Repository Outreach Strategies
San Jose State University | May 25, 2011

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Pacific University Library
Pacific University | Library

- Founded 1849
- Forest Grove, Hillsboro, Eugene
- 3,368 students

- Forest Grove, Hillsboro
- 7 faculty, 10 staff
- 208,780 volumes
Make Googling yourself much more satisfying.

Make sure your work is CommonKnowledge.

Contact the Library today to have your publications, presentations and other scholarly or creative materials added to a permanent online collection that guarantees your work will be available to anyone who needs it (and even to those who don’t know they need it!).

Questions? Want to contribute to CommonKnowledge? gimani@pacificu.edu

CommonKnowledge is a service of Pacific University Libraries | commons.pacificu.edu
Strategies for Success

• Identify/build a context in which the repository is necessary
• Focus on building services, not collections
• Reinforce the repository’s active support for the institution’s mission, values and goals
Building a context

- **December 2008**: Attended the ARL/ACRL Scholarly Communication Institute
  - Vice Provost for Research, Library Director, Library faculty member

- **Factors leading to participation:**
  - New Research Office
  - Desire for environment/infrastructure to support faculty research and scholarship
  - Desire to investigate potential Library/Research Office partnerships in support of scholarly communication activities
“Overall, my judgment is that Pacific is greatly advantaged by these involvements, and that something like an institutional repository, a ‘Scholar’s Bank’ or some virtual spaces where we can support the academic work of the campus, is urgently needed. [...]”

What is at stake here? Given the imaginative capacities of the new software technologies, it’s now possible to store, manage and disseminate academic products of all kinds. So we can store undergraduate theses from Arts and Sciences, clinical images from Optometry, run a journal of evidence-based practice for the OT school, establish a Research Commons for faculty to share works-in-progress with colleagues here and elsewhere, and offer a much wider range of opportunities for faculty to gain access to the wider scholarly community through Open Access mechanisms. In short, we can establish a significant profile in the knowledge community by taking these steps.”

-Vice Provost for Research
Building a context

For Your Consideration...
Research Possibilities at Pacific University
Building a context

The plan...

Create an environment at Pacific where research and scholarly activity will flourish

and

Establish Pacific as a leader among our peers in supporting and sharing our student and faculty work
Building a context

SECOND A system to collect and disseminate student and faculty research...making knowledge created at Pacific accessible worldwide...

...and getting it on the first page of Google results!...
Building a context

Selected slides, Provost’s Council Presentation, December 2008
Building a context

The Result

A rich environment for research and scholarly activity that:

• supports students/faculty,

• raises the visibility of Pacific University and our scholarship and

• contributes to a body of knowledge that is accessible to all, not only the privileged few.
Building a context

- Context discussions should be both institutional and individual
  - *Individual*: specific to a department, school, unit, etc.

- Building an individual context led to fast-tracking our repository
  - Presentation/discussions with College of Optometry
Building a context

KNOWLEDGE UNLOCKED

The Business of Scholarly Publishing

and

The Opportunity of Open Access

Selected slides, Optometry Brown Bag Presentation, April 2009
Building a context

http://www.msnbc.msn.com/id/21134540/vp/6604219#6604219

Selected slides, Optometry Brown Bag Presentation, April 2009
Building a context

Open Access Publication

- **Open access journals**
  - Gold – e.g. *PLoS One* ([link](#))
  - Green
  - Pale green
  - Hybrid – e.g. *British Medical Journal* ([link](#))

- **Open access archives/repositories**
  - Disciplinary repositories – e.g. *arXiv* (*physics*)
  - Institutional repositories – e.g. *DigitalCommons@University of Nebraska*
Building a context

Open Educational Resources

- **HEAL**: Health Education Assets Library
- **Flat World Knowledge**
- **Community College Consortium for OER**
- **MERLOT**: Multimedia Educational Resource for Learning and Online Teaching

- Learning Opportunities With Creation of Open Source Textbooks (LOW COST) Act of 2009 – **H.R. 1464**

Selected slides, Optometry Brown Bag Presentation, April 2009
Open Access in...Business?

LEAD THROUGH OPEN INNOVATION.

When we are guided only by the light we carry with us, we see only where we are—the way ahead and behind remains dark. When we light the torches as we go, we truly lead, illuminating a path for all to follow.

We used to think the best way to win was through secrecy, competition, and proprietary trademarks.

Then the digital folks proved that an open model of shared knowledge for common use could be just as successful, if not more so.
Building a context: Outcomes

• Awareness and buy-in from administration in Academic Affairs

• Specific partnership that led to implementation of repository
  • OPT conference materials – *opportunity to provide a desired service*
  • Distinct from a library-created need like (in our case) ETDs
Focus on services

*Sustainable services require:*

• A real (not invented) need
  There is not a user need for every service, but there is a service for every user need

• Understanding
  What is important to the discipline/department/faculty?

• Relationship
  What are you doing, and how can I partner with you?
• Relationship
  Started with instruction, service and genuine interest (due to lack of personal knowledge!)

• Understanding
  The quality of care and the quality of the providers being created. EBP is a key component of this.

• A real (not invented) need
  Evidence-based practice requires access to evidence.
Case Study 1. Interprofessional Case Conferences

• Capturing materials that would otherwise be “lost”
• Being consistent with College’s mission
• Increasing visibility for the College online
Case Study 2. Faculty Work

- Clearest connection to evidence-based practice
- “Full-service” model – copyright compliance, formatting, posting
Evidence-based practice requires access to evidence.
Need more reasons to contribute?

- The bigger the audience, the bigger the impact
  - People use what is readily available
  - More use can lead to more citations

- Helps showcase your school/the University

- Posting in a repository like CommonKnowledge provides:
  - Persistence
  - Discoverability
  - Usage data
  - Low maintenance (for you)
Case Study 3. Occupational Therapy

• **Background:** Body of available evidence is not as large as for some disciplines; however, the emphasis on evidence-based practice has grown over the past decade.

• Met with faculty (individually and as a whole) to discuss sharing published work

• Identified types of student work appropriate to share
  - Critically Appraised Topics (CATs)
  - Innovative Practice Projects
Case Study 3. Occupational Therapy

- CATs have experienced high usage (higher than expected)
- CATs consistently show up as some of our most-downloaded items

**Update**: Current discussions about serving as a repository (and possibly journal host) for an OT professional association that Pacific faculty are involved with.
Case Study 4. Interprofessional Journal

- Journal builds on strengths of College/University
- Completes the “suite” – services for every type of work generated in the college
CHP Service “Suite”

• Student work
  • *ETDs*: digital submission saves $$ and increases access
  • *Coursework*: students contribute knowledge to their disciplines

• Faculty work (un-reviewed)
  • Case conferences, conference presentations, posters, gray lit, etc.

• Faculty work (previously published)
  • Post-print formatting
  • Copyright compliance

• Faculty work (original research)
  • Peer-reviewed venue (journal)
  • Publishing support services (technical/managerial)
Focus on Services: Bottom Line

• Lead with “services”, not “collections”
  • Valuable collections are a byproduct of necessary services

• Seek to provide services that:
  a) Enhance the educational process
  b) Allow faculty and students to contribute in meaningful ways to their disciplines
  c) Are in service of core values (e.g. EBP)
  d) Are meaningful to those receiving them, not just to the library
Connect to mission

A commitment to...

Pacific is a nationally recognized University devoted to excellence in teaching and learning. A commitment to collaborative scholarly and creative activities promotes a vibrant academic culture. The campus community is enriched by embracing sustainable practices, by appreciating diverse perspectives, and being dedicated to civic engagement, both locally and globally.

To bring these ambitions to life, we:

- Promote a rich atmosphere of intellectual exchange, and encourage faculty and students to follow their academic interests.
- Provide opportunities for faculty, staff, and students to engage in scholarship and creative activities, and to produce original work that animates and advances our disciplines.
- Embrace sustainability, and use the University as a learning laboratory for sustainable practices.
- Value diversity, both in culture and opinion, and encourage an attitude of openness and discovery among faculty, staff and students.
- Challenge campus members to involve ourselves in the needs of our communities whether locally or globally.
Connect to mission

• Connect to core values
  • *Teaching and learning*
    • Heightened visibility for student work may lead to increased quality of student work
  • *Scholarship*
    • New venues for scholarly exchange; greater visibility may lead to new collaborations as well
  • *Sustainability*
    • Repository contributes to both environmental and economic sustainability
  • *Diversity*
    • Possible to share a wide variety of materials, especially those that may have previously lacked a venue
  • *Civic engagement*
    • Equitable access to information
Connect to mission

• Connect to practical goals and objectives

  • Recruit (and retain) intelligent, motivated students and faculty

    “What an honor! Thank you. [...] Do you know when I can expect it to be online? I'd love to share it with my family!” - Student email, 1/2011

    “Thanks for your creativity and support as to how we can share our work!! - Faculty email, 2010

  • Maintain a record of, and promote, the scholarly output of the institution

  • Deliver services either unique in nature or of distinctive quality (or both) that distinguish the University from comparator institutions
Connect to mission

• Reinforce the connection
  • Annual report on repository activities
  • Funding conversations
  • Inclusion in Board of Trustee reports
5-Second Takeaway

• It’s bigger than the repository...
  
  • Frame the repository as “in service” of a greater goal, **not** an end unto itself
  
  • Goal(s) may be departmental objectives, institutional goals, philosophical stances...
College of Health Professions

Resolution in Support of Open Access and Authors' Rights

Whereas, the mission of the College of Health Professions is to equip students to provide compassionate delivery of exemplary healthcare for a diverse population in a changing healthcare environment; and

Whereas, the ability of Pacific University graduates and other practitioners to provide such care is dependent on access to the best evidence in order to inform clinical decision-making; and

Whereas, the best evidence is largely published in journals whose costs have risen far more rapidly than inflation, thereby limiting access to the evidence for practitioners who lack the resources of a large health center or university, particularly those in developing nations or medically underserved areas; and

Whereas, the publication agreements offered by some publishers limit authors’ rights to make their work openly accessible to others who may benefit from it; and

Whereas, this current system for the dissemination of research and scholarship is financially unsustainable and restricts rather than increases access to knowledge and evidence; and

Whereas, the Pacific University Library has established an online, freely accessible and searchable repository, CommonKnowledge, for the dissemination and preservation of scholarly works published by members of the University community; therefore, be it

RESOLVED, that

A. the faculty of the College of Health Professions will demonstrate their commitment to the open availability of evidence, and to the continued advancement of healthcare knowledge and practice, by strongly encouraging faculty members to:

• deposit their own scholarly articles in CommonKnowledge or other open access repositories in order to provide the widest and most affordable access to their work; and
• use an Addendum to Publication Agreement (such as that provided by the Scholarly Publishing and Academic Resources Coalition (SPARC)) in order to retain their right to share their work as widely as possible; and
• investigate the pricing and authors’ rights policies of journals with which they collaborate (as authors, reviewers, and editors) and advocate for improvements therein; and
• when possible, publish their work in reasonably priced journals or in peer-reviewed open access journals; and

B. Pacific University Library will:

• maintain and further develop CommonKnowledge, open access publishing opportunities and related services; and
• allocate personnel time to facilitate the deposit of faculty publications in CommonKnowledge, to confirm the legality of all faculty deposits and to obtain publishers’ permission to deposit published works when possible; and
• serve as a resource for faculty inquiries regarding journal publishers, pricing, and authors’ rights.

Approved by: College of Health Professions Faculty | February 16, 2011
Submitted by: Isaac Gilman, Pacific University Library | January 19, 2011
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