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If You Build It, They Might or Might Not Come: How We Became Repository Detectorists

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If You Build It, They Might or Might Not Come: How We Became Repository Detectorists

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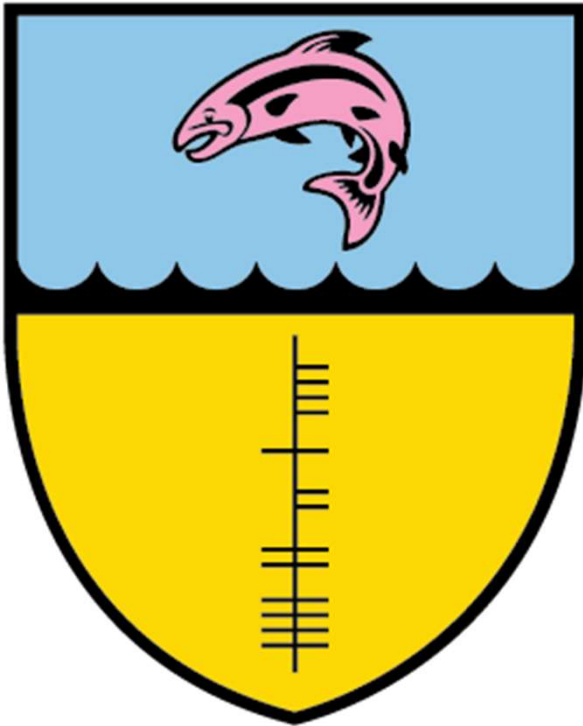
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iasc
Institutional Archive of
Scholarly Content

About Hibernia College

- Private, higher education institution
- Established in 2000
- Experts in blended and online learning
- Programmes in Teacher Education, Nursing, Business Data Analytics
- Member of the Higher Education Colleges Association (HECA)





About IASC

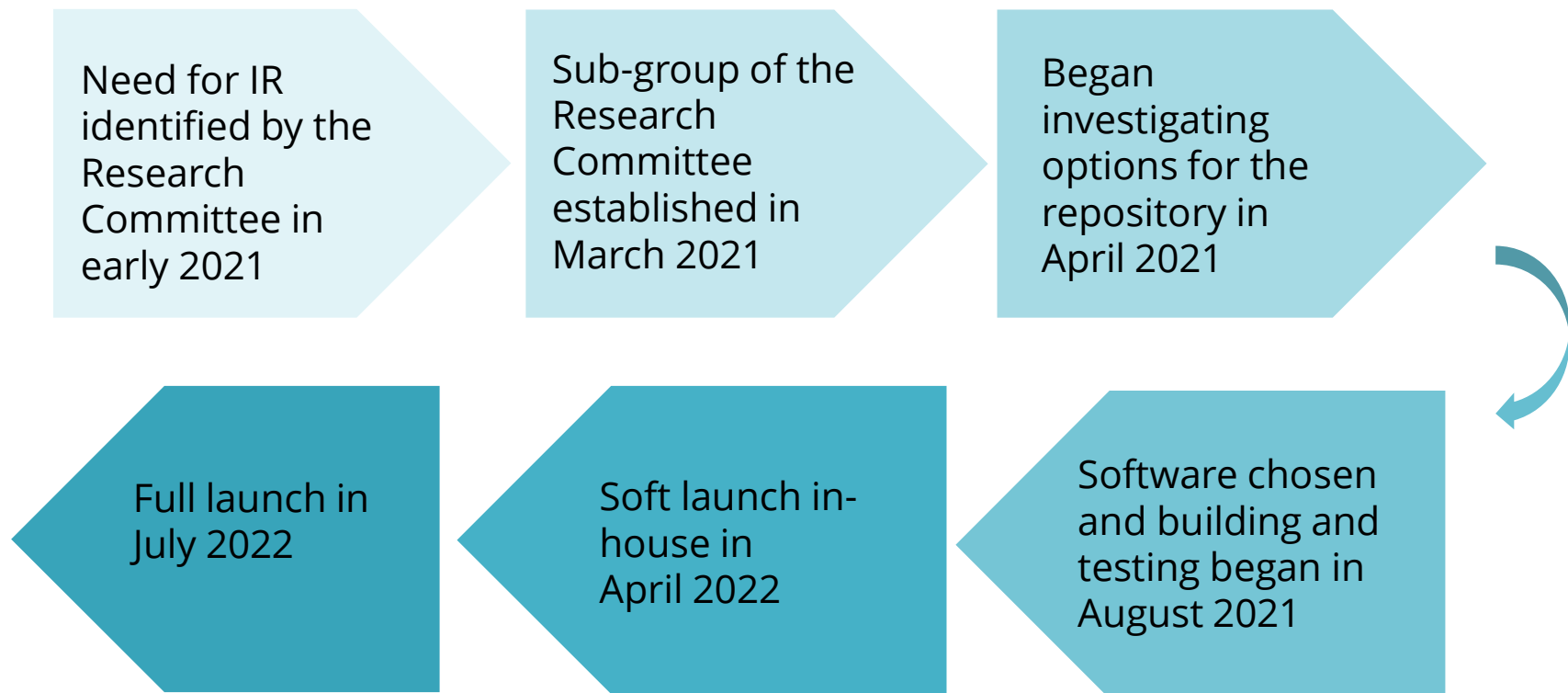
Institutional Archive of Scholarly Content

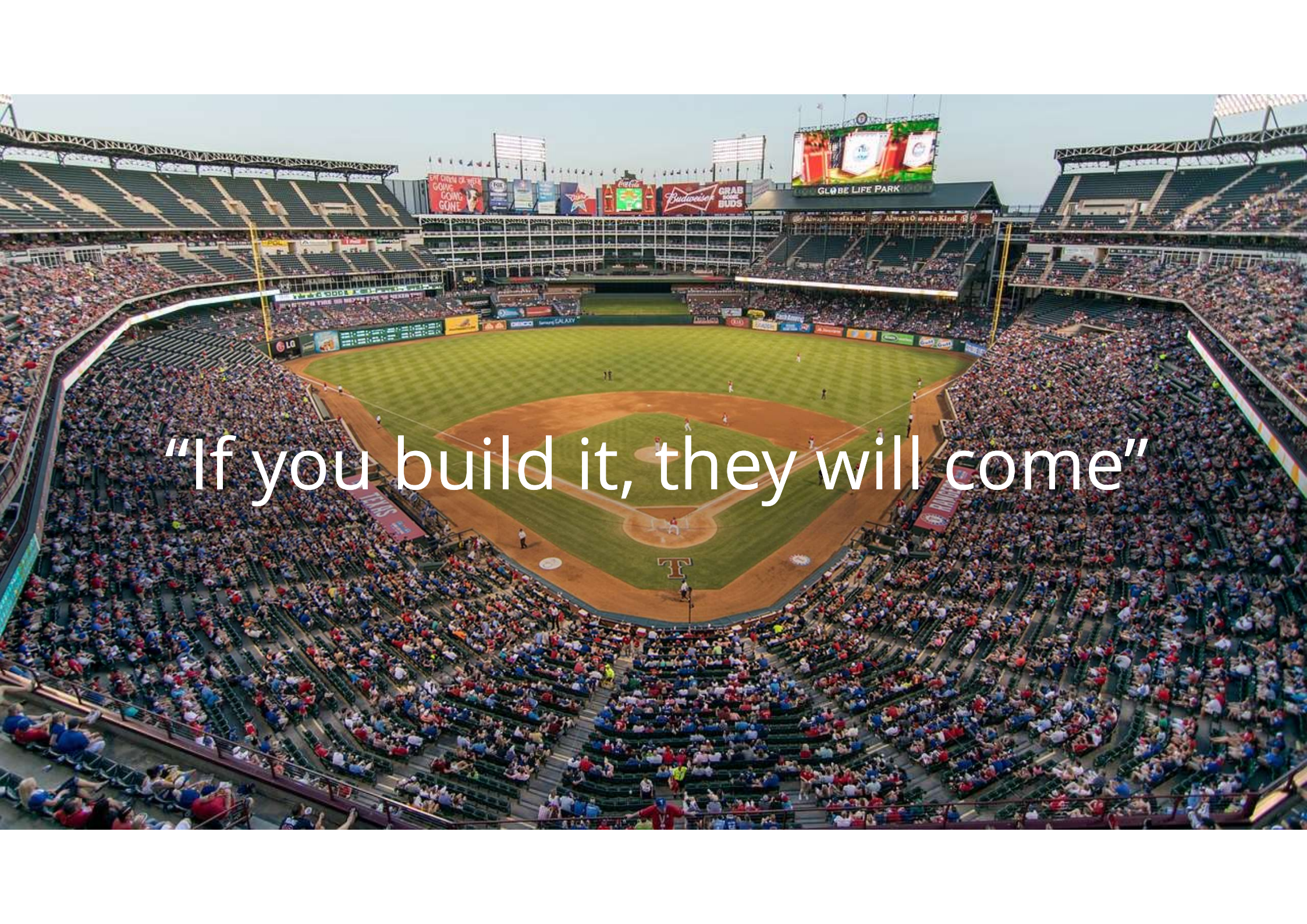
Irish word for 'fish'; linked to Hibernia College crest and mythical 'salmon of knowledge'

Purpose of IASC:

- Provide online open access to research
- Share and showcase the research activity of the College to the wider academic community, nationally and internationally
- Provide a single location for research storage
- Preserve the research out of the college, including unpublished literature
- Facilitate research collaboration

Building an institutional repository (IR)





"If you build it, they will come"

...or will they?





Developing engagement with IRs

- Lack of engagement is a commonly encountered issue in IR implementation (Ferreira et al., 2008).
- Many studies suggest academics are reluctant to deposit work in open-access IRs – for a variety of reasons (Narayan and Luca, 2017; Tmava, 2022)
- Adoption of new platform is challenging.

Developing engagement with IASC?



detectorists

The background image shows two men in outdoor attire. The man on the left is wearing a dark bucket hat and a Minelab detector. The man on the right is wearing a plaid shirt and a cap. They are standing in front of a blurred background of trees and foliage.

- Conversation and critical reflection (Jasper, 2013) prompted us to reconsider how we conceived the project.
- “Metaphors structure action. We act according to the way we conceive things.” (Holliday, 2017, p.7)
- Our focus moved from the affordances of architecture (“if you build it...”) to proactively 'unearthing' scholarly content, wherever it might exist.
- Found inspiration in popular television series *Detectorists* (Crook, 2014-2022)
- As detectorists of research artefacts, we accepted the need for perseverance and a lot of digging.

What we're doing

- Engagement strategy – periodic webinars, support materials, data reporting (SQUID) updates, infographics/posters, informal communications
- Detectoring – online/word-of-mouth hunts for artefacts produced by College staff in the past (and permission to archive them)
- Policy creation – part of embedding process, providing clarity, specific institutional context
- Author profiles – enhance researcher visibility
- Including student work



What we aim to do

- IASC as part of cradle-to-grave research journey – data storage as core function/service, for example
- More support to increase copyright and OA knowledge among users
- Investigate library publishing (going from green > gold OA)
- **What can IASC give researchers that traditional publishing can't?**



Final thoughts

- Engagement is a major part of planning an IR – development is only the beginning
- Challenge of creating a culture of self-archiving
- We did a lot of things backwards – not ideal but necessary
- Sharing our experience
- We are surfacing a dual role for IASC:
 - **functional** (here and now) – archiving current research, dissemination, supporting researchers & students, institutional advantages
 - **historiography** (then) – finding older artefacts, building a history of the college, uncovering 'lost' activities & traces from old projects/programmes, giving a sense of institutional history, highlighting importance of archiving



Thank you!

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