

DARE: digital academic repositories

- A new age in academic information provision in the Netherlands

Content presentation

- DARE aims & scope
- Implications
- Stakeholders
- Programme
- Planning
- Realization
- Activities 2003
- Specification phase
- Other activities 2003
- Organisation

DARE aims & scope

- Repositories at all universities
- All academic output
(Data level)
- Efficient storage and available for various forms of re-use
(Service level)
- Key criterion: interoperability

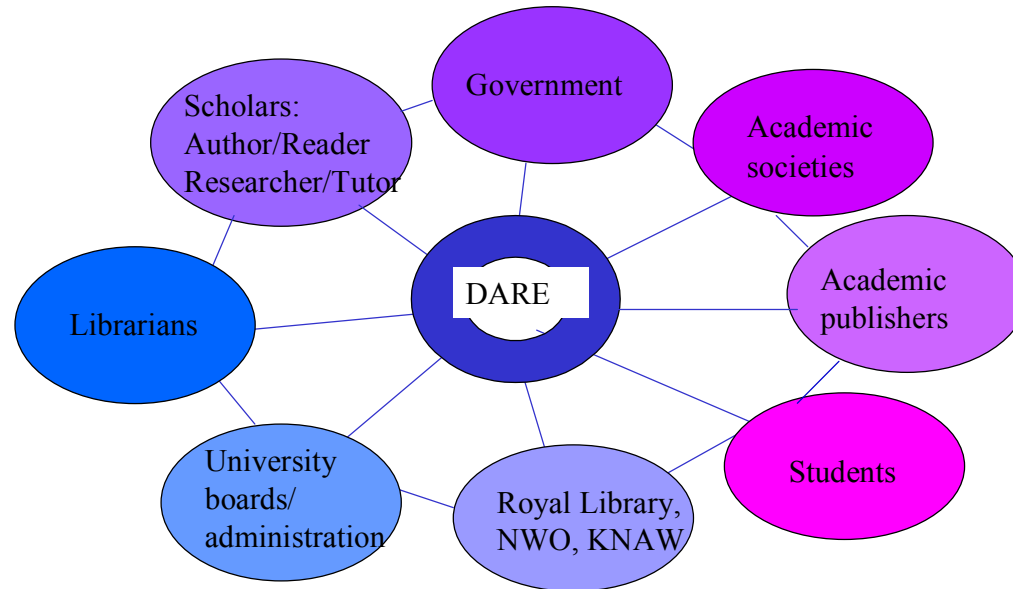
Implications

- Universities themselves have decisive role in academic information chain
- Management of Dutch academic information
 - Up-to-date
 - Forward-looking
 - Geared towards national and international interoperability

Implications

- Universities better able to fulfil social responsibility for availability and use of their research output
- Improved Dutch knowledge infrastructure, position in international knowledge economy

Stakeholders



DARE programme

Activities divided in sets:

Data level

Define specifications repository (set 3)

Build repositories (set 5)

Realise interoperability (set 4)

Fill repositories

Service level

Services projects (set 6)

Development of (policy for) long term preservation, metadata and access control (set 7)

Linking with digital learning environments for educational purposes (set 8)

Overall planning

Planning activity sets								
Set	Q4 2002	Q1 2003	Q2 2003	Q3 2003	Q4 2003	2004	2005	2006
1	-----	-----	-----	-----	-----	-----	-----	-----
2	-----	-----	-----	-----	-----	-----	-----	-----
3		-----	---					
4				-----	---			
5			-----	-----	-----	---		
Fill repositories				-----	-----	-----	-----	-----
6*			---	-----	-----	-----	-----	-----
7*		-----	-----	-----	-----	-----	-----	-----
8*		---				-----	-----	-----

* Preparation started in Q1 or 2 2003, e.g. With respect to defining specs for long term preservation or anticipating linking to digital learning environments (specs/standards). Existing facilities/services from projects like ARNO and Roquade could be made available to other participating institutes.

Realization

- Gradual development of general aims and planning into concrete plans and action
 - Pioneering, trial and error
 - Pragmatic approach
- Build and expand on existing projects
- Make good use of existing experience and expertise at participating institutes
 - Ensures commitment
- Organize locally what can be done locally, restrict central activities to strictly necessary
 - General issues, coordination

Individual responsibility, joint action

- Each university
 - is responsible for its own repository
 - has its own motivation for introduction
 - decides itself which services it wants to offer
- Joining forces
 - to create greatest effect
 - to be able to do the job
 - to be able to realize interoperability

Activities 2003

- No.1: realization repositories
- Starts with defining specifications
 - content, functional, technical, organisational, financial
 - has been started up

Once specs sufficiently clear, start building repositories en realizing interoperability

Specification phase

- Specs existing projects are starting point
 - ARNO, Roquade/Prodis, E-archiving, E-Depot
- Expand/adapt on basis experiences and comparison with international projects
 - Implementation ARNO en Prodis; Dspace, E-prints

Specification phase

- Answer important questions
 - Set conceptual framework
 - Metadata
 - What belongs in the repository, what does not
 - Dynamic archiving vs long term preservation, role Royal Library
 - Link with research information systems, digital learning environments

Other activities 2003

- ‘Technical’ issue of setting up repositories not the most difficult
- Most important: how to involve scholars:
 - no repositories without co-operation of scholars!

What works to our advantage?

Increased awareness among scholars of:

importance of better availability of scholarly information

the effect that has on visibility and reputation of scholars themselves

advantages that modern ICT offers in one's work

What works to our disadvantage?

Traditional publication system and its importance for one's academic career

University administration and librarian's problem is not the scholar's problem

Scholar's autonomy

How could we get them to co-operate?

Appeal to scholar's self-interest – ‘what's in it for me’?

Offer practical, immediate advantages, no ideology and long-term

Stress the possibilities for complementing and improving, not for replacing the present scholarly information provision systems

Approach

Short term – ‘quick wins’ – first service projects in 2003

Longer term – lasting change – administrative measures, change in career assessment methods, work with publishers on new business models

Systematic approach – ‘frapper toujours’ – develop actionplan

Participation of scholars in (development of) DARE programme – they are the best ambassadors

Build on experience - what works, what doesn't

Organisation

- Small central project bureau – coordination, organisation/support for crucial knowledge exchange / communication
- Advisory council: management libraries
- National projectteams for general issues
- Local teams / regular operation

Round-up

- DARE ambitious in scope, size and organisation
- Develop approach in manageable phases, with regular evaluation moments
- A lot of enthusiasm and willingness to realize this great programme!