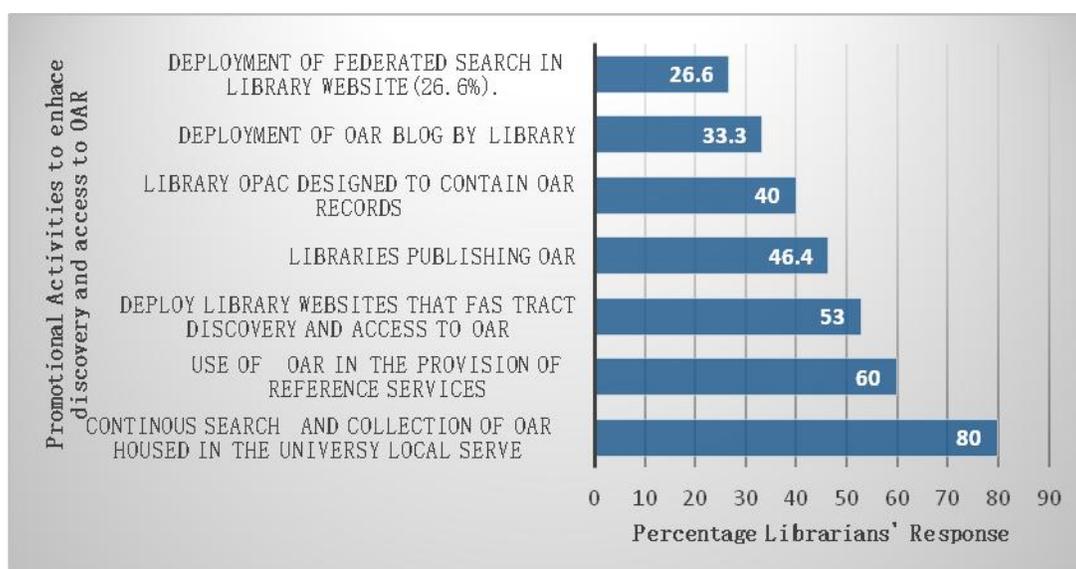


Figure 3. Infrastructural development and other promotional activities deployed by university libraries to enhance discovery and access to open access resources in Nigerian university libraries

Evidence from the Figure shows that 80 percent of the university libraries continuously search and collect OAR which were housed in the university's local server for easy discovery and use by the community. A 60 percent of the libraries utilize OAR in the provision of reference services while 53 percent of the libraries deployed library websites that fast track discovery and access to OAR. Other approaches which responses fell below the average include, libraries are publishing OAR (46.4%), libraries' OPAC are designed to contain OAR records (40%) , deployment of OAR blog by libraries (33.3%) and deployment of federated search in library website (26.6%).

Many of the librarians were not agreeable to some of the challenges to promotion of discovery and access. Therefore, none of the suggested responses attracted up to 50 percent responses. Only 26.6 percent and 20 percent each of the librarians indicated that poor technology deployment and lack of awareness of OAR benefits to librarians, position of university management on use of OAR by the community, as well as poor knowledge of promotional strategies were bottle necks to promotion of OAR discovery and access.

Summary of findings

The findings on the promotional strategies adopted by Nigerian university libraries to enhance discovery and access to open access resources are summarized as follows:

1. Nigerian universities have keyed into the green and gold models of open access initiatives and university community are encouraged to use them for every aspect of university education. However, their efforts are more evident in the green model-the institutional repository though many of the later are yet to be listed in the OpenDOAR.
2. The university librarians were of the view that their university communities used open access journal and open archives for their teaching, learning and research. However low use of OAR in some universities is as a result of unawareness, lack of skill and institutional reservation on the quality of OAR.
3. University libraries are engaged in advocacy and infrastructural development with very few libraries engaging on user survey initiatives to promote discovery and access to OAR in Nigeria universities.
4. Some of the advocacy and other initiatives designed to promote discovery and access to OAR include use of OAR for current awareness services, use OAR for reference and information resources request, collection and housing of OAR in universities' local server and providing easy access to OAR through the library site.
5. The libraries did not present any major impediment to their promotion of OAR rather the ingenuity of the university library plays a major role in the promotion of OAR.

Discussion

Nigerian universities could be adjudged to have qualified and adequate personnel to drive all the innovative promotional activities needed to ensure maximum use of opportunities provided by

the open access initiative. This is because of the doctoral qualification of the university librarians and the number of professional staff found in the university libraries. The Nigerian universities support to open access models is not fully consolidated. Hence more than 50 percent of the universities do not have official document in form of policy to justify their claim for support of open access resources use. This calls for greater promotion by the major stakeholders one of which is the library. The high use of OAR as revealed is contrary to the findings of Kassahun and Nsala (2015) who discovered a low use of OAR by the students studied in Southern Africa.

The reasons for low use of OAR by some members of the university community including lack of awareness and skills justify the need for urgent action by university libraries towards promoting OAR. The effort of university libraries in Nigeria to initiate the promotion of discovery and access to open access resources endorses the recognition of their position in the propagation of open access use. It also confirms the views of Cryer and Colline (2011) that academic libraries have taken it to be their responsibilities and have paved a path in the expansion of the OA movement by promoting it in a variety of ways. It also corroborates the position of Parmer, Dill and Charlene (2006) that the American academic librarians are focused on advocating for open access resources use. The advocacy efforts by university libraries in Nigeria are not without their positive perception on the import of open access as Utulu and Avemaria (2011) revealed. Hence the support for open access advocacy cuts across librarians from different backgrounds as shown from the finding from the health services librarian (Lwoga & Quetier, 2015).

The various approaches to the promotion of open access resources substantiates the findings by Ugwuanyi et al. (2013) that university libraries in Nigeria promote OAR using various initiatives as found in this research. Contrary to the findings of Ugwuanyi, Ebere and Ugwaungy (2013), the university librarians did not present any impediments to the promotion of OAR rather they were of the view that the ingenuity of the staff is a major factor in effective OAR promotion. This informs the need to confirm the qualification and professional staff strength of the university libraries. From the result it is evident that university libraries in Nigeria have the staff capacity in terms of education and number of professional personnel to promote discovery and access to OAR.

Conclusion

Promotion for discovery and access to open access resources is a very important step towards ensuring maximum and effective utilization of the astronomical increase in the researches available for free to researchers and educationist. The library as a major stakeholder and beneficiary of the gains of OAR must take a leading position in that direction. Joining the league of OAR resources promoters, it was evident that Nigerian universities have not consolidated its support for OAR use in view of the lack policy to guide its use. However university communities

continue to exploit the opportunity provided in OAR despite the low use by some members of the university community due to unawareness, lack of skill and universities' reservations on the quality of OAR. Nigerian university libraries as major beneficiary to OAR have fully positioned themselves to promote discovery and access through advocacy, infrastructural development and survey initiatives. The ingenuity of the university libraries is central to effective promotion toward discovery and access to OAR in the university system.

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