DARE, THE VOYAGE BEGUN.

Lilian van der Vaart, Eleftheria, October 2004[1].

PROLOGUE

In January 2003, SURF Foundation launched the DARE programme. Sixteen academic institutes in the Netherlands were to cooperate in making the Dutch academic research output digitally better available and accessible through a distributed network of institutional repositories. SURF became responsible for the coordination of the four-year programme; and the Dutch government provided a subsidy of 2 million Euros to stimulate the development.

Nationally and internationally, DARE was immediately recognized as a unique experiment. Unique for the scope of its ambition and national cooperation; unique for its approach, which has characterized itself from the beginning by the careful balance between national coordination and local responsibility. 'Individual responsibility, joint action' was the slogan. Each participating institute was responsible for its own repository and had its own motivation for implementing it. Joint action was agreed on to guarantee interoperability, to be able to profit from expertise and experiences gained in previous projects, and to ensure everybody's continued cooperation to achieve greater impact.

The wide-ranging scope of DARE, and its approach, have also given rise to questions and debate, from the very beginning of the programme and more so as work progressed and results were beginning to show. "What is DARE, exactly, what will the end-result be in 2006?" Because the general aims of the programme can be, and were, interpreted in various ways by the various participants and stakeholders. It wasn't long before people started asking for 'clear' goals and choices.

But whose goals and choices? The librarians', who run the repositories? The researchers', for whom it is all done? The university administrators', who have to provide the preconditions? Which of these stakeholder groups is the decisive one? Are they homogeneous in their views even amongst themselves? How do we reach decisions that are acceptable and accepted?

And how do you run a programme in which difficult questions like these abound, for which there are no quick and easy answers?

This paper describes the setting of the DARE programme and what was done in the first year and a half to get it off the ground and create conditions for a fruitful continuation. It tries to explain that the variety and complexity of the setting asks, not for reduction and simplification, but for an approach that truly reflects and accomodates that variety and complexity. It attempts to show how that can be achieved.

[1] The author was interim programme manager for DARE from September 2002 until April 2004. She is an independent interim manager, specialized in knowledge management, innovation of information provision and publishing.

The first part of the paper gives a sketch of what DARE may mean for three directly involved stakeholders: a librarian, a researcher and a vice-chancellor. This is done in the form of narratives, reflecting the perspectives of the three stakeholders on the same case. It illustrates the richness and complexity of the issues at stake in DARE, without trying to be exhaustive; and it sets the scene for the second part of the paper, which deals with the programme management approach in the first year.

Keywords:
Innovation, Knowledge Management, Programme Management
Institutional Repositories, Scholarly Communication, Open Access

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PART I: THE SCENE

QUO VADIS ACADEMIA? A TRIPTYCH.

Narrative one: The Librarian's tale

"Right, that's it!" Philip leans back in his black leather chair with a contented smile. He has just signed an important tender. A group of astronomers is asking for a set of publishing and archiving services in support of the research and communication activities they are developing in a collaboratory. Two of the key people in the group have a chair in the Department of Physics of his university, and know about the new service unit Philip has set up within the University Library.

Philip has been Head Librarian for ten years at this university, his last assignment in a long career in the academic library world. He'll be retiring in a year or so. And he can look back with pride on his achievements. He's always guarded the principles of good librarianship, but has not been afraid of change. On the contrary, he has been one of the forerunners in the new developments that have confronted the library world in the last decade. The arrival of the computer brought about big changes, but that's nothing compared to the revolution caused by Internet. In his view, the computer and Internet will have a similar impact on scholarly communication as the introduction of the printing press and the postal system centuries ago. But with unparalleled speed. Already, there are significant shifts in the roles of the library and other players in the information world. Everybody is re-assessing his place in the value chain, willingly or unwillingly. Of course, not everyone is willing to move. Some of his fellow librarians acknowledge the change, but tend to stick to their traditional role. So do quite a few of the publishers. However, not so Philip!

He takes of his glasses and rubs his eyes. They feel tired. Happens a lot lately. Perhaps he should have them checked. He puts down his pen, looks round his office. Still a beautiful place with its soft carpeting, dark wooden bookcases and rows of first editions. He walks over to the far end of the room, a bit stooped. He picks one of the books from the shelves and sits down with it in the wing chair he keeps for reading. In the fading light of the afternoon he sits, his lined hands carefully turning the yellowed pages.

While leafing through the book, he muses the course of scholarly communication. He firmly believes in a new role for the Library. It has always been the guardian of the university's information collections; and an ace at making them accessible. Why should it not extend that role to the university's own intellectual output? Why leave that to the traditional publishers? The skills involved are not that special, really. Editing, abstracting, classification, quality control – they are all services the library can offer just as well. The library may actually be better placed in some respects to support researchers at its institute. After all, it can provide archiving as well as publishing services, and of all sorts of materials: much more than commercial publishers will ever be able to cope with. What traditional publisher wants to deal with the long term preservation of image banks and datasets? With versioning during the process of research and writing? With different levels of access for different people at different times and locations? No, Philip cannot see traditional publishers easily dealing with issues like that. Or embracing Open Access publishing whole-heartedly. As long as they think there's no quick buck to be made there to satisfy their shareholders.

Admittedly, it's no piece of cake for his library either. But it's feasible, given time and perseverance. And international cooperation with some fellow librarians who are on the same track. As long as his university's administrators keep supporting the idea that it's their duty to support their researchers in all aspects of their work. It's not always easy to keep them focused on this; especially during budget rounds new hypes sometimes tend to draw their attention away from it. But a reminder of the old days, of giving away their intellectual assets to profit-making companies who'd then sell it back to them at high cost, is usually enough. An extra selling-point of course is that Philip's service unit can provide to other universities who prefer to outsource this type of services. That way, some of the costs can be reclaimed from other sources. For there's no denying, there is always a bill to pay....
If all departments and research institutes of the university were using Philip's service unit he might have enough income, but unfortunately that's not the case yet. In that respect, it's early days; many researchers still hesitate or are very confused about what's happening to their traditional ways of publishing. Or don't want to risk anything. Especially not their traditional ways of earning reputation. But according to Philip it's only a matter of time before they will be convinced, too, to change their ways. Just keep working hard at it, as he's always done.
The door opens softly, Raisa, his secretary, comes in: "Hi, I'm off, can I take the tender document?" "Yes, please; don't forget to make a photocopy for my personal archive. Anything in the email still?" "No, nothing. See you tomorrow. Shouldn't you go, too? You look tired." "Hmm, will do, just finishing this chapter on the history of publishing. Goodnight."

Narrative two: The scientist's tale

Anita is walking through the long corridors of the Physics Department, back to her little corner office on the third floor. She has just chaired a meeting of the support team of Astrolab, the new Astronomy Collaboratory set up by her and fellow astronomers from various universities across the globe. Three of them were there in person, two joined via webcast; the others will look at the results of the meeting which have been posted to the community readingroom. They have been looking at service providers who can support their collaboratory with archiving and publishing services.
As always when she walks into her office, she gives a brief sigh of relief. Glad to leave those gloomy corridors behind her. Her room may not have much of a view, but at least there's plenty of light coming in, from two sides. And she can look away into the sky, a wondrous scene whatever the time of day. The room itself is small, but with the large windows it feels spacious. It's big enough for her, her desk, a table and a few chairs. Thank God for the computer age, no need to have lines of shelving anymore. All the literature she needs she has at her fingertips on the large screen that sits flickering on her desk. Just one shelf displaying some presents she got one time or another: a hefty leather-bound edition of the classic Handbook in her field; a miniature replica of the Babylonian clay tablets her group is studying for historical data; the prize she won for the best article in the top journal of her field.
She sits down at her desk and lets the discussions of this morning run through her mind again. They are looking at three service providers: a commercial publisher, a society

service provider and the service unit of her own university library. Each has something unique to offer, none offer everything they need. At least, as far as they can see from the information they have now. The publisher and her university library have sent in a proposal, for the society service provider they have been able to find all information on their website.
Quite good, actually, everything can be done via the web with them, including contracting and payments. This really fits in with their ideas about a virtual work environment among peers, without any involvement of or dependence on their institutions. Services are offered in individual modules or in combinations; for example, authoring tools, repository software, input support, storage, open or blind peer reviews and editing support available at any stage in the writing process so that the exchange of research results can be speeded up significantly. That's a very strong point. And everything can be contracted individually for any length of time, so if e.g. you're dissatisfied with the peer review support you can go elsewhere for that while retaining their repository system. They also offer a range of support tools for research. Their repository system easily integrates with your own desktop work environment and allows for capture, storage and manipulation of very large volumes of data.
That's something the other two don't mention in their proposal. The publisher offers superb quality publishing support, no doubt about it, and has an excellent reputation from which they would surely benefit. But it doesn't deal very well with speedy self-publishing and open access, and covers only the last end of the spectrum of Astrolab's activities. Too much end-product based rather than service-oriented. They really need more support, also in the earlier phases of research and communication, and for a wider range of file types; otherwise, they'll be spending too much time on non-core activities. Also, both the publisher and the library are not as fully web-based yet as the society service provider; both still seem to stand with one leg in the old paper-based age. The flexibility the society offers is so much more alluring. She must admit the library service unit has submitted a good proposal, with interesting possibilities for archiving, communication and publishing support, for any type of files. They can also guarantee the long term preservation of important files, something the other two cannot to the same degree. Modularity of the services is good, too. She must find out, though, what they mean exactly by 'quality control services'; surely they don't think they will take over peer review? Are they fully aware of the ongoing efforts that an international editorial board requires? Moreover, their contracting and pricing options are definitely less flexible and all through the traditional channels. She shivers when she thinks of the red tape that may involve, knowing the ways of her university. You'd need a student assistant especially to deal with that aspect. Not something they want to train them for. Although it does wonders for developing one's perseverance...
There's a knock at her door. As she turns round her eyes fall on the poster on her door and she smiles. An SF-like vista of the future information landscape; "DARE to dream" it says. Quite. The Head of the Library peeks round the door. "Come on in" she welcomes him. No doubt he's curious about the outcome of the meeting. Nothing's been decided yet, they want to dig deeper with all service providers before making up their minds. And perhaps they'll go for a combination of service providers, each for their own strengths. The competition will keep them on their toes.

It's handy, though, to have him this close by, always easier to discuss the more intricate issues in person. Why not launch them with him right now. She moves to the table and invites him to the chair from which he can see the poster on the door. "Good of you to come by", she says; "let's do some dreaming".

Narrative three: The tale of the vice-chancellor

Tom sits in the lounge at Singapore airport, waiting for his departure call. Though he's been traveling all day, he still looks his distinguished and unruffled self. He's in transit, on his way back home from Australia where's he been on a study trip. Not the place most of his colleagues go to, the US and Japan usually come first. But he's found it very inspirational. It hadn't really been planned; it was just one of those coincidences. One day his Head Librarian tells him about the great things "those Aussies are doing down there" in terms of developing a national information strategy and infrastructure. The next, an old schoolfriend of his who works at ANU in Canberra invites him to come down for a study trip on new developments in the knowledge infrastructure. It didn't take Tom long to make up his mind. "Thomas, my son, never think twice about a great opportunity" his father had always said. His father had been a wise man. Although he had not always followed his advice.

Tom adjusts his headphone. The raw voice of Joe Cocker sings to him. "N'oubliez jamais / I heard my father say / every generation has its way.." He hums along, with a slightly melancholy smile; "you can say that again, Joe Cocker!" It's exactly what he sees himself faced with at work. Oh, in his private life as well, of course, but he's found that easier to deal with than the work situation. Appointed vice-chancellor a few years ago, he gets to deal with a paradigm shift in academic life he wasn't quite prepared for. He's a trained physicist; and not stupid. Has always been able to keep up quite nicely with developments. But the speed with which younger researchers are moving into the 'virtual world' takes his breath away.

"...why do you dance to the same old songs / why do you sing only harmony / 'cause down on the street/ something's going on / there's a brand new beat...." "Quite, Joe Cocker". Those young scientists are dancing along the highways and byways of cyberspace with an ease and confidence he finds both admirable and scary. Not for him personally, but if that's the way things are going.....Anita, his star astronomer as he calls her privately, keeps telling him it is. But if it is, how can we accommodate it as a university, Tom asks himself, and his colleagues. Can we accommodate it at all? Are we still needed as an entity, or will we become just a facility, one amongst many? Will they all just zoom off completely into a virtual world consisting of networks and nodes, elo's and collaboratories, switching from one site to another service provider depending who has the 'best' to offer in the virtual here and now? How will they know what is 'best'? What will they be rooted in? Just the tradition of their discipline? Who will teach them that coherently in that new world of theirs? Or don't they need that?

Anita and her colleagues from Astrolab don't seem to worry at all about these questions. They just go ahead and do it, see what they come across and deal with it, they say. And they are not the only ones. True, there are still many who stick to the old ways, confused about what's happening around them. But he clearly sees it changing, in many disciplines, across the great divides of the arts, humanities and sciences. He sees them bridging those

great divides of old as well; witness Anita and her Babylonian clay tablets, her efforts to get them digitized for inclusion in their data analyses.
And then there is the pressure from funding bodies to invest more in interdisciplinary research. And the wish to develop 'virtual faculties', coordinating research and teaching programmes between some national universities to become a more attractive international player. The call for more fruitful liaisons with industry. All developments that cut across the traditional disciplinary and institutional boundary lines. Everything seems to be shifting. It's not clear what the connections are – if any - between the autonomous developments in research itself and those top-down initiatives; and if anything can be done to steer them in the right direction. Whatever the right direction is. After all, that depends on whether you see yourself as part of the old or the new world.
Tom feels like he's losing grip. The old planning and control mechanisms don't seem to work anymore. Perhaps it *is* a matter of following the researcher's intuition and curiosity. Go against the accepted rationalistic way. A bit like the Aboriginals who know how to find their way across hundreds of miles of desert without any visible signs, following the songlines.
"N'oubliez jamais / it's in your destiny / a need to disagree / rules get in the way.." "Yes, Joe Cocker, remind me". But there's such a thing as responsibility as well. His is a large, prestigious university, providing a place of high quality work and study for thousands of people; has been doing so for a few centuries. You don't dally with your raison d'être, with your patiently built up (intellectual) capital. The same goes for his colleagues. And for other stakeholders, in government, industry, publishing, just to name a few. Many get nervous about it, feel there is a lot to lose. Others primarily see the new opportunities, feel it's about reframing the university. Worthwhile to look into, Tom feels, but with care. It's like birds learning to fly: if they get it wrong, they fall to their deaths.
The image sticks in his mind. Birds may fly, for very long stretches even, but they always come back to a place to rest, breed, and to nurture their young until they are ready to fly. Perhaps that's what the university can be for its researchers and students in the virtual world: a nurturing place to start from and come back to regularly. The image tallies with an article Philip gave him on the pro's of an institutional base setting for an otherwise (inter)disciplinary organised research work environment. The virtual world has physical components, too, that need a place, upkeep and renewal. And whatever they say about the delights of cyberspace, there's nothing like the coffee machine for a good chat with your colleagues. Even Anita agrees to that.
As Tom switches disks, he hears his flight being called. Queuing up to board his plane he has a picture in his mind of his university as a pigeon house, birds flying in and out all the time. Quite a change from the present, rather industrial-looking buildings. "What's the use of roots if you cannot spread them / What's the use of wings if you cannot fly" he sings along with John Wright as he slowly makes his way forward to his plane. He should really convince some colleagues to go to Phoenix, Arizona; apparently, they're developing something like a virtual university there.
But first, back to base. He's looking forward to it. Tomorrow night this time he'll be home again, going to the theatre with his wife, to watch Hamlet.

PART II: THE ACTION

'A JOURNEY OF A THOUSAND MILES BEGINS WITH A SINGLE STEP'[2]

DARE: TRIP OR VOYAGE?

In Autumn 2002, the plan for DARE was approved, subsidies granted, contact people at all participating institutes (so-called 'anchorpoints') in place, and project manager appointed. And everybody was more than ready to go.
The overall plan covered four years (2003-2006)[3], with the setting up of the distributed network of repositories scheduled for 2003. Establishing the starting-point, first set of actions and necessary project organisation was the initial step to be taken. The plan charted the territory but didn't provide a route, the ship was ready to sail but didn't have a crew yet. The last quarter of 2002 was used to prepare a concrete plan of action for the first three to four months, aimed at getting DARE started and identifying what would need to be tackled once it got underway.

The main input for this actionplan was derived from a round of personal discussions of the project manager with all anchorpoints. Topics discussed were their views on DARE, current relevant projects at their institute that could be built on, expert staff available for DARE, most important issues to be tackled, their expectations for support from DARE for their institute, and potential ambassadors among researchers and policy makers at their institute. These talks were important for starting good personal relations between project manager and anchorpoints, as well as for providing a wealth of information from which to begin shaping DARE. This 'reconnaissance tour' was followed by a workshop with anchorpoints and expert staff to define more clearly the starting-point per January 2003 and to establish the first project teams. It also led to a shortlist of main issues to be tackled (see box 1) and of the principles of the DARE approach (see box 2). Standing out among the issues was the question how to properly involve researchers. Leading thought behind the DARE principles was that the large variety in views, experience, systems and phase of development at the participating institutes needed to be accommodated to ensure everyone's continued cooperation; failure to do so would inevitably lead to serious resistance, possibly to mutiny.

* Technical) realisation repositories and start filling
* Involvement scholars
* Strengthen support university administration
* PR and knowledge exchange
* Relation with publishers: copyright, new services development

Box 1 Main issues to be tackled in DARE programme

[2] Chinese proverb.
[3] For the programme plan, see www.surf.nl/en/DARE

* No single prescribed standard solution
  Technical, organisational, policy, every institute is unique
* Create frame of reference, set preconditions
* Try out different approaches in concrete projects
* Do locally what can be done locally, restrict centralized activity to bare essentials
* Pragmatic, pioneering, learning by doing
  At both data and services level

Box 2 Principles of the DARE approach

The variety mentioned above, and the wide scope of DARE, made it hard to draft an actionplan that covered more than the initial steps (covering 3-4 months). To remain flexible and responsive to what really needed to be done, it seemed safer to take a 'develop as you go'-approach; i.e. let short-term goals and actions emerge as we moved along and gained experience rather than try and formulate a longer-term plan in advance which might soon turn out to be too restrictive, become a self-fulfilling prophesy or need constant adaptation anyway. The actionplan also rephrased DARE as a programme, rather than a project, shifted the focus of attention to the main issues (box 1) as the major programme lines and placed the work packages from the original 4-year plan in their context. This was done to emphasize that DARE was more than 'just' another ICT-project and would therefore need a management approach supporting that.[4] DARE was definitely not going to be just a trip. And it wasn't just a single ship, but a small fleet, that was starting on this voyage.

FIRST MANOEUVRE: GET THE REPOSITORIES.

In January 2003 work started with a projectteam formed to write a specification document which would set the framework for DARE repositories. It was to tackle questions like: what do we mean by a repository, what will its content be, what sort of protocols, standards, software should or can be used. We drew heavily on existing documentation from SPARC[5], as well as on earlier projects in the Netherlands on repositories, e-publishing and e-archiving. The projectteam consisted of expert staff from participating institutes, especially from those that had been involved in those earlier projects, to guarantee that their experience was brought in. At the request of the teammembers, an external consultant was hired as projectteam-leader and writer of the document. This worked well: the teammembers committed their time and expertise, the consultant – with a background in the field and knowledgeable about subject matter and relations – kept up speed, ambition and balance and produced a draft for decision making in three months. It took another two months for extensive comments, redrafting,

[4] The official reports to the funding organizations (twice a year) were later also structured along those issues/programme lines, with the work packages situated within them.

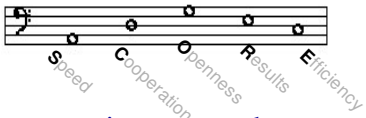
[5] The Case for Institutional Repositories: A SPARC Position Paper, Raym Crow; SPARC Institutional Repository Checklist & Resource Guide, Raym Crow; both documents (and more very useful literature & links) can be found at http://www.arl.org/training/webcast/ir/resources.html

and acceptance by the anchorpoints, including identification of issues that would need further discussion and settling while we got going on the implementation phase.
Taking the time to come to agreement on this basic document has been important: it established a good basis for the necessary cooperation, both in terms of what was laid down as agreements in the document and in terms of establishing sound working relationships between the people involved in the process.
The document itself[6] is mainly a functional description, in still fairly general terms, of a 'networked repository' in the Dutch context; it does not prescribe software, nor technical specifications. It does describe three recommended software systems in an appendix. This was supported, later, by the arrangement that institutes implementing one of those three systems could get help from colleagues with expertise on those systems; the cost of this support was chargeable to the DARE programme budget. Again, this arrangement proved to work well. It made software choice easier. It narrowed down the number of systems used without prescribing one – which would have caused a lot of unnecessary resistance. It speeded up the implementation process. And it further established good direct cooperation between groups of people at different institutes.

A meeting end May 2003 with anchorpoints and expert staff marked the transition from specification to technical implementation phase. The Specification document was formally agreed on. The DARE SCORE was accepted, which set criteria and goals for the technical implementation (see box 3). It was also agreed that the available budget would be spent on joint activities (such as time spent on projectleaders meetings) and on knowledge exchange and acquisition (e.g. hiring expertise from colleagues to solve implementation problems). All local implementation costs would be borne by the institutes themselves. This was an important point. By 2006 the (running of the) repositories has to be embedded in the local organisation of each institute; by not making themselves dependent on DARE subsidies for local activities the participating institutes showed their commitment to the programme and from the very start took the responsibility for successful transition to regular local operation of their repositories.

[6] For the full document, see www.surf.nl/en/DARE

Realisation of repositories: targets 2003 = DARE-SCORE



- **S**peed: within 6 months working repository at each institute
- **C**ooperation: at least one department/group works with repository
- **O**penness: project managers keep log on DARE Extranet about progress, with highlights and bloopers
- **R**esults: each repository contains x objects, query over all repositories produces meaningful result
- **E**fficiency: (plan for) organisation, workflow, procedures and cost estimate available

Box 3 DARE SCORE

Implementation activities started only fully after the Summer holidays, and it took less than five months to get all repositories up and running and to implement DARENet, the interface built for demonstration purposes and for proof of actual interoperability. The process of the implementation has been described in more detail in The Dawning of the Dutch network of Digital Academic Repositories (DARE): a matter of sharing, by J.M. Feijen and A. Van der Kuil.[7]
On January 27, DARENet went live during a big party for all involved in the programme. The programme manager's promise that 'there will be a party, but if any single one of you doesn't have your repository up and running, with content, there will be no party' seems to have been a better incentive than the DARE SCORE for people to make the deadline....

SUPPORTING MANOEUVRES: HOW TO GET CONTENT FLOWING IN

As was stated before, the major issue to be tackled defined by anchorpoints was how to get academics involved and submitting content. The fact that the initial request for names of academics who could act as ambassadors didn't generate much response was probably indicative.
To start with, two approaches were developed. A small team of people started work in January 2003 on an action plan aimed at defining possible activities/means to get academics involved. Secondly, a first Call for Tender was prepared for so-called 'quick-

[7] Published in Ariadne, issue 41, October 2004, http://www.ariadne.ac.uk/issue41/

win' projects: short-term projects developing initial services on the basis of repositories, services that could show the value of repositories to academics.

Think-tanks

The team working on the action plan produced a first version in April 2003, which was sent to all anchorpoints. It had a two-fold effect. It gave the team, and the DARE programme management, ideas to work on further. Secondly, some of the anchorpoints found it useful input, adopting some of the proposed actions at their local level.
The team proved very good brainstorm-ground and triggered promotional materials on DARE in general and on copyright issues related to repositories. It charted ways to approach academics and develop a network of interested academics. It also triggered the idea for 'Round Tables': sessions with academics and others to debate important and difficult issues connected with DARE, and to identify possible scenario's and approaches and their consequences for policy development and programme management. The first of these Round Tables was held in January 2004 and has provided important and useful leads for a continuation; it's an instrument that can serve well to deal with the longer-term, controversial issues involved with repositories and the way they impact academic research communication. One of the attention points that came out of it was how DARE could provide for the differences in possible needs for and uses of repositories by various academic disciplines. A 'single solution fits all' approach to services offered by repositories would certainly not work, not even within one university. This underlined the importance, again, of the DARE principles (box 2), not just for technical issues, but also for service development and organizational solutions.

Services projects: the heart of the matter

Both the initial talks with anchorpoints and international experiences we heard of in Autumn 2002 pointed to the necessity to start developing services 'on top of' the repositories from the very beginning. Academics weren't going to be convinced of the benefits of institutional repositories just by hypothetical and abstract talks about them. They wanted to see the actual thing. Fair enough, and do-able. There was sufficient relevant digital academic content available at different universities to start experimenting with. And the scope of the first Call for Tender, issued in February 2003[8], was purposefully chosen to be wide enough to enable a variety of projects, to demonstrate the possibilities for serving diverse users and needs. It also welcomed projects that would make submission of the necessary content part of the project, to enable participation of institutes that did not have the appropriate content available yet.
Key criteria of this first tender were that the projects would be relatively short and deliver concrete end-products or services that could be demonstrated and that would be transferrable to other institutes if they would want to start using them. The idea of this first tender was that we really wanted to be able to quickly show to the academic world what the repository system could mean for them, with projects that would be appealing in their practicality and usefulness.
It worked out fairly well. Submission deadline for the projectplans was mid-April, by June decisions were made and after some adaptations 7 out of the 12 submitted projects

[8] For information on the tender and the subsidized projects see www.surf.nl/en/DARE

were funded. Most started per september 2003. An 8th, small, project was added later. In the first quarter of 2004 most projects were finished and ready for demonstration and adoptation.

What was still lacking to a large extent in the first tender – also as a consequence of the rather short timeframe within which projects had to be prepared – was involvement of academics as participants *in* the projects. All of the projects were librarians' initiatives, in some cases a few academics were on the Steering Committee. For the Tender 2004[9], participation of academics was made a much more important criterion, thus ensuring their direct involvement in developing repository content and services. Another important addition was to invite projects linking repositories with digital learning environments, for (re)use of academic output for educational purposes. This is a separate work package in DARE, also to be run in Tender format, due to start in 2005 originally. Because it was seen as an attractive application for academics, the start was brought forward to 2004, and for practical reasons it was combined with the general services development work package.
The scope of the tender was wide again, with a stronger emphasis on getting submission of content going; a first, much more narrowly defined draft was retracted because reactions to it in a preliminary round of consultations were too mixed.
It is still too early to evaluate the approach of the 2004 tender, but from the information available to the author now[10] it looks like quite some progress has been made in having academics participate in (in some cases even initiate) tender projects. Interest in DARE is certainly growing, judging from the number of 26 submitted proposals (with 17 funded in principle).

CHARTING THE COURSE FOR THE NEXT STAGE OF THE VOYAGE

With the first important step in the technical implementation[11] successfully concluded, even more attention now has to go to the harder issues: how to get the repository organization running smoothly and on a sound, sustainable basis. In the first quarter of 2004, two workshops were organized for all project leaders and anchorpoints on organizational issues and business models. The organization workshop focussed on possible ways to organize submission of content (workflows, division of responsibilities between faculty and library/IR, procedures, issues of centralization versus decentralization). Input was provided by two invited academics ("what do they want from an IR"), as well as by a knowledge manager from a professional law firm and a project manager of a research information system who both had experience with similar questions.

[9] Information on the tender and the funded projects available on www.surf.nl/en/DARE

[10] At the time of writing this article, the author is no longer programme manager for DARE, though still involved occasionally on a consulting basis.

[11] More technical development is needed, e.g. refinement of metadata implementation, linking up with dlo's and existing research information systems used for research reporting purposes, and linking up with the E-Depot of the Koninklijke Bibliotheek (Dutch National Library) for long-term preservation. But the system as it stands now is operational.

The workshop on business models presented the data/services model as a potential model to guide decision making on provision of basic, central services and specialized services for different communities, with possible centralized and decentralized funding models following from that. Input in this workshop was given by the business strategist of MIT/Dspace, Mary Barton. In the spirit of the DARE principles, both workshops were set up *not* to provide ready-made solutions, but to stimulate and help people to develop – in interaction with their colleagues and the invited experts – their own approaches suited to the situation they are faced with at their own institution. In short, to contribute to the toolkit they need for building the repository organization.

An important factor in building a sound repository organization will remain the forging of good relationships with faculty and being responsive to their needs and to their concerns. This sounds more obvious than it appears to be in practice. Just telling academics what good repositories can bring them is not enough; no one likes to be told by someone else what's good for him/her, and this is certainly true for the highly autonomous academic. Their needs and concerns can only be properly addressed in interaction; experiments and pilot projects (like the services tender projects) offer good opportunities to do that, provided academics take an active part in them. Objections raised, e.g. concerning copyright or perceived interference with traditional publishing habits, need not be seen as obstacles that must be removed before one can continue. They form the questions that feed the programme; the programme provides the setting to find appropriate answers.

Having said that, with DAREnet (see www.DAREnet.nl) successfully launched and available for demonstration of the repositories and the services developed in the first tender, participating institutes have a very powerful instrument to show academics and university administrators the workings and possible uses of repositories. First demonstrations have shown the impact that such a live, working repository environment has, no matter – and perhaps thanks to – its simplicity. From November 2003 through March 2004, the programme manager was invited to present DARE to faculty and administrators at several participating institutes. They worked well in all instances, feeding the sense of the importance of the programme, also seen in its international context, and the willingness to take part in its development. But the impact was even stronger once DAREnet could be shown and it became easier to discuss together how the repository could be used to everyone's benefit – because it triggered people's imagination and enthusiasm.

And perhaps that is most important. Because imagination and enthusiasm, and a scope wide enough to accommodate their varied disciplines and approaches, motivate people to come forward with their creative ideas. Add a little daring, to give them leeway in developing their ideas, and you're sailing....

EPILOGUE

> "Each new step becomes a little surer, and
> each new grasp a little firmer, till, little by little,
> comes the power of intelligent combination,
> the nearest thing we know to the mighty force of creation."[12]

The depiction of the Scene in Part I of this article shows the variety of views different stakeholders in the same process may have. All of them plausible and legitimate in their own right. The description in Part II underlines this variety and the complexity of the actual situation. Everyone involved in Institutional Repository-implementation and/or Open Access Publishing will no doubt recognize it.
In the strongly individualistic culture in Holland, coming up with simple 'one-size-fits-all'-type solutions, for whatever situation, and implementing it top-down, immediately gets everyone up in arms. Talks with people from other countries have shown this may be true for other cultures as well. Nonaka and Takeuchi[13] point out that complex situations must be dealt with with equal complexity in organization and approach. This is not easy to do, nor to keep up. It seems to go against most people's inclinations, and against traditional management practice. Despite the fact that they would revolt even more against a simple prescribed solution. As a manager, you're constantly not giving people what they think they need. Rather, you are asking them to come along and find out together. Very much like the explorers of old.
Anyone with some experience with innovative work knows it's necessary to work this way, to be able to achieve more than we already know. For innovation means just that: go beyond the known. For the manager responsible it means very much a 'hands-off' approach. Regular planning and control do not contribute to circumstances beneficial for innovation, because they extrapolate the known. It's like the difference between someone building a house, and someone creating a garden. The first is planned carefully and constructed accordingly. Failure to do so results in a house that may fall down any moment. A garden may be planned; but nature will not let herself be forced completely. There will always be weeds, new seedlings come from somewhere unknown, plants that will not settle in the allotted spot or that grow too big. Weeding and pruning need to be done, but with care, restraint and not too soon, if you want to retain a healthy and interesting garden. Building a house is about executing the planned. Creating a garden is about maintaining the right conditions, bearing in mind that some plants may only flower after seven years.
The same difference applies to managing a production plant and leading an innovative programme. Maintaining the right conditions for the latter means e.g. not providing blueprints, strict planning and control, clear-cut unchangeable end-results, simplifying complexity and reducing variety. Rather, it nurtures variety, follows carefully what happens, weeds and prunes when it's clear that further growth becomes counter-productive, removes obstacles for growth – all while keeping a rough picture in mind of

[12] Gertrude Jekyll in Time Began in a Garden
[13] I. Nonaka and H. Takeuchi, The Knowledge-Creating Company, How Japanese Companies Create the Dynamics of Innovation.

the way in which the programme may best develop.[14] In short, a process-oriented approach. That is what lies behind this first year of DARE programme management.

[14] See also Weick & Sutcliffe, Managing the Unexpected, Assuring High Performance in an Age of Complexity

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