I Don't Have the Time or Really Understand What This Is! Examining our Faculty's Motivation to Use (or not) The Montclair State University's Institutional Repository

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This qualitative research study sought to answer the following questions: What barriers do faculty face in using digital commons, and how can we encourage, and assist them, to participate in using the institutional repository?

After data analysis was completed, 4 Personas were created from the axial coding themes to represent a mix of characteristics of the nine faculty members participants. The personas will help to guide and target outreach workflows.

**Opportunity Sampling**

**Grounded Theory**

**Table 1. Participant Segmentation**

<table>
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<tr>
<th>School or College</th>
<th>#Participants</th>
<th>#Tenured</th>
<th>#Tenure Track</th>
<th>#Administrators</th>
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</thead>
<tbody>
<tr>
<td>Education and Human Services</td>
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<td>2</td>
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<td>Humanities and Social Sciences</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Findings/Next Steps**

**Communicate ROI**

**Increased Use and Motivation**

**Mediated Workflow Options**

**Targeted Outreach**

**Karen Ramsden**, Research and Projects Specialist, Digital Commons Coordinator

**Darren Sweeper**, Government Documents and Research Services Librarian

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**ABSTRACT**

This poster aims to examine how we can encourage faculty to deposit their scholarly works into our institutional repository (IR). After devoting considerable energy on the development, implementation, and populating of content, the time had come to refocus our efforts to address the lack of faculty participation. Our research compelled us to rethink how we engage with faculty to identify barriers that may limit their participation and awareness of the IR. In this study we conducted semi-structured interviews with faculty to explore how to best address the issues that define their engagement, and use of the institutional repository.