Institutional Repositories: Strategies for the Present and the Future

Available at: https://works.bepress.com/jean_gabriel_bankier/4/
Institutional Repositories: Strategies for the Present and Future

NASIG 23rd Annual Conference
June 6th, 2008
Phoenix, Arizona

Jean-Gabriel Bankier, President
The Berkeley Electronic Press (bepress)
Specific questions to be tackled

• Why do university IRs struggle for content?
• What do successful IRs have in common?
• What constitutes success?
Only three avenues for engaging scholars

1. Mandates

2. Moral arguments
   - “Duty to the University”, “Support open access”, “Battle evil publishers”

3. Incentives

“incentives” work best
IRs struggle because they fail to incent faculty

1. **Lack of valuable offering**
   - “Long-term accessibility”, “Self-archiving”, “Permanent URL”
   - Visually-unappealing, database results, “pilots”
   - Offering discovery, dissemination, and citations, without proof

2. **Communication insufficient & ineffective**
   - Focused inward on policies and technologies
   - When looking outward, too reliant on “awareness”

3. **Narrow content scope**
   - Journal preprints and post prints
   - Library’s stuff
IRs struggle because they fail to incent faculty

“In the absence of a compelling value proposition for faculty, repository specific marketing efforts are futile, as every investigation into the subject has shown. Simply put, the institutional repository and services associated with it must provide value to faculty **on faculty terms** before it will see more than scant, grudging use.”

--Dorothea Salo, Digital Repository Librarian at the University of Wisconsin, from “Innkeeper at the Roach Motel”
What do successful IRs have in common?

1. **Focus on incenting scholars**
   - Publishing services
   - Readership? Prove it!
   - Signals of quality

2. **One-on-one attention**
   - Librarian as evangelist and services provider

3. **Widen the scope: include original content**
   - Journals, books, newsletters, conferences, dissertations, theses, undergraduate works, speeches, sessions, lectures, presentations, and other events
We are pleased to announce the formation of *Global Labour Journal*, a new open access online journal set to launch in January 2009. This academic, fully peer reviewed journal will serve as a forum to capture the plentiful and diverse scholarly work emerging on labour activities worldwide and highlighting the ways that labour activities are increasingly shaped by global forces. We are now accepting submissions. For more information about *Global Labour* please view the [Aims and Scope](#) section.

Manuscripts may be submitted via this website or by emailing your paper directly to the Editorial Office at globallabour@mcmaster.ca. Should you have any questions about the suitability of your manuscript for consideration in *Global Labour*, please do not hesitate to contact the Editorial Office.
Against Accumulation: Moby-Dick, Mason & Dixon, and Atlantic Capitalism

Scott K. Borchert, Connecticut College

This honors paper was awarded the prestigious Cakes and Louise Ames Prize for 2006 given to the graduating senior who has completed this year's most outstanding honors study.

Document Type: Article

Abstract

This thesis examines the question of what it means to think about a text as Atlantic literature. I consider two novels, Melville’s Moby-Dick and Pynchon’s Mason & Dixon, in their relation to the Atlantic cycle of capital accumulation. I borrow this term from Ian Baucom, who, drawing on the work of Giovanni Arrighi, argues that the period extending from the late eighteenth century to the late twentieth century represents a definite epoch of historical capitalism: an Atlantic cycle of capital accumulation. To think about these texts as Atlantic literature, then, is to think about how they reproduce the logic of or understand themselves in relation to this Atlantic cycle, the dynamic engine of a circum-Atlantic world. I turn to two key theorists whose work I feel is best suited to each novel. Moby-Dick is
Sustainability

Campuses as living laboratories for sustainable design is a powerful concept. Yet, how do we...


How do you know where the educational opportunities are in sustainability? How can you learn...

Ecoliteracy Grant recipient Margot McDonald, Cal Poly San Luis Obispo will talk on “The Sustainable...

As with any building project, climate has an enormous impact on building and site energy...

What do successful IRs have in common?

1. **Focus on incenting scholars**
   - Publishing services
   - Readership? Prove it!
   - Signals of quality

2. **One-on-one attention**
   - Librarian as evangelist and services provider

3. **Widen the scope: include original content**
   - Journals, books, newsletters, conferences, dissertations, theses, undergraduate works, speeches, sessions, lectures, presentations, and other events
What constitutes success?

• Rank (size)
  – 10,000’s of objects
• Rate of growth
• Readership
  – 10,000’s of downloads/month

Easy to measure but overlooks much of what the repository was intended to deliver
Role of an IR

“Institutional repositories…respond to two strategic issues facing academic institutions:

1) they provide a central component in reforming scholarly communication by stimulating innovation in a disaggregated publishing structure; and

2) they serve as tangible indicators of an institution’s quality, thus increasing its visibility, prestige, and public value.”

Role # 1: Reform scholarly communications by stimulating innovation

Assessing success

- Providing outlet for scholarship not served by today’s models
- Facilitating intra-institutional and extra-institutional collaboration
- Teaching students about academic research and journal publishing
- Collecting and disseminating dissertations
- Supporting the creation of new academic journals
- Bringing existing journals to open access publishing
- On campus and peer-to-peer buzz
Role #2: Serve as a tangible indicator of an institution’s quality

Assessing success

- Showcasing depth and breadth of research
- Increasing awareness of faculty expertise
- Raising profile of department
- Promoting new center/institute
- Displaying the best student research
- Providing access to a special collection
A home for “original content” at University of Nebraska

“One of the great surprises in managing the infant but growing IR at the University of Nebraska-Lincoln has been the overwhelming popularity of a number of works that had been or logically would be deemed unsuitable for ordinary (i.e. paper) publication.”

A home for “original content” at University of Nebraska

"This suggests a role for the IRs beyond that of archival storage and accessibility enhancement: in fact, they are well-suited to become online publishers giving voice to a wide range of authors normally excluded, put off, or ill-served by the vagaries, idiosyncrasies, delays, obligations, and hoops-jumping of the conventional publication routes."

Thank You

jgbankier@bepress.com
DigitalCommons@Macalester
organizing and sharing the creative works of the Macalester College community

BROWSE RESEARCH & SCHOLARSHIP

Browse research and scholarship by:

- academic departments and organizations
- journals and peer-reviewed series
- SelectedWorks author gallery
- authors
- oral histories project

We provide open access to the scholarly and creative works produced by Macalester students, faculty, and staff to increase the visibility of our scholarship, and to encourage collaboration and innovation in order to contribute to the ongoing development of new knowledge.

The repository is a service of the Macalester College Library. The DigitalCommons@Macalester was implemented in 2005. Coordination for the project is by the Digital Assets Management working group. The Digital Collections Master Plan for content management will be found under library reports in the DigitalCommons. See Digital Collections Master Plan: Content, Systems, Access and Comprehensive Management Framework.

Attention Honors Students

Click here for Directions for Submitting your own Honors Project to DigitalCommons

Click here for Guidelines for submitting your Your Honors Project. These guidelines inform you about your rights and the rights of authors aside by you.

Click here for Honors Projects permission form. This form may be printed out and submitted with your Project if you have misplaced the one given you by the Academic Dean's office.

Please contact Janet Sietmann if you have any questions.