



Institutional Repositories: Faculty Deposits, Marketing, and the Reform of Scholarly Communication

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Available online 5 May 2008

This study explores faculty deposits in institutional repositories (IR) within selected disciplines and identifies the diverse navigational paths to IR sites from library Web site homepages. The statistical relationship between the development of an IR and the presence of a Web site dedicated to the reform of traditional scholarly communication is also explored. The implications for the development of institutional repositories are highlighted.

INTRODUCTION

Academic libraries are today at the intersection of three momentous changes in the world of scholarly communication. First, there has been a dramatic increase in the number of journals that are now available on the Internet. This development has enhanced ease of access to research information to an unprecedented degree. However, costs associated with convenience of access have had a significant impact on the acquisition budgets of most academic libraries. As a consequence, librarians have engaged in a series of dialogues with the research community to reexamine the traditional process of scholarly communication in the digital information environment. Chief among the issues of concern are the relentless rise of journal costs; the probable role that commercial publishing houses, which have progressively cornered the publication rights of influential journals, play in the rise of these costs, the locus of ownership of intellectual property rights; and the viability of preserving digital IR content.

The second major change is the development of Internet technology, which increasingly permits, indeed, encourages, the democratization of knowledge. In fulfilling their traditional role as collectors, organizers, preservers, and disseminators of information, libraries now have at their disposal the means to make knowledge widely and cheaply available. In a sense, a library can now transform itself into a publishing and archival institution by creating mechanisms whereby information can be collected, organized, preserved, and broadly disseminated outside the confines of the traditional publication format. While the culture of academic institutions is still deeply rooted in a traditional promotion process that emphasizes publication in prestigious journals, the trend is clearly toward digital publishing. Nowhere is this tendency more marked than in the development of the open access movement, which is the third prong in the new information environment. Based on the intersection of rising publication costs with a technology that permits low-cost self-archiving, the open access movement encourages scholars both within and outside institutions to make their work available in the easiest and most economical way to the widest possible audience at the earliest time after the completion of their work. An outgrowth of this movement is the institutional repository (IR), a type of digital library, whose contents are typically intended to be publicly available and preserved. Clifford Lynch of the Coalition for Networked Information (CNI) states that

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institutional repositories are among the essential infrastructures for scholarship in the digital world.¹ Institutional repositories have become one of the fastest growing elements of the digital library genre. Because of their potential to reform the current system of scholarly communication and their role in advancing the open access movement, many academic libraries, especially those at research universities, have invested human and technical resources to build a robust technical infrastructure that will foster access to the intellectual, cultural, and administrative output of their institutions. The hope is to gain enhanced access to faculty research and increased visibility of research generated within the university that is relevant to society.²

Despite the fact that the scholarly content of an IR will largely consist of faculty work and contributions from individual faculty, studies have shown that actual faculty participation in, and awareness of, the development of IR is extremely low. A few studies, therefore, have emerged in recent years warning librarians not to be trapped in the pursuit of IR dreams.³ The purpose of this paper, therefore, is to examine the actual content of selected institutional repositories and to assess the volume of faculty work represented in them. Specifically, this paper has three objectives. The first is to create a snapshot of the scope of actual faculty input into institutional repositories and the differences in the degree of input from the sciences, humanities, and social sciences. Excluding the organized gray literature such as technical and working papers and seminar series, the volume of work represented in IRs under individual faculty names serves, we believe, as a sufficient indicator of the scope of faculty participation.

Second, much of current IR literature addresses the issue of marketing and outreach in order to recruit new content to the IR. In order to determine the ways that IRs are presented and marketed on library homepages, we examine how and from where IR sites are linked in order to assess marketing support and visibility within the library Web site.

Third, because institutional repositories are inherently tied to the open access movement, we have explored the library's role

as a change agent for encouraging reform of the current practice of scholarly communication. One indicator is the presence of a Web site as part of a library's homepage that specifically addresses the issue of scholarly communication. In this case, we attempt to determine the relationship, if any, between the presence of a Web site for scholarly communication and the development of institutional repositories.

DEFINITION OF IR

According to Clifford Lynch, an institutional repository is "...a set of *services that a university offers to the members of its community* for the management and dissemination of digital materials created by the institution and its community members" (authors' italics).⁴

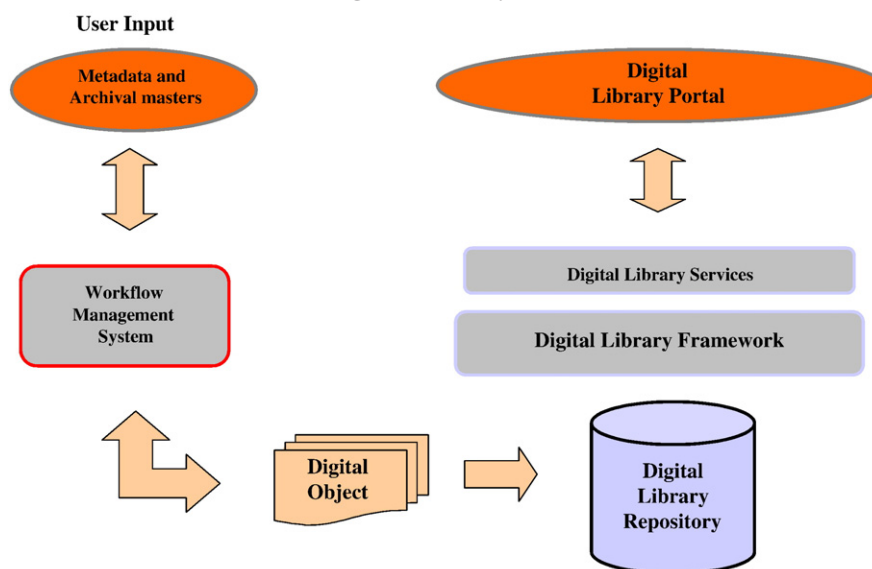
Users and developers of institutional repositories and digital libraries do not typically take the time to define their terms. In the above definition, Lynch focuses on the university and services, which is a good starting point. In this discussion, we will present a "layered" approach in order to clarify terms for our audience.

The digital library (DL), as shown in Fig. 1, serves as a platform or framework for developing and offering new services to the university. In this context, the digital library, at a minimum, provides a mechanism to capture material in digital form, to deposit or ingest this material into the digital library, and to provide access to these digital materials. A general DL platform should also support multiple formats and disciplines.

We can compare and contrast IRs and DLs by answering some basic questions. For example, the DL is generally targeted at many different users, both within the institution and in the public at large whereas the IR defines its community more narrowly and is typically composed of the members of an institution—faculty, staff, administrators, and students. Given the heterogeneous nature of the DL community, it is difficult to plan and develop specific services. However, specific services become possible and realistic within the IR context.

Lynch's definition of an institutional repository stresses the concept of services to the community. For an IR to be successful,

Figure 1
General Digital Library Architecture



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