

Open Access Concept and the Viewpoint of Academic Staff in Turkish Universities to the Institutional Repositories¹

By Buket Candan *

Open access is accepted as a standard method to access the publications which are supported by the public funding that is increasingly important today since it removes the legal, commercial and technological obstacles and makes research results much more visible. Today, there are many universities in Turkey that have problems with constituting institutional repositories. Many of these problems are caused by the insufficient interest of the academic staff on the issue. Gathering data to understand the attitudes and opinions of the academic staff towards open access and institutional repositories of the academic staff -who do/will participate in the institutional repositories of the universities with their works -is a prerequisite to the solution of the problems, the dissemination of the open access and institutional repository awareness among the academic institutions and the creation of an environment of mutual cooperation. In this context, the target population of the study, where the descriptive method was employed, was restricted to the academicians of two universities, one of which achieved the transition processes to the institutional repository and the other which continues to do its workings to achieve this. The research data is gathered via documentary research, questionnaire and interview techniques.

Keywords: institutional repositories Open access, open access policy, Turkey, university libraries

Introduction

The electronic publishing has moved ahead of the print publishing by developing through the opportunities provided by the internet and its popularity increases day by day. Therefore this creates alternatives of access to scientific knowledge. One of these alternatives is the publishing applications based on open access thought (Candan 2015b). The irreplaceable priority of the scholarly communication is to present the scientific researches' results to the large masses' access as resources for the other researches. While the monopolistic positions of the traditional publishing houses of printed and electronic publications have complicated the spread of scientific knowledge with the price and access barrier. It has led to the birth of open access thought

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(Coskun et al. 2007). Open access thought, starting with the free publication of the scientific publication on internet, has brought out several hundred peer-reviewed electronic academic journals as well as a few of the e-edition archives in the 1990s. These publishing applications, providing free access to the electronic products, are called "open access publishing" (Bjork 2004).

The concept of "open access" has come into existence with supporters like Stevan Harnad (1994) from the mid-1990s (Allen 2005: 8). However, the term open access was used for the first time at a meeting which was held by the Open Society Institute in Budapest in 2001 where open access supporters came together. This meeting became the reason of the Budapest Open Access Initiative (Velterop 2005: 4). Open Access, in The Budapest Declaration was published by the Budapest Open Access Initiative (BOAI) in 2002 which was defined in the following way (BOAI 2002):

"By "open access" to the literature (Research Literature), we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts 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 those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

The term open access is handled only in terms of the author in the definition of the BOAI, whereas a majority of publishers sign publishing agreements or alias copyright agreements, taking over the publication and distribution rights of the work with the author before publishing the work. Although the intellectual property law at national and international levels allows the use of scientific literature for education and research purposes, in certain circumstances, especially through the libraries, the publishers may impose various restrictions on electronic publications by using the abovementioned agreements. For this reason, open access necessitates the participation of the publishers as well as the authors. Furthermore, another point not mentioned in the definition is where and under which conditions the scholarly works subject to open access are stored.

A new meeting about open access was held with the participation of scientists, librarians, publishers, scientific societies and funding agencies at the United States of America (USA) Howard Hughes Medical Institute in April, 2003 nearly two years after the Open Access Institute's meeting. The open access publication was defined in the Bethesda Statement on Open Access Publishing (Velterop 2005: 5, Bethesda 2003), published after this meeting. and two criteria have been set in order for a work to be considered as an open access publication.

According to the first criterion,

"The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, worldwide, perpetual right of access to, and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship[...], as well as the right to make small numbers of printed copies for their personal use." (Bethesda 2003).

According to the second criterion,

"A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format, is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving (...)." (Bethesda 2003).

A third meeting was held about the "Open Access to Knowledge in Sciences and Humanities" by the Max Planck Society in Germany during the same year. This meeting extended the discussion by including the subject of humanities and in conclusion produced the Berlin Declaration (Velterop 2005: 6). The Berlin Declaration (MPDL 2003) chiefly used the definition of the Bethesda Statement. It had a great international effect and was supported with a broad participation by the researchers in both humanities and sciences at an international level. Another important result of the Berlin Declaration was that open access was accepted by the principal institutions providing funds in countries such as Germany, England and the USA in the European Continent and North American Continent. The aforesaid institutions stated that the publication is an essential part of the research process and so it should be financed as a part of the grant (Mittler 2007: 9). Thus, the open access was considered as a standard method of access to the publications, produced from the researches supported by public funding. The policy principles proposed in the Bethesda Statement on the long-term storage of the scientific literature in institutional repositories were also supported with broad participation at an international level (Candan 2015b).

The institutional repositories (IRs) can be defined as an electronic system in which the scientific studies produced digitally by a university community are collected, stored and also through which access is provided (Foster and Gibbons 2005, Chan 2004: 277, Crow 2002: 16). The articles published in peer-reviewed and non-refereed journals, published and unpublished works, student thesis and dissertations, data sets, teaching materials etc. can be considered in these scientific studies (Foster and Gibbons, 2005). The success

of an IR is directly proportionate to the quality of the scientific works contained in it. The content for the IRs which generally formed and provided its continuance by the university libraries are compiled cumulatively and archived continuously (Crow 2002: 6, 18, 20). The IRs increased the prestige and visibility of the universities (Crow 2002: 6) and also strengthened the position of the university libraries in the scholarly communication system (Burns et al 2013).

The international developments concerning open access and institutional repositories got the universities, research institutions, publishers and libraries in Turkey under its influence in the 2000s. Open access and the institutional repositories became one of the agenda items in many workshops, congresses, symposiums and seminars organized in the field of information retrieval, information management and information and communication technologies. These studies were supported by the Anatolian Universities Libraries Consortium and a working group, named Open Access and Institutional Repositories Working Group which was founded within its body in order to form a basis, support, make suggestions for the initiatives at various levels and for the periods forming IRs in Turkey and share the experiences obtained within the scope of the sample applications and trainings. This Group maintains its workings within the scope of its foundation mission by increasing it day by day (ANKOS 2015). Another working group, founded in order to provide the necessary open access and institutional repository support to the university libraries, is the Council of Higher Education Institutional Repositories and Open Access Working Group. This Group started its workings in January, 2014 (Yuksekk Ogretim Kurulu 2015a).

There are IRs belonging to 56 Turkish universities still registered at OpenDOAR (Directory of Open Access Repositories), being an index which lists the institutional open access sites (OpenDOAR 2015). However, the number of universities has reached to 193 in Turkey today. This number amounts to 203 including the other higher education institutions (Yuksekk Ogretim Kurulu 2015b). It can be understood from this information that not even half of the newly established universities could not set up the IR. Moreover, we can see that few of the scientific works produced at national and international levels in Turkey are reflected on the existing IRs.

Research Purpose

Although open access is widely accepted among the academic staff, many universities today have various problems in creating IRs. Most of these problems arise from the academic staff not showing enough interest in the matter. When the related literature is examined, although there were various studies on open access and institutional repositories after the beginning of the millennium in Turkey, no study examining the attitudes towards the institutional repositories is found. Providing the support and revealing the perspective of the academic staff which make/will make a contribution to the

IRs by their scholarly works are regarded as significant for the success of the institutional repository policies, which are formed, in practice.

The purpose of this study is to determine the attitudes, thoughts and reservations of the academic staff which are one of the most important stakeholders of the IRs in the universities with their scholarly studies towards the aforesaid repositories and also to increase the cooperation level for the workings of forming an institutional repository. The research questions have been determined in parallel with this purpose as follows:

- Is the academic staff aware of the open access and institutional repository workings conducted in the affiliated institution?
- What do the academic staff members think about the advantages and disadvantages of the institutional repositories?
- What is the satisfaction level of the academic staff in the institutional repository applications in the affiliated institution?
- What do the academic staff members think about the strategies for forming and improving the institutional repositories?

Method

The *research* data has been collected by using the documentary scanning, questionnaire, observation and also interview techniques within the scope of the research conducted by using the descriptive method. The target population of the study has been limited to the teaching faculty members (such as teaching staff members, instructors and research assistants) of two universities, one has completed the IR creation process and other still continues its workings. The number of academic personnel has been taken into consideration in determining the target population. The two universities have been chosen randomly for the suitable size of the academic staff and their physical properties related to the IRs. According to the information obtained from the academic personnel units of the universities, the first university, which is in the process of setting up the IR, has 600 academic staff members as of the academic year of 2014-2015 (Cankiri Karatekin University). Whereas the second university, having set up the IR since 2007, has 500 academic staff members (Atilim University). The $[n = \frac{Nt^2pq}{[d^2(N-1) + t^2pq]}$ formula has been used for detecting the sample size of the questionnaire study. The sample size is about fifty five (55) people for $p = 0.8$ ve $q = 0.2$ values together with the sampling error accepted as $\pm 10\%$ according to the frequency of the incident. The participants have been selected by the simple random sampling method for the questionnaire conducted by meeting face to face between April and May 2015. Totally a hundred people, fifty each, have participated in the questionnaire from both universities. The response rate of the questionnaire is 91%. Excel program and SPSS Statistics software were used in evaluating the findings.

Finding and Discussion

In order to identify the attitudes of the academic personnel who participated in the IRs of the universities with their work towards the open access and institutional repositories, and to reveal the thoughts of these attitudes, a questionnaire, consisting of fifteen closed ended questions, including an open ended question for additional comments was prepared. The relevant literature (Kim 2010, Allen 2005) was used in preparing the questionnaire. The first four questions of the questionnaire tried to obtain demographic information such as the respondents' gender, age, position and year of work experience. Questions six, seven and eight of the questionnaire were about the satisfaction level of the respondents from the IR applications, prepared just for the academic staff of a University with an IR. Questions nine and ten tried to obtain the thoughts of the academic staff members of both universities about the advantages and disadvantages of the IRs. Questions seven, thirteen and fourteen of the questionnaire were prepared based on the five point Likert scale. Questions eight, nine, ten, and twelve of the questionnaire are the multiple-answer question types (choose all that apply) which allow participants to choose more than one option. In the rest of the questions only one option may be chosen. A copy of the questionnaire is given in the Appendix.

The Viewpoint of Academic Staff from the University of Cankiri Karatekin

The questionnaire was responded by 50 academic staff members from the faculties of the University of Cankiri Karatekin. Of the 50 academic staff members 26% are female and 74% are male. 24% of respondents are between the ages 18 to 30, 42 % are between the ages of 31 to 40, 32 % are between the ages of 41 to 50, and only 2% are 51 and older. When the respondents are examined for their position, it is observed that the percentages of instructors are at extremely low rate of 4%. While 36% of the respondents are research assistants and 60% are teaching staff members (such as professors, associate professors and assistant professor). The quantitative data also reveals that the years of work experience vary from less than 1 year (6%) to over 11 years (26%). Most of the respondents have 1-5 years of working experience (44%), but the rest have 6-10 years (24%). Table 1 shows the percentage distribution of the respondents according to their demographic characteristics.

Table 1. *Distribution of Respondents According to their Demographic Characteristics*

Variable	Code	f	%
Gender	F	13	26
	M	37	74
	Total	50	100
Age	18-30	12	24
	31-40	21	42
	41-50	16	32
	51+	1	2
	Total	50	100
Position	Research assistant	18	36
	Instructor	2	4
	Teaching staff member	30	60
	Total	50	100
Year of work experience	1-	3	6
	1-5	22	44
	6-10	12	24
	11+	13	26
	Total	50	100

To understand if the academic staff had sufficient knowledge about the workings of the creation of an IR conducted in the affiliated institution, they were asked if their university had an institutional repository or not. These responses are presented in Table 2. Of those who responded, 44% answered "No" and 36% "I don't know", but 2% answered "Yes". Of the 50 academic staff members, 18% didn't respond to this question. Findings show that the respondents are not sufficiently aware of the workings of the creation of an IR in their institution. In order to provide the academic staff's support to these workings the University and its relevant department, the Department of Library and Documentation, should put more effort.

Table 2. *Awareness of Institutional Repository*

"Does your university have institutional repository?"	f	%
Yes	1	2
No	22	44
I don't know	18	36
Missing	9	18
Total	50	100

The respondents were asked about the institutional repositories' possible advantages. 74% of the respondents reported that "It improves and strengthens the scholarly communication" and 72% "The accessibility of my work is increased". "The number of citations my work gets increases" made up 64% of the total answers, whereas "It is economic for the university and the university library" and "My work is permanently archived, indexed and available" made

up 62%. The analysis of the data in Table 3 indicates that the respondents support setting up an IR, but they don't have enough information about it. More than half of the respondents weren't able to answer the questions, others asked for help from the author to answer.

Table 3. *The Institutional Repositories' Possible Advantages*

Options	f	%
The accessibility of my work is increased	36	72
It is economic for the university and the university library	31	62
The number of citations my work gets increases	32	64
My work is permanently archived, indexed and available	31	62
It improves and strengthens the scholarly communication	37	74

The respondents were also asked about the institutional repositories' possible disadvantages. 44% of the respondents reported that "If I deposited my work in an institutional repository then I could not later publish it in a peer-reviewed journal" and "The quality of content of the archive would be questionable without peer review or a quality control process". "My work might be misused or plagiarized" made 40% of the total answers, whereas "It would be difficult and time-consuming to archive my work and require the technical knowledge" made up 26%. The comparison of the data in Table 3 and Table 4 indicates that the respondents find the IRs advantageous to contribute to their works.

Table 4. *The Institutional Repositories' Possible Disadvantages*

Options	f	%
It would be difficult and time-consuming to archive my work and require technical knowledge	13	26
If I deposited work in an institutional repository then I could not later publish it in a peer-reviewed journal	22	44
My work might be misused or plagiarized	20	40
The quality of content of the archive would be questionable without peer review or a quality control process	22	44

The respondents' personal preferences for archiving their scientific work were explored by asking them to choose only one of the six options. Because 32% of the respondent had chosen more than one option, their responses were declared invalid. The other preferences were ranked in a descending order. The highest preference ranking is "Online databases" (24%), followed by "Subject-based open access archives" (22%), and "Institutional repository of your university" (14%). The lowest preference ranking is "Personal web page" (8%). Table 5 summarises the findings by listing the frequency and percentage distributions of the responses for each of the options. Findings show that They prefer an online database over the Institutional repository of their university.

Table 5. *Personal Preferences for Archiving their Scientific Work*

Options	f	%
Institutional repository of your university	7	14
Personal web page	4	8
Subject-based open access archives	11	22
Online databases	12	24
Invalid	16	32
Total	50	100

The respondents' personal preferences for receiving information about the IRs were explored by giving them three options from which to choose. The responses are ranked in a descending order. The highest preference ranking is "By meetings, conferences and seminars" (64%), followed by "By guides in electronic and printed medium" (62%), and "By questionnaires" (50 %). The frequency and percentage distributions of the responses to these questions are found in Table 6. Findings show that from all of the options, the option of "By questionnaires" is the least preferred one.

Table 6. *Personal Preferences for Receiving Information about the Irs*

Options	f	%
By meetings, conferences and seminars	32	64
By questionnaires	25	50
By guides in electronic and printed medium	31	62

The statement presented to each of the academic staff members was, "Every university should have an institutional repository." Academic staff members were asked to respond to the statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). 42% of the respondents answered that they "strongly agree", 44% that they "agree", and 14% as "undecided" respectively. Table 7 shows the data analysis with the SPSS of the academic staff attitude towards the institutional repository. Findings indicate that the respondents agree with the statement about having an institutional repository with a mean score of 4.28.

Table 7. The statement given in the thirteenth question

"Every university should have an institutional repository."	f	%
(5) Strongly agree	21	42
(4) Agree	22	44
(3) Undecided	7	14
(2) Disagree	0	0
(1) Strongly disagree	0	0
Total	50	100
Mean	4.28	

The statement presented to each of the academic staff members was, "Scholarly works should be subjected to compulsory archiving in the

institutional repositories." Academic staff members were asked to respond to the statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). 10% of the respondents said they "strongly agree", 16% that they "agree", 24% were reported as "undecided", 32% that they "disagree", and 18% that they "strongly disagree" respectively. Table 8 shows the data analysis with the SPSS of the academic staffs attitude towards the institutional repository. Findings indicate that the respondents disagree with the statement about compulsory archiving an institutional repository with a mean score of 2.68.

Table 8. *The Statement Given in the Fourteenth Question*

"Scholarly works should be subjected to compulsory archiving"	f	%
(5) Strongly agree	5	10
(4) Agree	8	16
(3) Undecided	12	24
(2) Disagree	16	32
(1) Strongly disagree	9	18
Total	50	100
Mean	2.68	

The respondents were also asked whether they have any other comments about open access or institutional repositories. Ten academic staff members made additional comments about open access and workings of creation an IR conducted in the affiliated institution. According to the questionnaire rank number given by the author, the comments are the following:

The respondent of the eighth rank number was wanted to set up the IR as soon as possible:

"The IR should be definitely set up in our university, thereby scholarly works should be archived and accessed freely via the internet. As long as the copyright law is not neglected, it can be carried out as an excellent information network and students can easily gain access to information of all kinds. It should not be forgotten that we will enter a period ten to fifteen years later that even a article can be downloaded with a very high royalty payment and therefore it is necessary to create an open access archive in advance."

As indicated below, the respondent of the twelfth rank number stated that:

"The archiving of the scolarly works of academicians through the open access archives will give them great pleasure, similarly, it will create a great wealth of scientific products too. I think this event should also be taken into consideration in the academic assessment, for it will be encouraging."

The respondent of the 14th rank number stated that:

"It will be useful to set up an open access archive for the university community."

The respondent of the 23rd rank number stated that:

"The IR's interface must be flexible. It must be used and accessed easily, from mobile devices in particular. Also it must be understandable."

The respondent of the 24th rank number stated that:

"I think the personal web page provided to us by the university is highly effective."

The respondent of the 28th rank number stated that:

"The sustenance of the IR has not been resolved yet."

The respondent of the 36th rank number stated that:

"This kind of archives should be made more common and introduced properly"

The respondent of the 37th rank number stated that:

"The electronic open archive of our institution should be activated immediately."

The respondent of 42nd rank number stated that:

"The archiving of scholarly works should be implemented at the request of the academic staff".

The respondent of 45th rank number stated that:

"Protective measures should be taken for copyright and it should be given a hotlink for the quotes of the works."

The Viewpoint of the Academic Staff from the University of Atılım

50 academic staff from faculties of Atılım University responded to the questionnaire. Out of the 50 academic staff members, 60% are female, and 40% are male. 30% of respondents are between the ages 18 to 30, 24% are between the ages 31 to 40, 40% are between the ages 41 to 50, and only 6% are 51 and older. When the respondents are examined for their position, it is observed that the percentages of the research assistants are low, at a rate of 20%. While 36% of respondents are Instructors and 52% are teaching staff members (such as professors, associate professors and assistant professor). The quantitative data also reveals that the years of work experience vary from less than 1 year (6%) to over 11 years (16%). Most of the respondents have 1-5 years of work experiences (50%) but the rest have 6-10 years (28%). Table 9 shows the percentage distribution of the respondents according to their demographic characteristics

Table 9. *Distribution of Participants according to their Demographic Characteristics*

Variable	Code	f	%
Gender	F	30	60
	M	20	40
	Total	50	100
Age	18-30	15	30
	31-40	12	24
	41-50	20	40
	51+	3	6
	Total	50	100
Position	Research assistant	10	20
	Instructor	14	28
	Teaching staff member	26	52
	Total	50	100
Year of work experience	1-	3	6
	1-5	25	50
	6-10	14	28
	11+	8	16
	Total	50	100

Whether the academic staff had sufficient knowledge about the workings of the IR conducted in the affiliated institution was sought by asking them if their university had an institutional repository or not. These responses are presented in Table 10. Of those who responded, 49% responded "Yes" and only 2% responded "I don't know". Nobody responded "No". Findings show that the respondents are sufficiently aware of the workings of the IR in their institution.

Table 10. *Awareness of Institutional Repository*

"Does your university have institutional repository?"	f	%
Yes	49	98
No	0	0
I don't know	1	2
Total	50	100

The academic staff members using the habits of the IR in the affiliated institution were sought by being asked if they archived any of their work in the institutional repository or not. The responses are presented in Table 11. Of those who responded, 48% responded "Yes" and 50% "No". However, few of those who responded "Yes" stated that some of their articles were archived without their knowledge. 2% of academic staff didn't respond to the question.

Table 11. *Use of IR of Academic Personnel*

"Have you archived any of your work in the institutional repository"	f	%
Yes	24	48
No	25	50
Missing	1	2
Total	50	100

The question presented to each of the academic staff members was, "How would you rate your level of institutional repository satisfaction?". The academic staff members were asked to respond to the question using a five-point Likert scale ranging from 1 (Not Satisfied) to 5 (Extremely satisfied). 22% of the respondents said they were "Extremely satisfied", 12% "Very satisfied", and 12% "Satisfied" respectively. More than half of the respondent (54%) didn't answer this question. Table 12 shows the data analysis with the SPSS of the academic staff members' attitude towards the institutional repository. Findings indicate that the respondents are satisfied with the workings of their institutional repository with a mean score of 4.22.

Table 12. *The Level of Satisfaction of the Academic Personnel from the IR Applications*

"How would you rate your level of institutional repository satisfaction? "	f	%
(5) Extremely satisfied	11	22
(4) Very satisfied	6	12
(3) Satisfied	6	12
(2) Somewhat Satisfied	0	0
(1) Not Satisfied	0	0
Missing	27	54
Total	50	100
Mean	4.22	

The contents of the archived works in the institutional repository were sought from the academic staff. 14% of the respondents reported that "Peer-reviewed articles published in a journal", 20 % "Non peer-reviewed articles published in a journal", 6% "Theses", 4% "Data sets" and 8% "Other (eg. photos, audio-visual materials etc.)". The analysis of the data in Table 13 indicates that the respondents aren't able to use the institutional repository effectively.

Table 13. *The Contents of Archived Works in the Institutional Repository*

"What type of your work have you archived in the IR?"	f	%
Peer-reviewed articles published in a journal	7	14
Non peer-reviewed articles published in a journal	10	20
Theses	3	6
Data sets	2	4
Other (eg. photos, audio-visual materials etc.)	4	8

The respondents were asked about the institutional repositories' possible

advantages. 86% of the respondents reported that "The accessibility of my work has increased", 38% "I protect the copyright of my work", 16% "I can add extra data to my work", 42% "It is economic for the university and university library", "The number of citations increases my work", "The impact of my study is increased", and "Results of my study are disseminated more quickly" respectively. "My work is protected from plagiarism" made up 30% of the total answers, whereas "My work is permanently archived, indexed and available" and "It improves and strengthens scholarly communication" made up 62%. The analysis of the data in Table 14 indicates that the respondents have a positive attitude about the IR.

Table 14. *The Institutional Repositories' Possible Advantages*

Options	f	%
The accessibility of my work has increased	43	86
I protect the copyright of my work	19	38
I can add extra data to my work	8	16
It is economic for the university and the university library	21	42
The number of citations increases my work	21	42
My work is protected from plagiarism	15	30
The impact of my study has increased	21	42
Results of my study are disseminated more quickly	21	42
My work is permanently archived, indexed and available	28	56
It improves and strengthens scholarly communication	23	46

The respondents were also asked about the institutional repositories' possible disadvantages. 20% of the respondents reported that "It would be difficult and time-consuming to archive my work and require technical knowledge", 22% "Publishers would not let me put my work in a institutional repository", 28 % "If I deposited work in a institutional repository then I could not later publish it in a peer-reviewed journal", 46 % "The quality of content of the archive would be questionable without a peer review or quality control process" and 32% "My work might be misused or plagiarized". "I would break copyright agreements by making my work available in an institutional repository" made up 16% of the total, whereas "It would not be easy to find my work" made up only 2%. Comparison of the data in Table 14 and Table 15 indicate that the respondents find the IRs advantageous to contribute with their works.

Table 15. The Institutional Repositories' Possible Disadvantages

Options	f	%
It would be difficult and time-consuming to archive my work and require technical knowledge	10	20
Publishers would not let me put my work in a institutional repository	11	22
If I deposited work in a institutional repository then I could not later publish it in a peer-reviewed journal	14	28
My work might be misused or plagiarized	16	32
I would break copyright agreements by making my work available in an institutional repository	8	16
The quality of content of the archive would be questionable without a peer review or quality control process	23	46
It would not be easy to find my work	1	2

The respondents' personal preferences for archiving their scientific work were explored by asking them to choose only one out of the six options. Because 20% of the respondents had chosen more than one option, their responses were declared invalid. The other preferences are ranked in a descending order. The highest preference ranking is "Online databases" (26%), followed by "Institutional repository of your university" (22%), and "Personal web page" (18%). The lowest preference ranking is "Subject-based open access archives" (14%). Table 16 summarises the findings by listing the frequency and percentage distributions of the responses for each of the options. Findings show that they prefer an online database to the Institutional repository of their university. However, there isn't a big difference in the percentage between the two options.

Table 16. Personal preferences for archiving their scientific work

Options	f	%
Institutional repository of your university	11	22
Personal web page	9	18
Subject-based open access archives	7	14
Online databases	13	26
Invalid	10	20
Total	50	100

The respondents' personal preferences for receiving information about the IRs were explored by giving them three options to choose from. The responses are ranked in a descending order. The highest preference ranking is "By guides in electronic and printed medium" (64%), followed by "By meetings, conferences and seminars" (62%), and "By questionnaires" (36%). The frequency and percentage distributions of the responses to these questions are found in Table 17. Findings show that they don't prefer to receive information about the IR by questionnaires.

Table 17. *Personal Preferences for Receiving Information about the Irs*

Options	f	%
By meetings, conferences and seminars	31	62
By questionnaires	18	36
By guides in electronic and printed medium	32	64

The statement presented to each of the academic staff members was, "Every university should have an institutional repository." Academic staff members were asked to respond to the statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). 52% of the respondents said that they "strongly agree", 34% that they "agree", 8% were "undecided", and 6% that they "Disagree" respectively. Table 18 shows the data analysis with the SPSS of the academic staff members' attitude towards the institutional repository. Findings indicate that the respondents agree with the statement about having an institutional repository with a mean score of 4.32.

Table 18. *The Statement Given In the Thirteenth Question*

"Every university should have an institutional repository."	f	%
(5) Strongly agree	26	52
(4) Agree	17	34
(3) Undecided	4	8
(2) Disagree	3	6
(1) Strongly disagree	0	0
Total	50	100
Mean	4.32	

The statement presented to each of the academic staff members was, "Scholarly works should be subjected to compulsory archiving in the institutional repositories." The academic staff members were asked to respond to the statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). 8% of the respondents said they "strongly agree", 2% that they "agree", 22% were "undecided", 42% that they "disagree", and 26% that they "strongly disagree" respectively. Table 19 shows the data analysis with the SPSS of the academic staff members' attitude towards the institutional repository. Findings indicate that the respondents disagree with the statement about compulsory archiving an institutional repository with a mean score of 2.24.

Table 19. *The Statement Given in the Fourteenth Question*

"Scholarly works should be subjected to compulsory archiving"	f	%
(5) Strongly agree	4	8
(4) Agree	1	2
(3) Undecided	11	22
(2) Disagree	21	42
(1) Strongly disagree	13	26
Total	50	100
Mean	2.24	

The respondents were also asked whether they have any other comments about open access or institutional repositories. But no additional comments were made by them.

Comparison of the Findings

The Comparison of the Findings shows that both Universities' respondents have demographically similar characteristics. The questionnaire was responded by 100 academic staff members from both Universities and about 60% of them were teaching staff members.

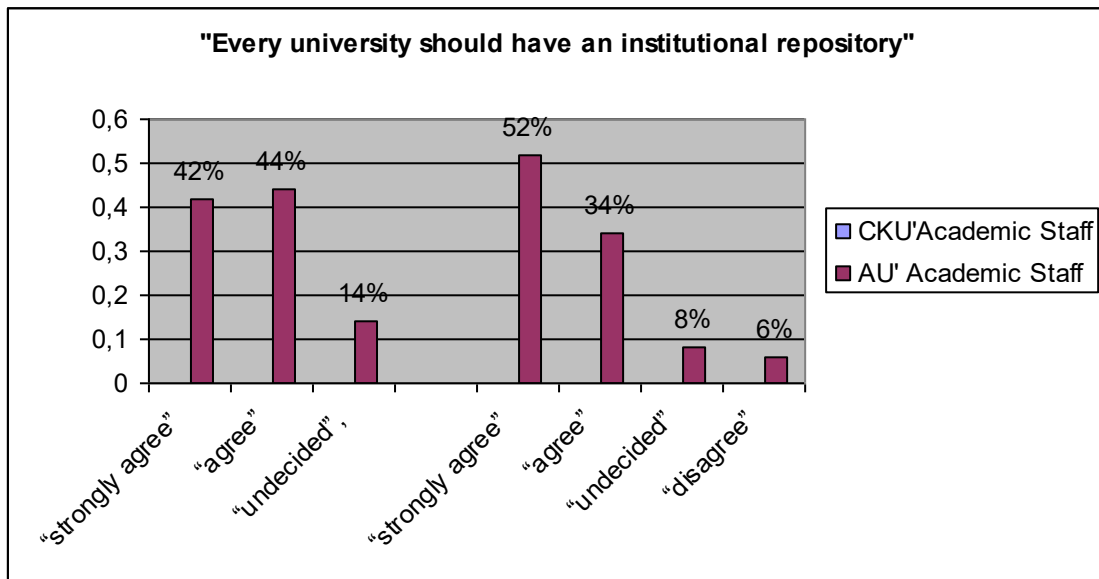
When the respondents' awareness of the institutional repository was sought by asking them if their university had an institutional repository or not, findings showed that unlike the second, the first University's academic staff members were not sufficiently aware of the workings of the creation of an IR in their institution.

To be able to explore the respondents' personal preferences for archiving their scientific work, since they were asked their choice, it was noticed that both the universities' respondents preferred the online databases more than anything else.

When the respondents' were asked their personal preferences about receiving information about the IRs, it was noticed that the option of "by questionnaires" was the third alternative for both the universities' respondents.

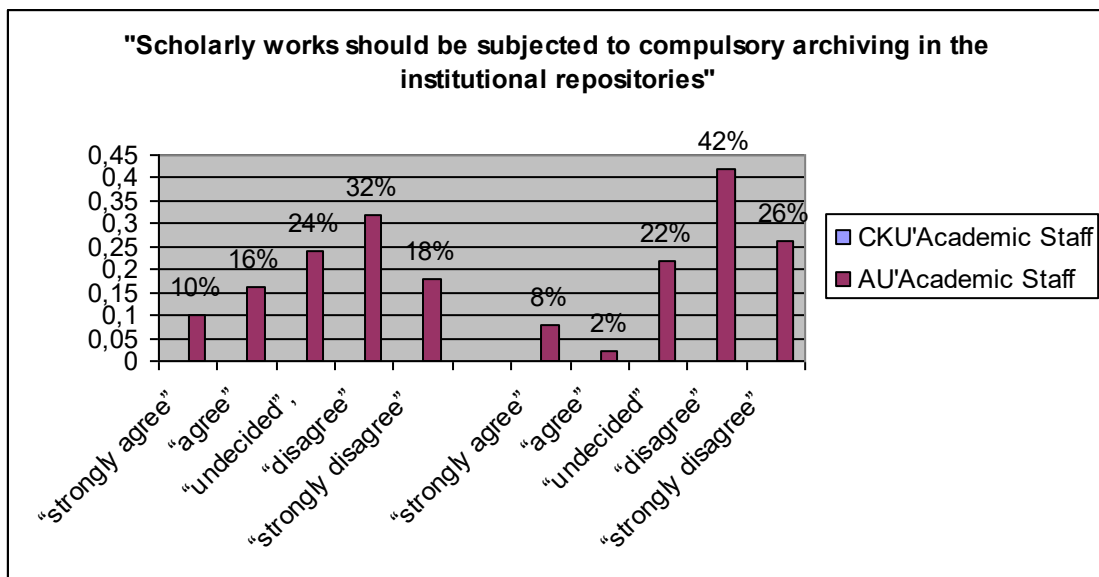
Each of the academic staff members from both universities were asked to respond to the following statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Findings indicated that all of the respondents agreed with the statement with mean scores of 4.28 and 4.32 respectively.

Figure 1. Every University Should Have an Institutional Repository



Each of the academic staff from both universities were also asked to respond to the following statement using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). But, the findings indicated that all of the respondents disagreed with the statement with mean scores of 2.68 and 2.24 respectively.

Figure 2. Scholarly Works Should Be Subjected to Compulsory Archiving in the Institutional Repositories



This study is important because it not only reveals the opinions of the academic staff about open access and institutional repositories, but there is now a comparative study of the institutional repository workings of the universities

in Turkey as well. This study has revealed that there are some problems with the compulsory archiving in the institutional repositories among the academic staff who work at Turkish Universities, but these problems have not attracted adequate attention by the authorities.

The findings of the research are expected to reduce the current problems of open access and institutional repository and clarify the determination of more participatory policies for the future.

The author would like to express sincere gratitude to the academic staff of Cankiri Karatekin University and the academic staff of the Atılım University for their interest and kindness throughout the survey.

Conclusion and Suggestions

The efforts to spread the institutional repositories at the universities in Turkey have increasingly continued from the beginning of the 2000s. Although it is an overemphasized issue, it is a difficult process for which sufficient development still can't be provided. There are many factors preventing the healthy development of this process and also many discussions related to these factors. The working in cooperation and communication with all of the stakeholders of the institutional repositories is considered as the primary condition related to the success of this process. The subject has been addressed in this research through the perspective of the academic staff, being one of the stakeholders of the institutional repositories.

The questionnaire results show that the academic staff of the university, which doesn't have an institutional repository yet, doesn't have sufficient knowledge about the institutional repositories. The success of the establishment workings depends on the accurate explanation of the added value which will be created for the academic staff by the aforesaid IR.

Establishing the institutional repository successfully doesn't mean that it will be successful in the future. Unless the necessity of the description of service, rendered in the institutional repository is not explained well, the inability to provide sufficient content may be faced. It should not be forgotten that the institutional repositories have to compete with the environments, rendering open access service on the internet. The questionnaire results support this situation. It has been determined from the responses given by the academic personnel of both universities that participated in the questionnaire, that they prefer the online databases and that the institutional repositories are not very attractive to them.

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Appendix

The Questionnaire of Open Access and the Institutional Repositories in Turkish Universities

1. What is your gender?

Female

Male

2. Which category below includes your age?

18-30

31-40

41-50

51 or older

3. What is your position in the university?

Research assistant

Instructor

Teaching staff member

4. Which category below includes your year of work experience?

1 or less

1-5

6-10

11 or over

5. "Does your university have an institutional repository?"

Yes

No (Go to question eleventh)

I don't know (Go to question nine)

6. "Have you archived any of your work in the institutional repository of your university?"

Yes

No (Go to question nine)

7. How would you rate your level of institutional repository satisfaction?

Extremely satisfied

Very satisfied

Satisfied

Somewhat Satisfied

Not Satisfied

8. What type of your work have you archived in the institutional repository of your university?" (Choose all that apply)

- Peer-reviewed articles published in a journal
- Non peer-reviewed articles published in a journal
- Articles awaiting peer-review
- Conference papers
- Theses
- Data sets
- Teaching materials
- Other (eg. photos, audio-visual materials etc.)

9. The institutional repositories' possible advantages about archiving a scholarly work are listed below. Which of the following do you agree with?(Choose all that apply)

- The accessibility of my work is increased
- I protect the copyright of my work
- I can add extra data to my work, such as photos, video, audio or data sets
- It is economic for the university and university library
- The number of citations my work gets increases
- My work is protected from plagiarism
- The impact of my study is increased
- Results of my study is disseminated more quickly
- My work is permanently archived, indexed and available
- It improve and strengthens the scholarly communication

10. The institutional repositories' possible disadvantages about archiving a scholarly work are listed below. Which of the following do you agree with?(Choose all that apply)

- It would be difficult and time-consuming to archive my work and require technical knowledge
- Publishers would not let me put my work in a institutional repository
- If I deposited work in a institutional repository then I could not later publish it in a peer-reviewed journal
- My work might be misused or plagiarized
- I would break copyright agreements by making my work available in a institutional repository
- The impact of my work would be less if I deposited it in a institutional repository
- The quality of content of the archive would be questionable without peer review or quality control process
- It would not be easy to find my work

11. In which of the following would you prefer to archive your scientific work? (Choose only one option)

- Institutional repository of your university

- Personal web page
- Website of your university
- Web page of your department
- Subject-based open access archives (E-LIS, RCLIS vb.)
- Online databases

12. By which of the following would you prefer to receive information about the strategies for setting up and improving of your university's institutional repository? (Choose all that apply)

- By meetings, conferences and seminars
- By questionnaires
- By guides in electronic and printed medium

13. What is your level of participation in the following statement? "Every university should have an institutional repository."

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

14. What is your level of participation in the following statement? "The academic personnel' scholarly works should be subjected to compulsory archiving in the institutional repositories."

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

15. If you have any other comments about open access or institutional repositories, please enter them below.

Thank you for completing this questionnaire.

