THE CHALLENGING ROLE OF LIBRARIAN IN CREATION OF INSTITUTIONAL REPOSITORIES (IRs)

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ABSTRACT

Throughout the twentieth century libraries have evolved from totally physical spaces to a blend of physical and virtual environments. Libraries are becoming a more integrated part of the community by infusing library expertise into research, teaching, learning, and service functions. In focus on of IRs, while librarians may be concerned with technical support costs , staff and user training and support, IR advocacy and promotion, metadata creation and maintenance and long-term digital preservation. This paper deals with the role and challenges of librarian in management of institutions repositories (IRs).

Key Words: Institutional repositories, Scholarly communication, Marketing of information, Copy right, metadata**.**

1.   INTRODUCTION:

In the information explosion environment the most critical thing is Information retrieving and archiving. The ability to reuse information with minimal restrictions is highly desirable. The high and rapidly rising cost of journals (especially those in the science, medicine and technology marketplace) is not simply a library problem; it's a problem that threatens the entire system of scholarly communication. To cope with increasing serials costs, libraries have had to reduce their monograph purchases or canceling subscriptions. Facing reduced markets, many presses have cut back on more specialized monographs. Over the years libraries have attempted to deal with this problem in a variety of ways, In addition to discontinuing subscriptions. They have looked to alternative means of information delivery, and entered into consortia agreements for electronic access. Similarly, researchers who often have difficulty in getting their work published in international scientific journals can only benefit from seeing it placed in a repository in which other scientists from around the. As a result the institutional repositories (IR) concept comes into force.

IRs are partly linked to the notion of a digital library - i.e., collecting, housing, classifying, cataloguing, curetting, preserving, and providing access to digital content, analogous with the

library's conventional function of collecting, housing classifying, curetting, preserving and providing access to analog content. IRs enables the free sharing of information, encouraging collaboration and the widespread communication of institutional education and research activity. IRs are a simple, cheap and easy means to accelerate global research and enables to place the Institute on the map.

1.1 NEED FOR LIBRARIES TO CREATE AND SUPPORT INSTITUTIONAL REPOSITORIES:

- The high and rapidly rising cost of journals.
- Free software, low cost to establish and maintain.
- Easy and quick to establish, free technical help available online.
- Searchable by Google, Yahoo and specialised search programs
- Distributed network, shared costs.
- Usage (impact) statistics available.
- Research output instantly accessible to all (higher impact).
- Partnerships/collaborative projects develop as a result.
- Research output of international research community accessible to author.
- IRs display and promote research strengths.
- IRs provides a tool for administrative purposes (research assessments, management reports, evaluation) and scholarly output in one place.
- Opportunities for new research discoveries, data mining etc

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2. THE ROLES OF LIBRARIAN:

IR's are quite appealing to academic libraries for many reasons, however there is a quite a bit of work and logistics involved in creating, operating, and sustaining a repository. It is important for those involved in the project to realize that the creation of an IR can be a challenging process. Financial support as well as staff hours must be dedicated to advocacy of the IR to faculty, management of the content and creation of metadata, as well as preservation Additional factors such as, getting faculty to agree to share their works can sometimes create an obstacle for librarians who endeavor to create a digital repository.

2.1. CONTENT:

In creation of IRs the contents may contain newsletters, finding aids, and selected organization records, pre-prints and post-prints of published materials, out-of-print materials, conference papers and presentations working or discussion papers, journals, student work, such as class papers, terminal projects, theses, and dissertations, learning objects requiring long-term retention, finding aids to collections of other materials, electronic or digitized administrative records requiring long-term retention, websites, documents, images, audio files, video, slideshows, etc., raw data. Creation of IR may focus on the design of the system as well as the complementary contextual wrapper, or the supporting web and usage guides for the service.

2.2. POLICY:

Librarians' involvement includes developing content management policies, deciding on what metadata to store and present, crafting author permission and copyright agreements, creating document submission instructions, training staff and authors in using the software to submit content, and marketing the repository concept to prospective depositors. Librarians should possess the technical skills to assist authors to deposit research material in the repository. In addition, they have to improve the skills and expertise in the areas of communication, preservation, metadata handling, advocacy and promotion that make them ideal managers of institutional repositories. Making policies may have to look: fear of disrupting existing relationships with publishers; concerns about the equivalence between IR and journal publishing; ignorance of copyright law; reluctance for research to be made public without proper vetting; reluctance to modify bureaucratic processes; reluctance to have a university stamp on their scholarly output; lack of time to learn how to do something different. They should be active in installing open source policies smoothing the path for academics to contribute to them.

Policies fall into three broad categories:

Content – formats, kinds of content to be collected.
Collections – what constitutes a collection, how collections are managed and administered.
Copyright – intellectual property agreements and rights issues.

As we begin to assemble policies for an institutional repository at the institution, we may need to reference our institution's existing policies with faculty. There may be existing policies on copyright ownership, for example, Each university or institution has different policies for faculty intellectual property rights, based either on explicit, written policies or by tradition

2.3. COPYRIGHTS:

Library staff and researchers routinely deal with intellectual property policies and publishing rights issues for printed matter. Online materials are similarly governed by government copyright, legal deposit laws, and publishing contracts. IRs may contain pre-prints/post-prints of research articles, research reports, conference papers, teaching materials, project reports, doctoral theses and dissertations, datasets resulting from research projects, committee papers, computer software, and works of art, photographs, audio/video recordings, patents, standards, and the like It may cover content of which copyright is owned by the workforce or institution, or for which permission has been obtained from the publisher to include a copy of the content in the repository. Thus, an IR should not contain content for which suitable copyright or licensing arrangements have not been made. The content of the IR is institutionally bounded, scholarly in nature, cumulative in growth and perpetual in access. The IR implementers need to deposit content with proper license agreements to protect the author's rights and at the same time make the content more widely accessible. They can choose to write their own license agreement or use the CCA, as long as they embody the OA principles. They also need to offer information on the standard CCA licenses to the depositor and should encourage depositors who retain their copyright to use licenses like the CCA

2.4. METADATA AND SEARCHING:

In the present digital world, with high bandwidth internet connectivity, the scholars can make the most of web 2.0 technologies for wider dissemination of information and increased efficiency in science and technology. Internet, Free/Open Source makes it possible to share the research and build new knowledge. Librarians have to prepare web-based and paper documents that explain and promote the IR and advocate scholarly publishing reform. Train users in IR deposit and searching procedures. And librarians must assist in designing the IR user interface so that it is clear, easy to use, and effective and participating in the creation of IR metadata, such as local controlled vocabularies with reference to web and internet. The many aspects of the metadata and searching that can be configured by an institution include:

- The types of record that can be stored in the archive, and what metadata fields to hold with each;
- The types of document file (or other data) that can be stored with each record;
- The validation checks that are performed on each incoming record, to minimize administrator effort;
- The choice of which metadata fields are searchable by users;
- The choice of what metadata to present records to the open archives protocol (i.e., specifying how the internal metadata maps to the open archives metadata);
- Full control over the "look and feel" of the archive.

2.5. SOFTWARE PLATFORM:

Creation of IR needs to develop expertise in dealing with a wide variety of formats. In addition to digital textual resources, librarians have to handle formats such as statistical, mapping, graphical, sound, and moving images. When examining a software platform, look for the following features:

- File formats supported: text, images, datasets, video, audio, etc.
- Metadata standards (descriptive, technical, preservation, rights)
- Interoperability: OAI compliance, Z39.50, SRW, etc.
- Permanent item address or locator (e.g., persistent URL)
- Search/browse of metadata
- Full-text search
- Workflow, submission for content approval
- User authentication and authorization:
- Back-end: content contributor, editor, administrator, metadata
- editor
- Front-end: end-user access to content
- Customization: API (application programming interface) for customizing
- the software, extending features as needed

2.6. COOPERATION:

IRs provides intuitions with the opportunity to collect, store and disseminate intuitional output, while bringing visibility to the organization as well as individual faculty. A main challenge for IR's is staff participation. Library roles are becoming more deeply engaged with the broader vision of the institution by being more intertwined and interdependent with other stakeholders, such as the administration members, faculty, and other departments. Without the willingness of the faculty to contribute their works to the repositories, the collection will not be able to sustain and grow. There are many reasons why faculty may be reluctant to participate in a Repository. Some of these reasons include, fear of backlash from a publisher, a belief that depositing their work is too time consuming or holds little value. And copy right laws.

Academic libraries already interact with faculty in a variety of ways; their main purpose has always been to support both research and teaching. Additionally, some faculty members are weary of providing content to a system that contains grey literature that has not gone through the process of being peer-reviewed. To combat a lackluster faculty community requires a lot of advocacy and education as well as the building of strong library-faculty relationships. The faculty must learn to trust the library staff in order to feel confident in making contributions to the IR. For an IR to succeed, it is essential that they need to be involved in its planning, implementation, and operation. It is not just enough to create the IR and expect that staff will willingly offer up their time and work to the self-archival process. Advocacy and collaboration efforts are central creating a successful relationship between library/IR staff and faculty. After all, without advocacy the IR will not expand, therefore defeating its purpose.

2.7. MARKETING:

If the IR is supposed to contribute to the open access movement, librarians should perhaps market the IR as a tool to change the current scholarly communication climate. If the purpose of the IR is to showcase the intellectual output of faculty, then it should be marketed as such a showcase. The marketing of a new library resource or service is always essential to spread the word of a value-added tool to enrich the academic lives of a university community. Librarians must realize that perseverance in pursuing contact with faculty within the IR context is essential to populate the archive. Librarians have to become marketing specialists embarking on a mission of advocacy for the IR.

A bottom-up approach pitches the service to academics, staff, communities that publish on your university website, technical staff in departments, and groups dealing with publications, etc. Some steps to be followed for marketing the IRs services as follows :

- Do publicity both inside and outside the university. Some academics notice articles in the local newspaper and ask for more information Plan events across campus and within content communities to publicize the launch of service.
- Approach academics who have publications on their department or faculty websites.
- Collaborate with other initiatives on campus for online content, courseware, etc.
- Use printed brochures, posters, presentations and the university website to publicize the service.

- Present your service in face-to-face meetings on campus – with communities, departments, individuals, by phone, in person, to staff, academics, IT departments, etc.
- Write a press release announcing the launch and distribute to all campus news outlets including faculty newsletters.
- Coordinate publicity at the department, library, and university level. Share marketing copy, posters, brochures with news office, websites, etc.
- Schedule a kick-off session for library staff to learn about your institutional repository service, ask questions, and build awareness.
- Build awareness of the institutional repository program before you launch the service by running a pilot program or early adopter program.
- Build interest in long-term preservation on campus.
- Offer presentations on topics of interest to academics and related to institutional repositories such as copyright, intellectual property rights in the digital age, etc.

3. CONCLUSION:

As digital resources are now common in academic institutions, its management and accessibility form major responsibilities for librarians. IRs as cheap to support and quick to implement, while as librarians we can take a more cautious approach that takes in to consideration of other constraints and the library maxim that it is easier to establish a new service than to stop offering one. IRs is best seen as an enabling technology for open access and as their best hope for establishing permanent repositories. It is important to remember that the IR movement is still evolving.

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