Institutional Repositories: Revealing Our Strengths

ARL/OLMS Webcast
Cosponsored by SPARC & CARL
June 10, 2004
3-4:30 p.m. EDT
Desktop Interface

- Media Player
- Element Toolbar
- Element Display
- Quick Question
- Primary Toolbar
Questions to the Online Experts

- Select “Expert” from the Quick Question dropdown.
- Type your question.
- Click on Submit.

The Online Experts InBox button will illuminate when you receive a response. To view the answer to your question, click on this button and then select “Answered Questions.”
Reviewing Elements

• To review elements, use the Review and Preview buttons in the Element toolbar.

• Click on the Sync button to rejoin the presenter. NOTE: This button appears “unplugged” if you are not synchronized with the presenter.
Buffering

- If you experience sustained periods of buffering, click on the Speed button and select a lower stream rate.
- Contact the help desk at 202-861-2520.
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Introduction

Rick Johnson
Enterprise Director
SPARC
The Scholarly Publishing and Academic Resources Coalition

You can download today’s program from our resources page:
http://www.arl.org/training/webcast/ir/resources.html
Agenda

• Institutional Repositories: The Evolution of Scholarly Communication
• Institutional Repositories: Beyond the Technology
• Beyond Institutional Repositories
• Q&A
• Evaluation
Institutional Repositories
The Evolution of Scholarly Communication

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ARL Webcast, June 10, 2004
Institutional Repositories: Revealing Our Strengths
Audience Question

At your institution (please select all that apply):

1. We already have an institutional repository in operation.
2. We are in the process of implementing an institutional repository
3. We are planning to implement an IR in the near future.
4. We have no plans to implement an IR in the near future.
Scholarly Communication Is Evolving

• New Technology: digital information and networked environment
• Volume of scholarly information resources
• Speed of the research cycle
• New information needs of researchers
Challenges to the Stewards of Scholarly Resources

• What to collect?
• How to provide for the changing information needs of researchers?
• How to preserve and make accessible distributed digital resources?
Defining the “Institutional Repository”

An institutional repository is a set of services offered by a university to manage and make accessible scholarly digital materials created by the institution and its community members.
Attributes of Institutional Repositories

• Content is scholarly in nature and digital in format
• Employ self-archiving methods
• Open access
• Interoperable
• Managed by individual academic communities and the research library
Growth of Institutional Archives and Contents

- **No. of Records (red)**
- **No. of Archives (green)**

- **Year**:
  - 1990-02
  - 1991-07
  - 1992-12
  - 1994-05
  - 1995-10
  - 1997-03
  - 1998-08
  - 2000-01
  - 2001-06
  - 2002-11
  - 2004-04

- **Legend**:
  - Number of Records
  - Number of Archives containing these records

Institutional Archives Registry, 2004
Institutional Repository Projects

- Digital Academic Repositories (DARE) – Netherlands
- Focus on Access to Institutional Resources (FAIR) Programme – UK
- DSpace – MIT
- eScholarship Repository – University of California
- CARL Institutional Repositories Project – Canada
Where To From Here?

Challenges
Cultural Shift in the dissemination habits of researchers.
Ensuring the long-term preservation of content within IRs.

Opportunities
Value-added services:
Greater links between content in IRs and scholarly publications.
Better search and retrieval facilities.
Quiz Results
Questions?
Institutional Repositories: Beyond the Technology

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10 June 2004
Non-Technology Issues

- Theory vs. Practice
- Content Recruitment Strategies
- Policies
Theory vs. Practice

• If you build it, will they come?
• IMLS grant- Faculty work practice study
• What are the compelling reasons?
Early Grant Findings

• Disciplinary differences
• Career stage differences
• Personalization of the space
• Authoring needs
Content Recruitment

• Important task
• Tailored marketing
• Ancillary services
Strategies

• Examine institution’s website
• Examine faculty’s homepages
• Retiring faculty
• Involvement with open access
• Bibliographers
Policies

• Balancing act
• Questions to address
  – Who can submit?
  – What can be submitted?
  – Who owns the content?
  – What if the person leaves?
  – Can content be withdrawn?
Recommendations

• Lots of conversations with faculty
  – Bibliographers

• Range of potential uses

• Don’t “reinvent the wheel”
  – Borrow policies
  – Borrow content recruitment strategies
  – Borrow service and staffing models

• ARL, CNI, EDUCAUSE, SPARC, etc.
Questions?
Beyond Institutional Repositories

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University of California Libraries
The institutional repository’s meteoric rise occasioned in part by:

• Rising cost of scholarly materials
• Growing format diversity, volume, and volatility of information
• Escalating user expectations
• Faculty interest in new forms of scholarly communication

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Flavors of repository – working papers and other “grey” literature
Flavors of repository – platforms for peer-reviewed journals

University of California Libraries
Flavors of repository – authors’ copies, authors’ cuts, and postprints
Flavors of repository – platforms for producing and distributing monographs
Flavors of repository – data archives
The UC Atlas of Global Inequality

The Atlas of Global Inequality explores some aspects of inequality using online, downloadable maps and graphics. All these materials can be used freely providing they are attributed to the UC Atlas of Global Inequality.

Global income inequality is probably greater now than it has ever been in human history. Currently, the richest 1% of people in the world receives as much as the bottom 57%. There is some debate about whether the inequality gap on a global scale is increasing or decreasing. By one estimate, the ratio between the average income of the top 5% in the world to the bottom 5% increased from 76 to 1 in 1988 to 114 to 1 in 1993 (Milanovic 1999). But other aspects of global inequality, notably gaps in life expectancy and infant mortality, have been declining (except in sub Saharan Africa).

The opening sequence of photos and maps on this home page illustrates some of the maps and data provided in the Atlas and the variety of conditions the data reflect. One feature built into this Atlas is the capacity to view changes in inequality. The sequences of maps show that how infant mortality or income inequality change over time.

Information about the Atlas, who works on it, the technologies we use, and our plans, can be found in About Us.

We try to draw attention to the limits of our data, including the use of nations as a unit of analysis, and the use of Gross National Product data in the Glossary.

Information about Map Projections

Successful Teaching Activities

Ideas for Teaching and Learning
Other flavors of repository

• Learning object repositories
• Digital archival repositories
• Print repositories!
So what is an institutional repository?

Does the phrase hold up at all well when what it refers to generically is a suite of very different online information services each with its own specific:

- Mission
- Target audience
- Collection policy
- Service operational and technical specification
- Administrative and outreach program
- Etc.?
And why should we care about an exact definition, anyway?

• For clarity
• For inter- and intra-institutional interoperability
• For persistence
• For integrity
Beyond the institutional repository

• Specific forms of support for innovative explorations into new means and models of scholarly communication

• Technology utilities upon and with which it is possible to build a large if not infinite variety of specific information services

• …

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Some closing comments on pet peeves and fetishes

- Software
- Sustainability
- Sectarianism
- Seductive solutions
- And S curves

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Questions?
Thank you for joining us!

This Webcast will be archived and available using your same login information until August 13, 2004.
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For more information:
http://www.arl.org/training/webcast/ir/

PLEASE COMPLETE THE EVALUATION.
Thank You!