

Fostering new roles for librarians: skills set for repository managers: results of a survey in Italy

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[IRs landscape in Italy]

- In Italy the implementation of repositories has become significant since 2004
- May 2011 **60** Italian repositories are listed in the OpenDOAR (the majority being implemented in the last 4 years)
- **42 out of the 60** are university institutional archives
 - **3** repositories are implemented by University Departments
 - Some Universities (Bologna, Milan, Padua, Pisa, and Trento) have implemented more than one repository
- A typical research repository in Italy contained **3.652** items as assessed in December 2009 (Gargiulo, Cassella, 2010)

[IRs: new roles for librarians]

- The **Repository Manager**- who manages the repository policies, the advocacy and communication programme, the internal and external liaisons ;
- The **Repository Administrator**- who manages the technical implementation, customisation of the repository software and develops add value technical services for users
- **SHERPA Repository staff and skill set document, August 2007**
 - How far are these two roles recognized?
 - In 2007 the United Kingdom Council of Research Repositories (**UKCoRR**) was funded as an independent body for repositories staff in the UK

Repository managers skills: our survey: the goals

- The main goal of our study was to analyze the repository managers skills in order:
 - 1) to help repository managers **identify and develop the skills** necessary to run a successful repository;
 - 2) to build **job descriptions** for repository posts;
 - 3) to design **an educational and professional framework** to train competent repository managers and administrators

Repository managers skills: our survey: the method

- The survey was carried out through an online questionnaire in the month of February 2011
- To publish it we customized the "Limesurvey" open source sw
- The survey was publicised on three Italian discussion lists:
 - oa-italia@openarchives.it;
 - oa-crui@openarchives.it ;
 - AIB-CUR@LIST.CINECA.IT

We obtained **33** full responses

Repository managers skills: our survey: the questionnaire

- **Section A**, 17 questions.
Focus: education background and professional training of the repository managers
- **Section B**, 23 questions, 5 subsections:
Communication, Management, Technical issues, Intellectual Property Rights, Collection development and metadata
Focus: repository managers skills
We described the skills, the respondents were asked to rate on a **5** point Lickert scale **from 1 = not important to 5 = very important**

[Section A: findings]

- 64% of respondents defined themselves as repository managers (RMs)
- 27% as RMs and repository administrators
- 9% defined themselves as repository administrators
- 45% of the respondents declared to have been working as repository manager for less than 3 years

Section A: findings: a critical issue

- 94% of the respondents stated to work part-time as repository managers/administrators, the mean number of hours devoted weekly to the repository being 8,3.
- “**Guidelines for institutional repositories**” of the CRUI Working Group on Open Access recommend at least 1,5 FTE for the repository start-up phase and 2,5 FTE for the ongoing operations

Section A: RMs education: findings

- 67% of Italian repository managers/administrators got a degree
- 30% got a master degree
- In 2006 in Italy universities had activated **45** first level three-years degrees (*Bachelor's degree*) and **23** two-years master degrees in Library and Information Sciences

(Source: Italian Libraries Association)

A few academic curricula include courses on “Digital Library”; no academic curriculum covers the basic needs of the repository management.

Section A: RMs professional training : findings

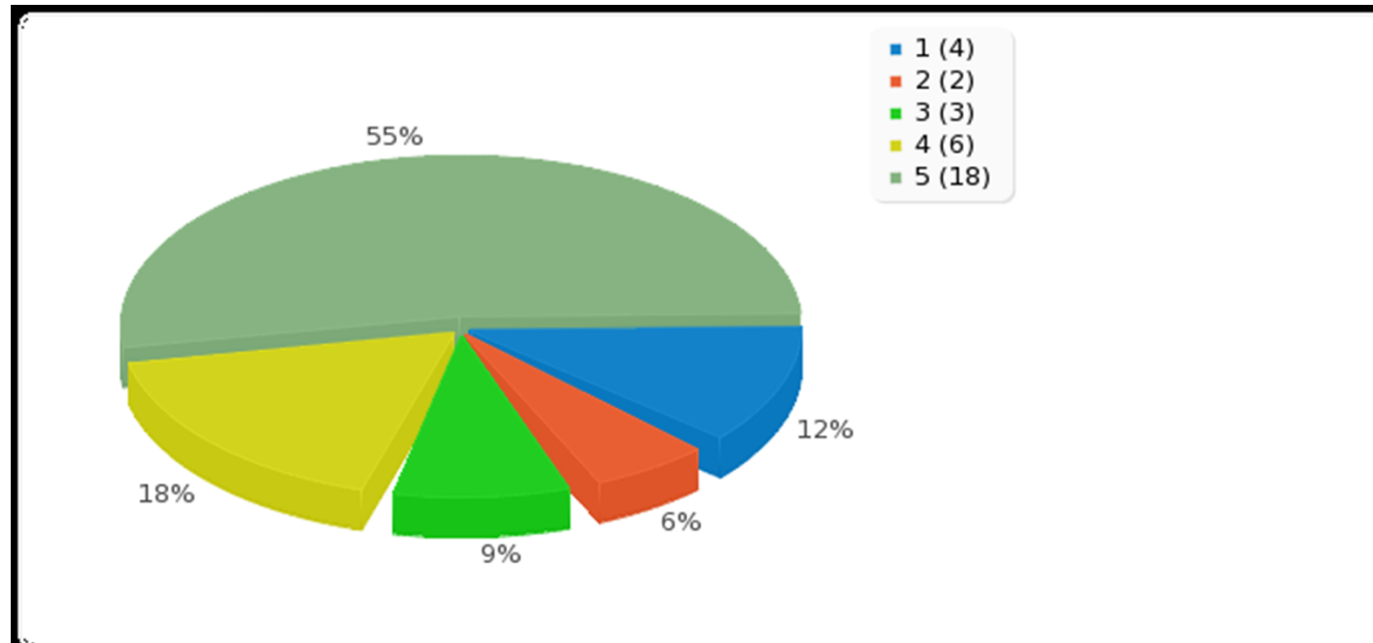
- ❑ 55% of respondents had received a specific professional training before the repository setting
- ❑ 45% declared to attend from 1 to 3 courses
- ❑ 55% declared to spend weekly from 1 to 5 hours for the ongoing self-training



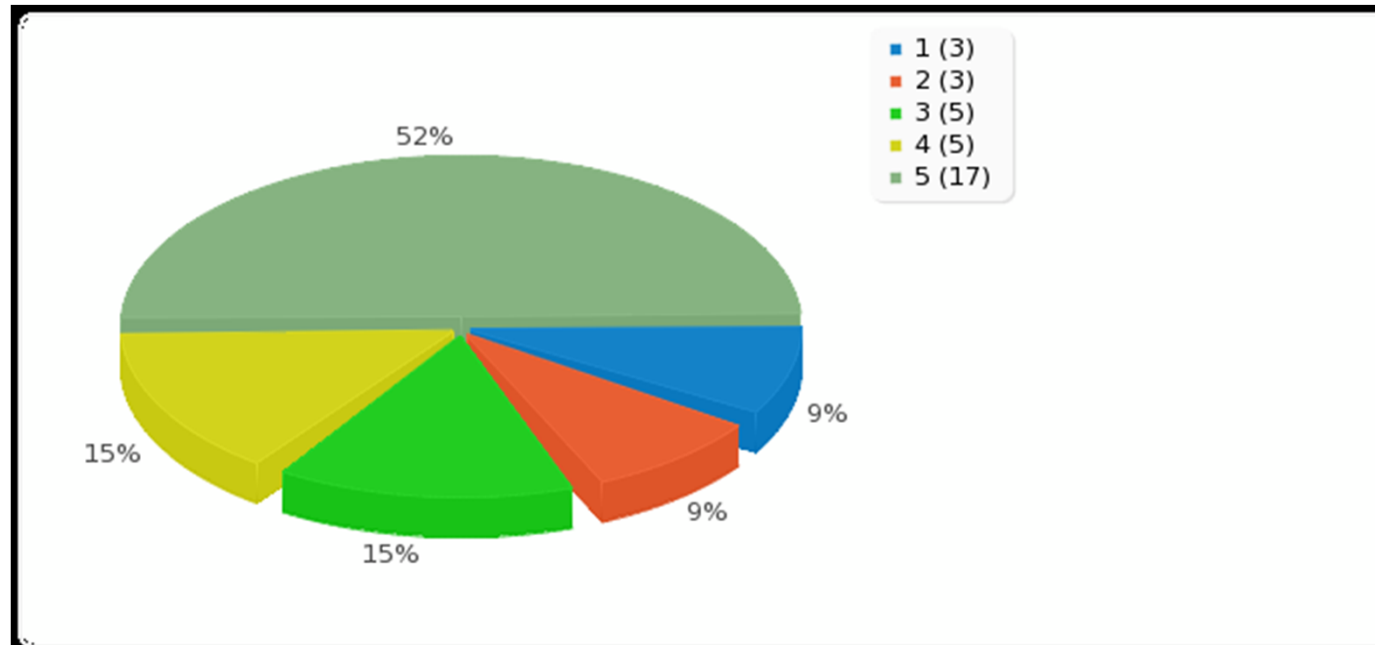
Section B.1

Communication

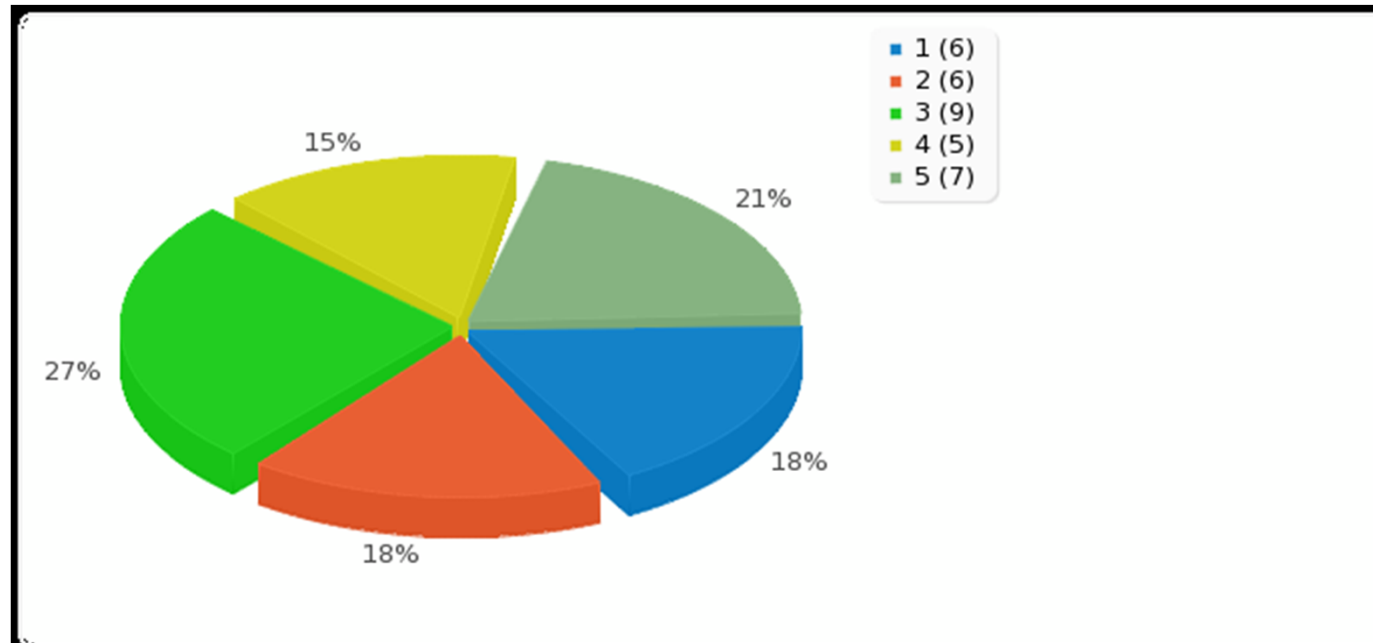
Abilities to communicate and promote IR to faculty, research communities, and administrative units



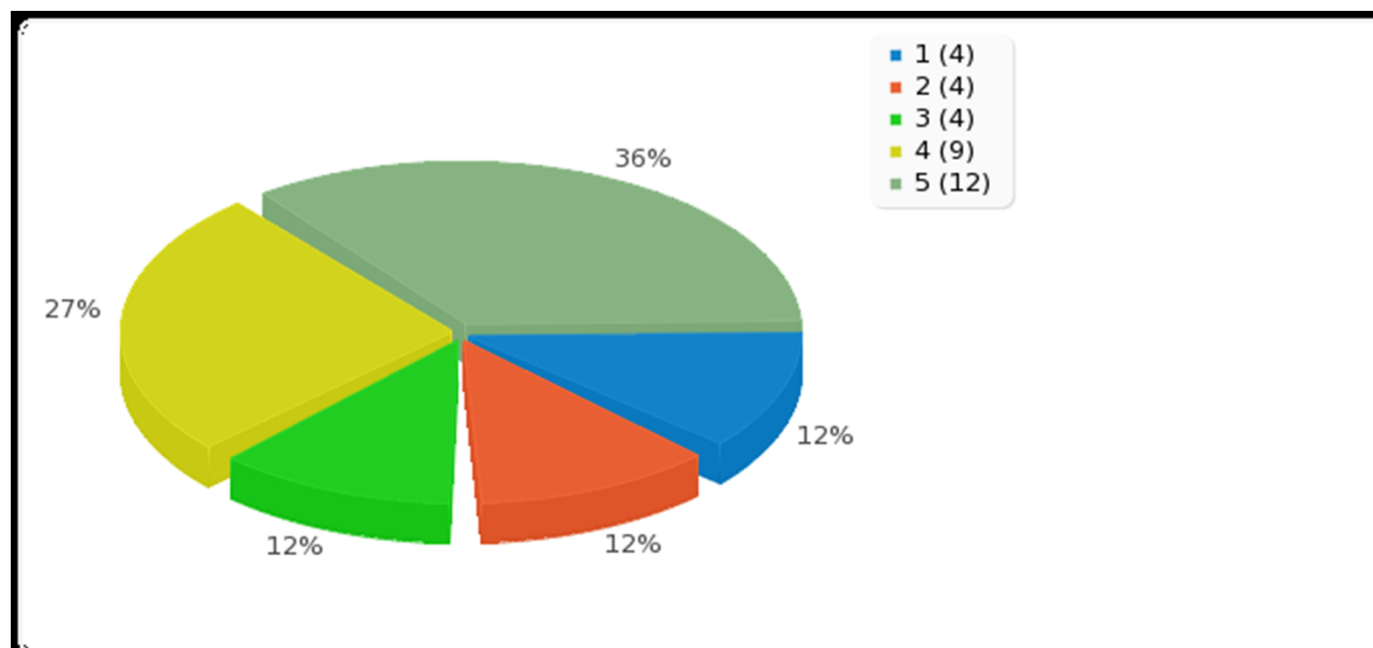
Abilities to manage liaisons and to communicate with the institutional leadership



Abilities to communicate and promote IR to external stakeholders



Abilities to plan and develop an institutional advocacy program in order to support IR activities

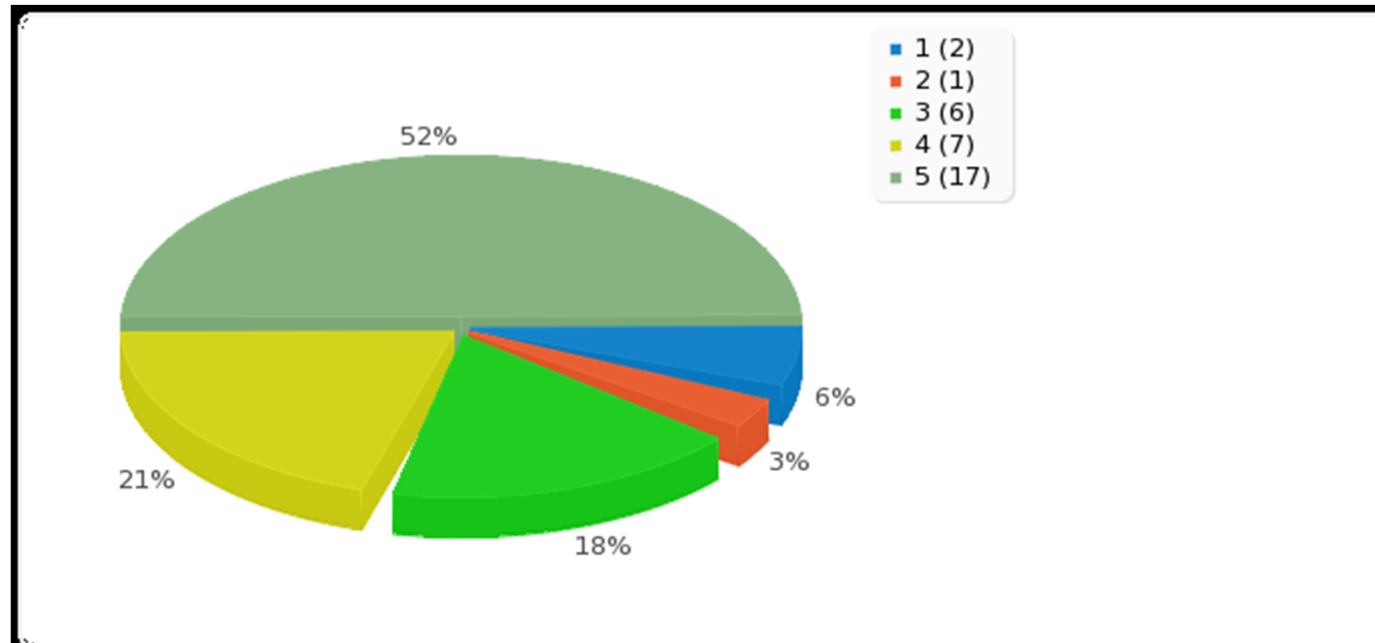




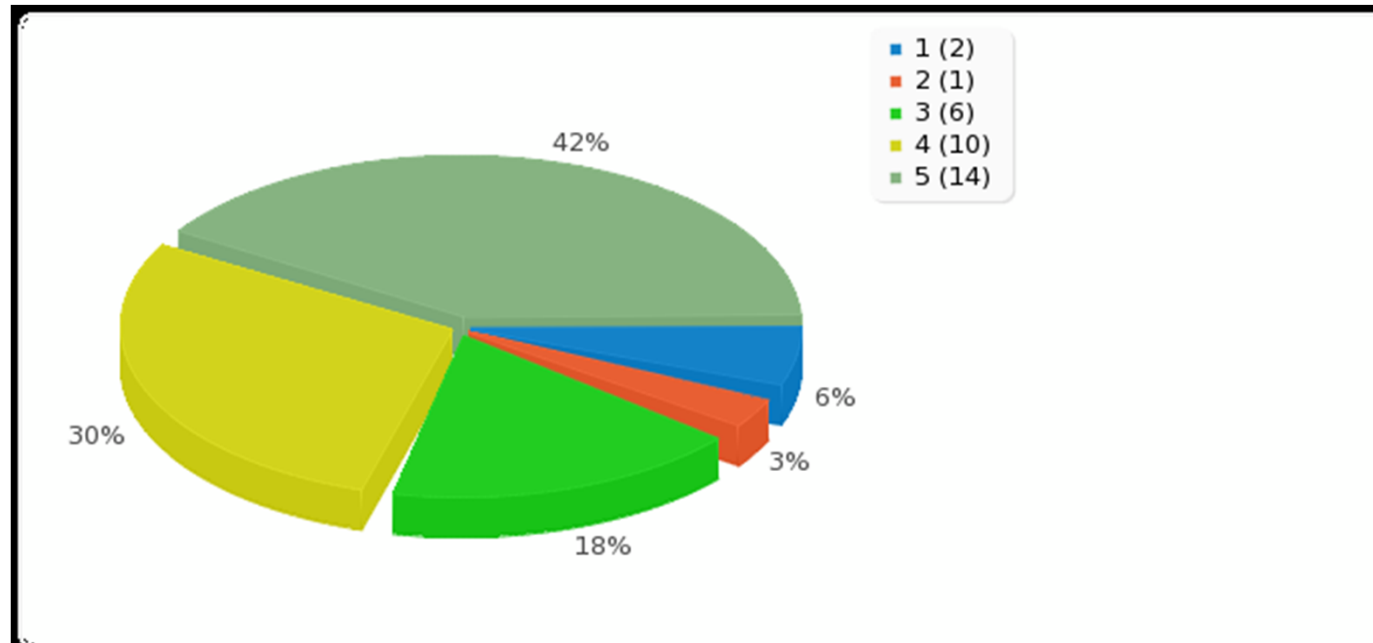
Section B.2

Management

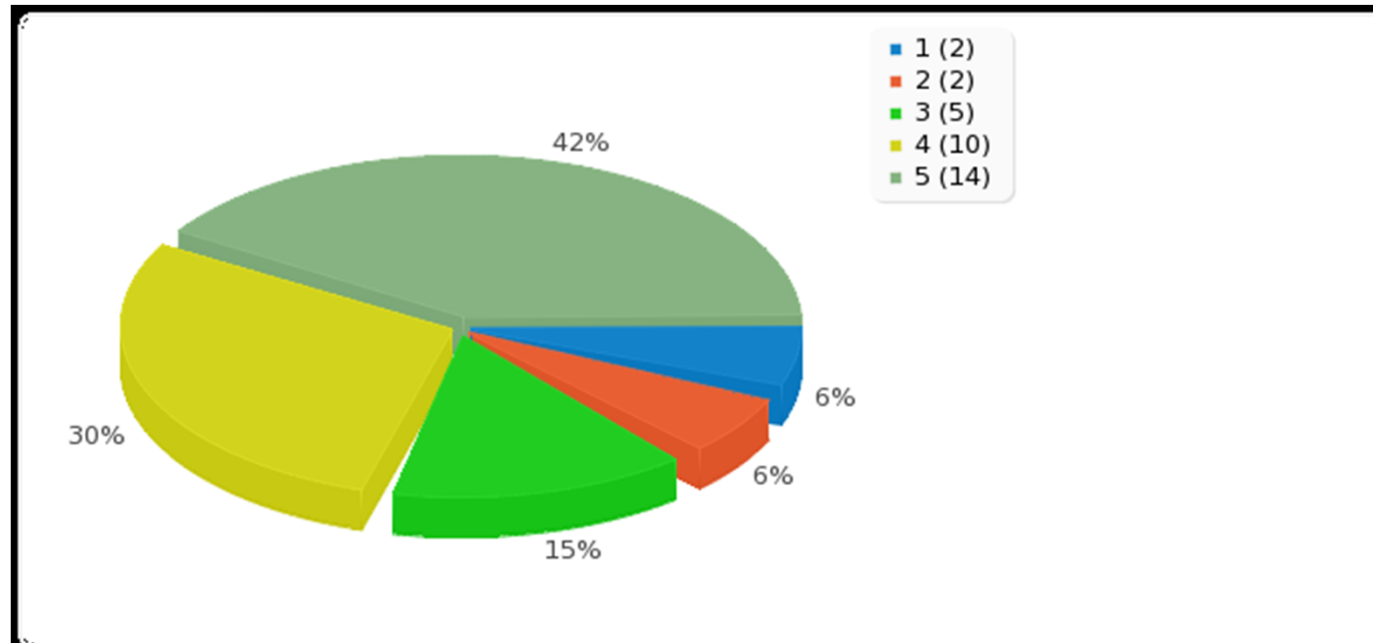
Project management abilities



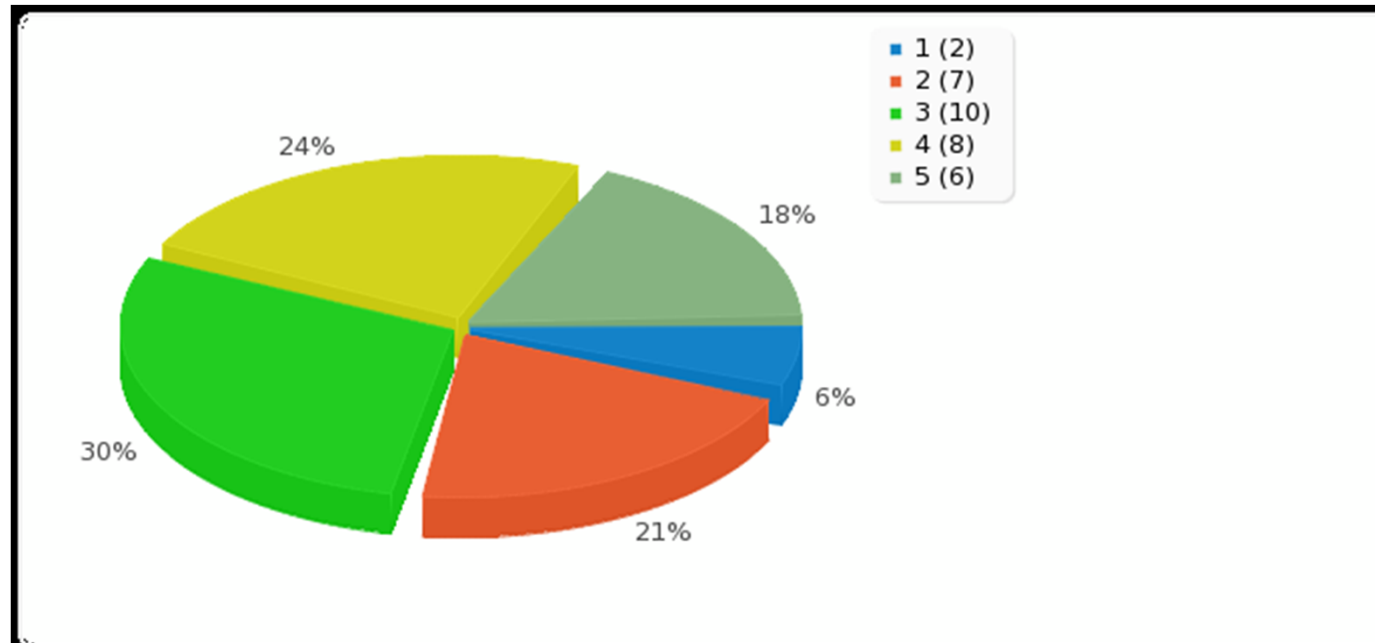
Abilities to plan repository activity workflow



Abilities to coordinate and manage human resources and team work



Abilities to plan a budget

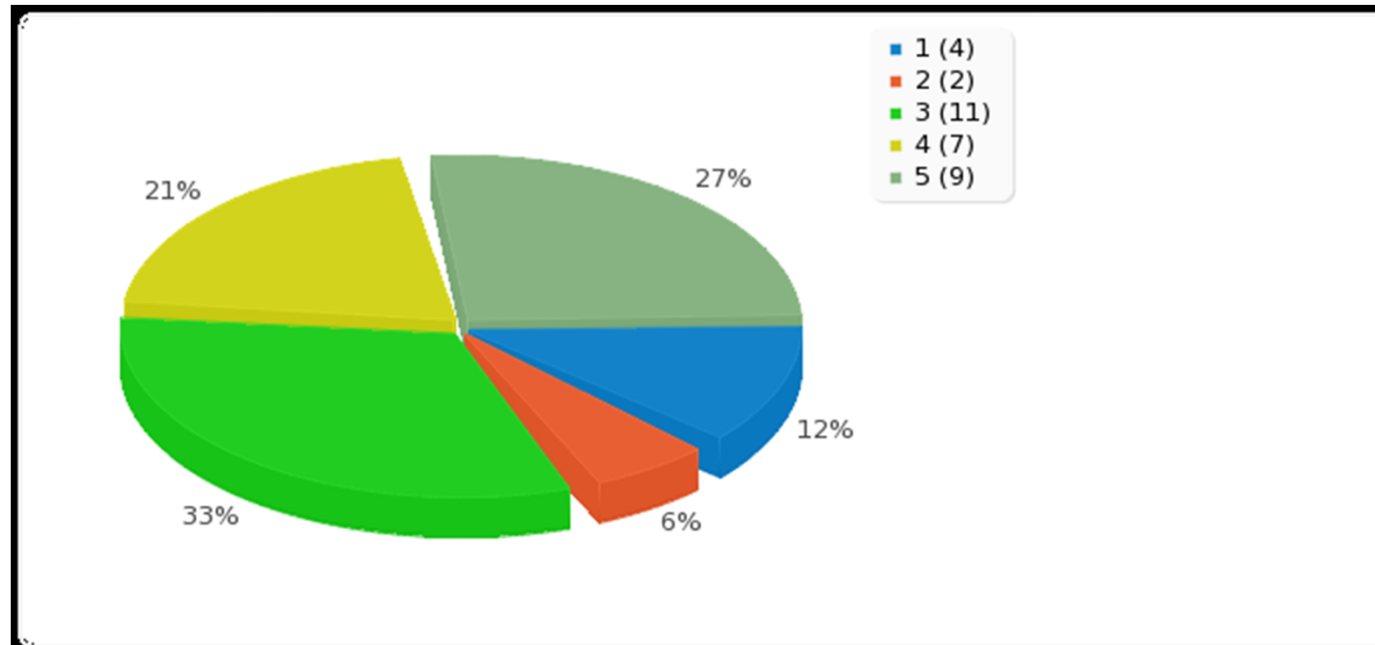




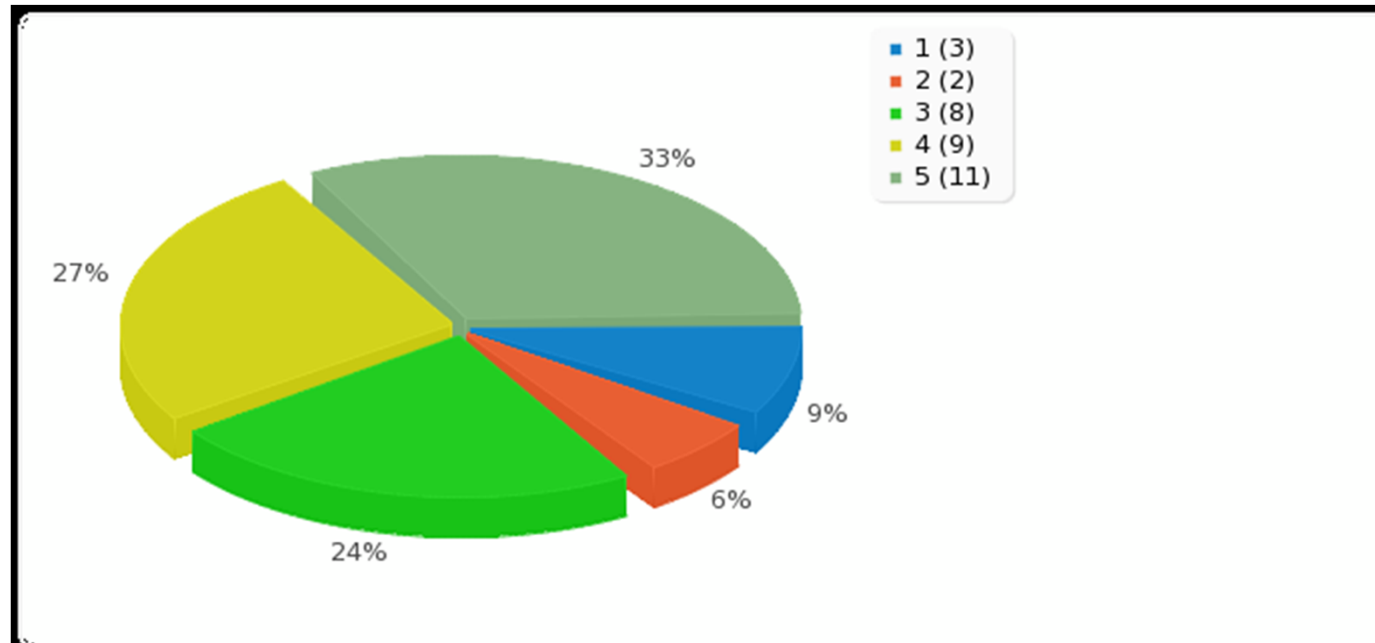
Section B.3

Technical aspects

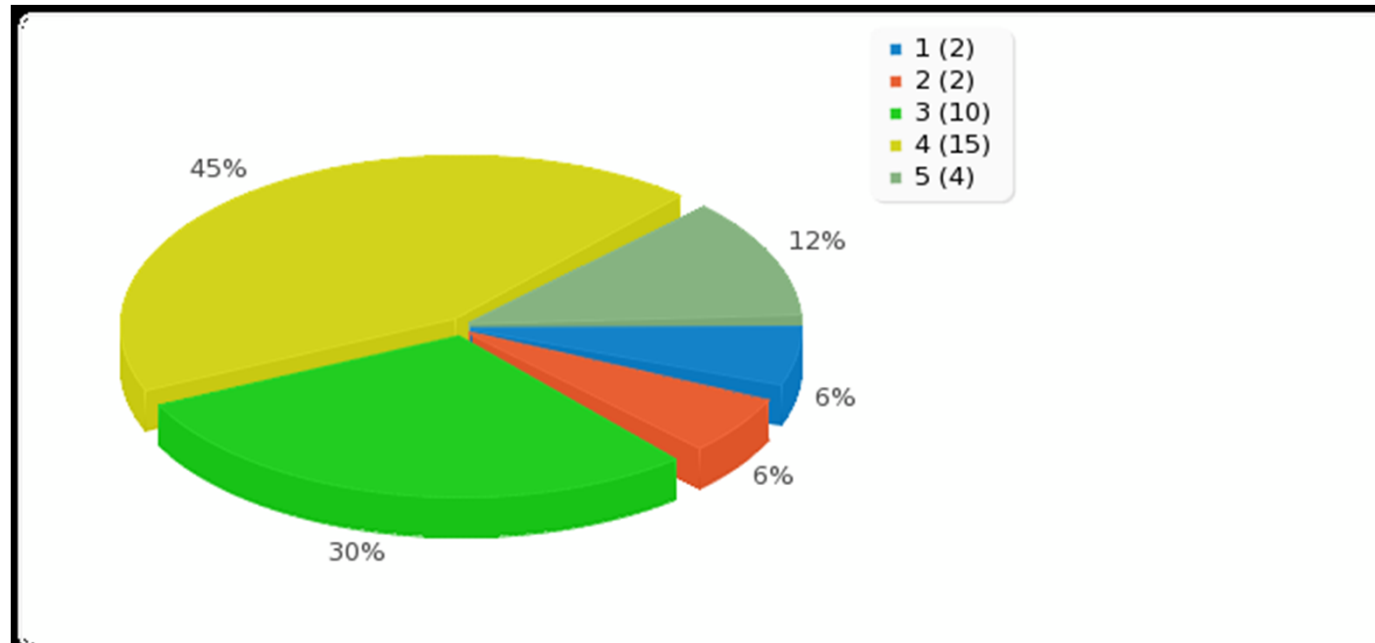
Abilities to deploy and manage IR softwares



Abilities to implement interoperability standards and protocols



Abilities to customize the IR web pages (layout, design)

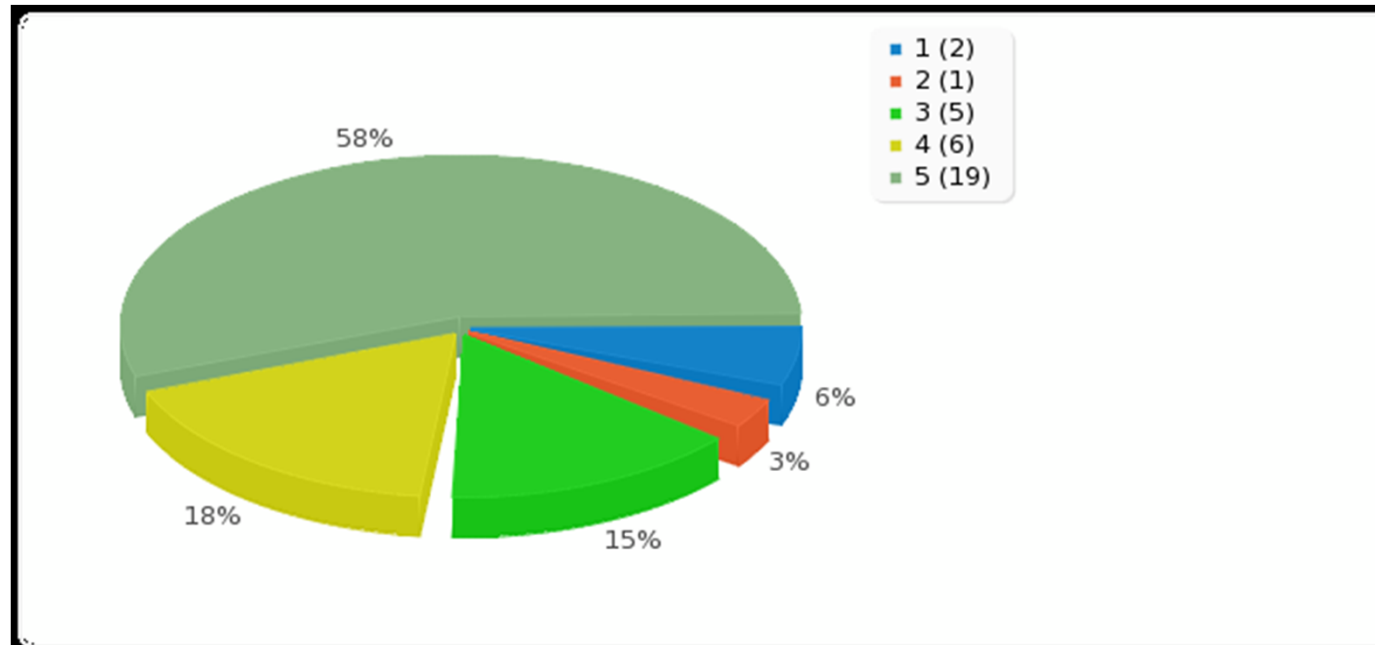




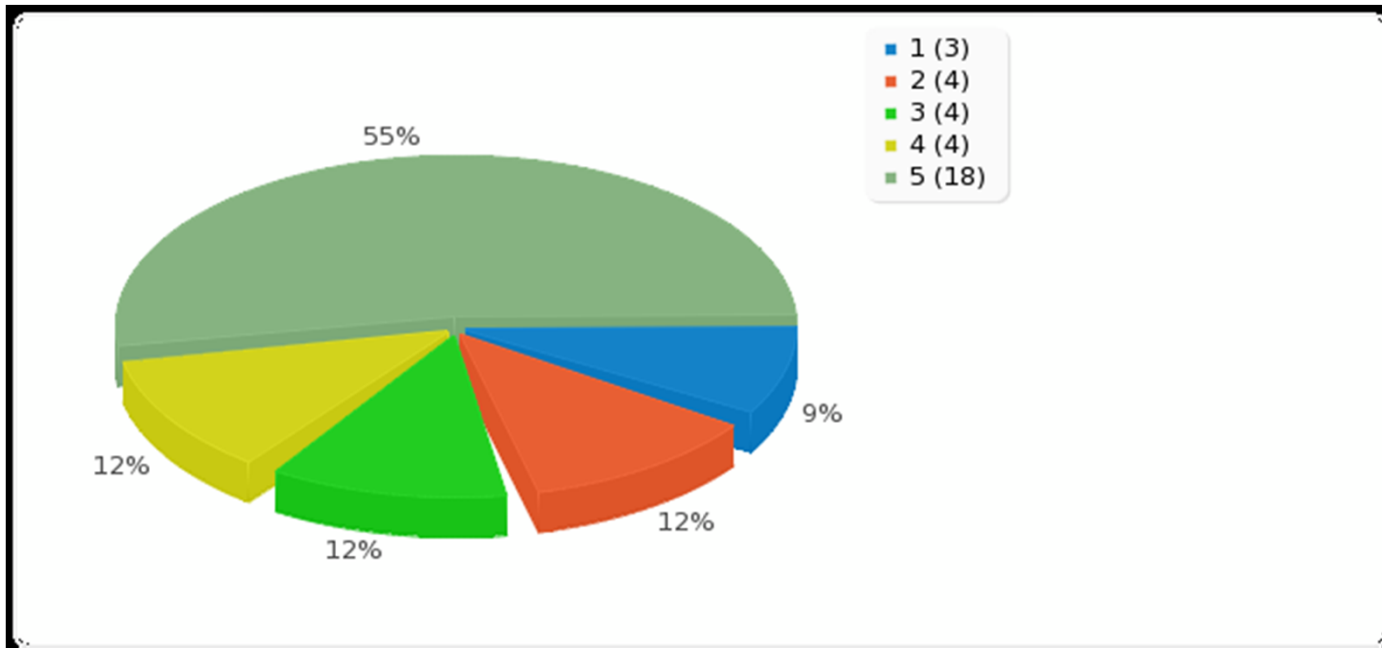
Section B.4

Intellectual property rights

Abilities to manage intellectual property rights issues in the digital environment



Ability to negotiate with publishers Open Access clauses and self-archiving licenses

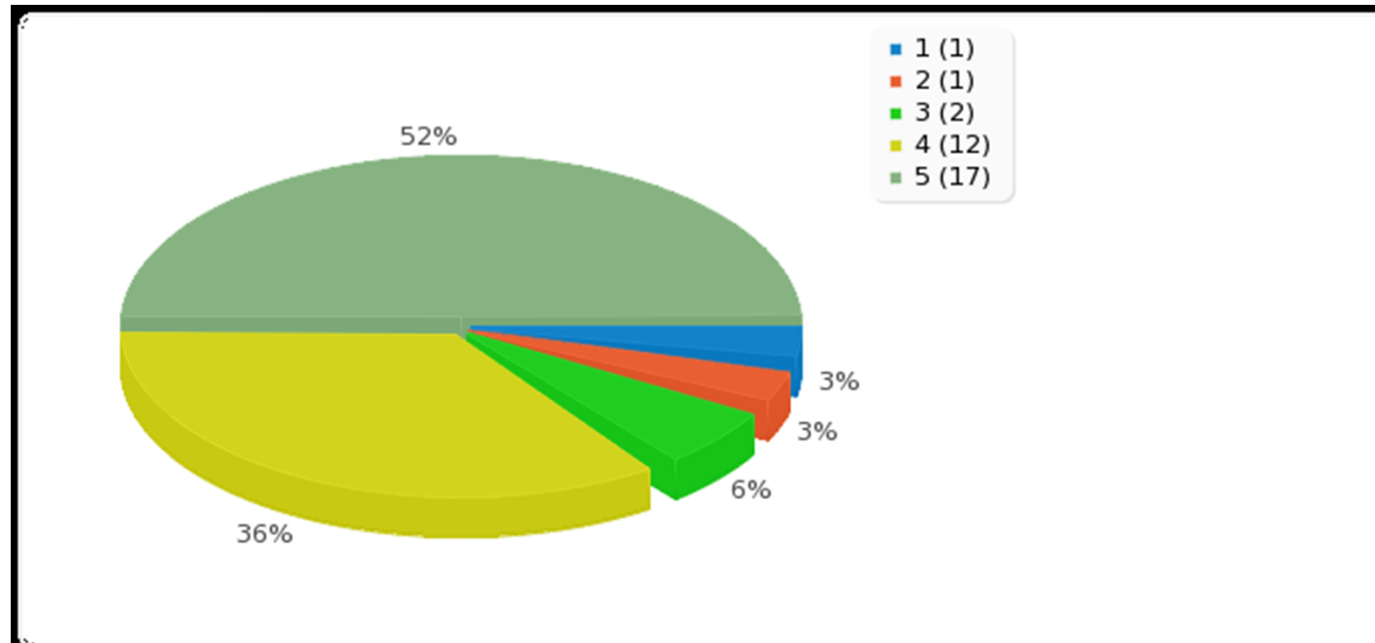




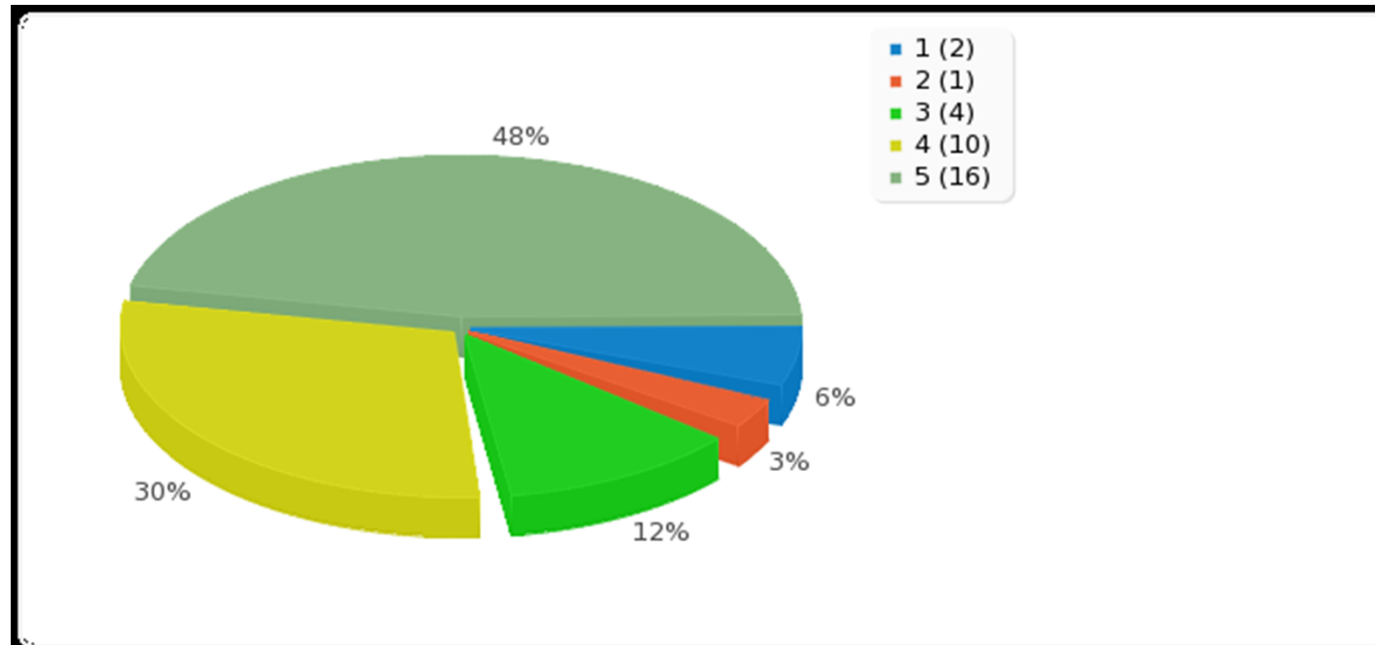
Section B.5

Collection development and metadata

Abilities to plan and develop the repository collection



Abilities to select and use metadata sets (Dublin Core, MARC, METS, LOM, PREMIS and so on)



[Conclusions]

- Italian RMs evaluate **communication skills**, i.e. the ability to promote the repository and to communicate with academic leadership, faculty, research communities, and administrative units and the abilities to manage **the copyright issues** by far the most essential skills a repository manager should acquire and be trained on;
- **collection development and metadata** expertise are also regarded extremely important, but differently from the former, these latter are abilities librarians are traditionally trained on;
- familiarity with the **project management, team work and in planning repository activity workflow** are highly rated;
- technical skills are important but mainly in relation to the knowledge and use of **interopeability standards and protocols**

[Conclusions]

- Academic curricula should be developed by providing **communication, project management, and team work** skills and by placing a great emphasis on **copyright issues**
- Technical skills related to the OA digital environment should also be placed attention on
- **Professional training and self-training** play a crucial part in the RM daily activity
- Repository management has still **no recognized** professional status in Italy
- Further studies will be needed to develop an appropriate educational and professional framework for repository management in the years to come in Italy