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# CommonKnowledge Annual Report (2009-2010)

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# CommonKnowledge Annual Report (2009-2010)

## **Description**

This report details the pilot year of CommonKnowledge, Pacific University's institutional repository. The report covers the period between June 2, 2009 and June 1, 2010.

## **Disciplines**

Library and Information Science

## **Rights**



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# CommonKnowledge

Common *access*. Uncommon *knowledge*.

## Annual Report 2009-2010

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## OVERVIEW

*CommonKnowledge*, Pacific University's institutional repository, is the home of the collected scholarship and creative works of Pacific University faculty, staff and students, as well their collaborators from around the world. The majority of content in *CommonKnowledge* is **open access** (see below for definition). The open collections in *CommonKnowledge* demonstrate Pacific's commitment to the idea that shared information and academic collaboration are essential to the "progress of knowledge" in our global community.

In addition to providing a means for faculty and students to contribute their knowledge to their respective disciplines and to the general public, *CommonKnowledge* is also an invaluable promotional tool for the University. Prospective students, faculty and staff can easily find, and access, examples of the high caliber scholarship and unique learning opportunities that are created within the Pacific community.

### Open Access (OA)

(OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

-Peter Suber

Pacific University is one of many institutions who have begun to build and develop digital repository programs over the past decade. As the cost of access to scholarly publications has grown, students, faculty and researchers are increasingly priced out of knowledge that is essential for their work. It has become clear that academic institutions have both an opportunity and a responsibility to respond by providing open access to their faculty and students' work for the benefit of other scholars. Online repositories are the primary means of providing this common access.

### Operations

The University Library manages *CommonKnowledge*, which is hosted on the Digital Commons® platform from Berkeley Electronic Press (bepress). As a hosted repository, all technical support for *CommonKnowledge* is provided by bepress, and repository content is stored and backed up on bepress servers in Berkeley, California. Bepress works to ensure that all content in *CommonKnowledge* is indexed in Google® and other search engines, increasing the "discoverability" of Pacific University content across the globe. As a distributed repository product, Digital Commons® also connects *CommonKnowledge* to all other Digital Commons® installations worldwide through a simple search interface. *CommonKnowledge* users are able to discover content easily in other institutional repositories – and vice versa.

Digital Commons® is able to provide access to a wide variety of file formats – from text files to multi-media (audio and video) files, presentations and images. It is configured to host three types of content: discrete collections of files, scheduled events (e.g. conferences), and peer-reviewed serial publications (e.g. journals, conference proceedings, etc.). *CommonKnowledge* currently provides access to content in all of these categories.

## ***Evolution***

In its first year of operation, *CommonKnowledge* has experienced steady growth, both in terms of the amount and diversity of content added and also in the use of that content by virtual visitors from outside of Pacific University.

Initially conceived as a means of providing access to student and faculty scholarship (primarily student theses/dissertations and faculty publications), *CommonKnowledge* has evolved to support a suite of Library services related to scholarly activity across the University:

- Faculty/student work collections
  - Content collections can be customized to present unique types of scholarship (e.g. original research, critically appraised topics, poster presentations, podcasts, image collections, etc.) in meaningful ways
- University center/institution/office collections
  - Collections in *CommonKnowledge* provide a central persistent access point and additional assurance of preservation
- Conference organization/presentation
  - Event functionality allows conference schedules, with attached materials, to be posted for multi-day conferences
  - Available plug-ins from third-party sites can integrate online registration
  - Conference/events can be individually branded
- Journal publication
  - Editorial and peer-review workflow management system
  - Individual branding/design for each publication
- Faculty and staff development
  - *Center for University Excellence* within *CommonKnowledge* serves as a clearinghouse for development resources and training materials from offices across campus, utilizing both the document and event content types

## CURRENT CONTENT

### Content Collections

- BCIS Roundtable Video Archive
- Center for University Excellence
- PIESP: Ethics & Policy in Healthcare Program
- CAS Faculty Scholarship
- Integrated Technologies, Innovative Learning, Vol. II
- DHS Faculty Scholarship
- OT Faculty Scholarship
- OT Critically Appraised Topics
- OT Innovative Practice Projects
- SPP Faculty Scholarship
- PHRM Faculty Scholarship
- PT Faculty Scholarship
- SPP Faculty Scholarship
- COO Faculty Scholarship
- Vision Ergonomic Research Group
- Terry O'Day Gallery
- The Toothbrush: Its Use and Abuse (1939) [Gallery]
- President Sidney Harper Marsh Manuscript Collection
- PHRM Faculty Scholarship
- PT Faculty Scholarship
- Library Faculty Scholarship
- Pacific University Research Data
- CAS Capstone Projects
- SPP Theses & Dissertations
- PA Capstone Projects
- PT Capstone Projects
- COO Theses
- Library Faculty Scholarship
- Pacific University Research Data
- CAS Capstone Projects

### Conferences

- Computer Displays & Vision
- Interdisciplinary Approaches to Gender, Sexuality and Power
- Interprofessional Case Conferences
- Sustainable Scholarship: Open Access and Digital Repositories

### Journals

- *Essays in Philosophy*

## MEASURES OF USE

### *Submissions*

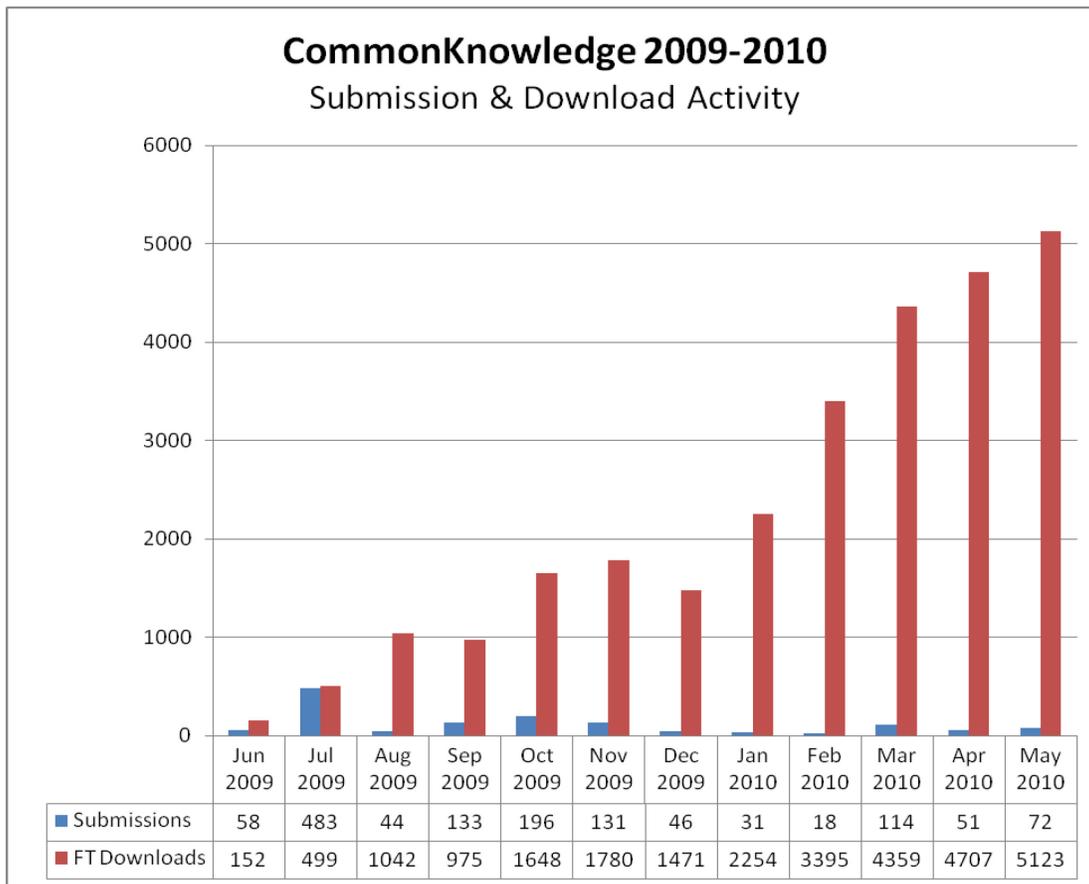
*CommonKnowledge* is currently predominately populated with mediated submissions. In other words, faculty and students rarely submit directly to the repository themselves (though online submission forms are available); most content is added by the repository manager after receiving it from faculty or staff. The benefit of this model is that students and faculty are not asked to do anything more than send an email with attachments in order to have their materials added to the repository. In the case of ETDs, the repository manager has worked with PA and SPP faculty to develop a submission process (including completion of student license agreements) that places the least possible burden on students and faculty.

At the end of this first year, there were **1,377** items in *CommonKnowledge*. The largest contributors to this total are ETDs and back issues of *Essays in Philosophy*; however, as evident from the collection list above, there is a broad diversity of content within *CommonKnowledge*.

### *Downloads*

*CommonKnowledge* usage has been very promising, especially when it is taken into consideration that this is the pilot year of the project. Some in the library and academic community have disparaged institutional repositories as “roach motels”, where content is added but no one ever accesses/uses it. The *CommonKnowledge* experience gives the lie to this belief: in its first full year of operation, there have been **27,405** full-text downloads of content in *CommonKnowledge*.

To put this number in context, consider the Digital Commons® installation at Cal Poly, often touted (and rightly so) as one of the most successful repositories hosted by bepress. In Cal Poly’s pilot year, there were 10,738 full-text downloads of material in Digital Commons@Cal Poly. Though a number of factors play into a repository’s success, it is clear that *CommonKnowledge* is as “successful”, if not more so, than other repositories. (As further points of comparison, two other Digital Commons® installations at large public universities, which went live at roughly the same time as *CommonKnowledge*, each had at least 10,000 fewer downloads at the time of writing). While there is certainly room for growth, and inspiration to be found in the success of other Digital Commons® installations (such as CalPoly and University of Nebraska-Lincoln), *CommonKnowledge*’s initial use is very encouraging.



**\*NOTE: Figures for each month are not cumulative; they only represent activity in that month.**

#### Top Content (Top 20)

Collection Title	Downloads
Essays in Philosophy <i>[Journal]</i>	7,085
Faculty Scholarship (PT)	4,390
School of Professional Psychology <i>[Theses &amp; Dissertations]</i>	4,162
School of Physician Assistant Studies <i>[Capstone Projects]</i>	3,092
Physical Function CATs <i>[OT Student Projects]</i>	1,555
Mental Health CATs <i>[OT Student Projects]</i>	1,204
School of Physical Therapy <i>[Capstone Projects]</i>	837
Pediatrics CATs <i>[OT Student Projects]</i>	812
Faculty Scholarship (COO)	665
Computer Displays and Vision <i>[Conference]</i>	576
Faculty Scholarship (SPP)	464
Interprofessional Case Conferences	457
Faculty Scholarship (PUL)	376
Vision Ergonomics Research Group	262
Faculty Articles/Presentations/Posters/Chapters (CAS)	259
Faculty Scholarship (PHRM)	199
Faculty Scholarship (OT)	180
Integrated Technologies, Innovative Learning (Vol. II) <i>[ebook]</i>	117
Social Sciences <i>[Undergraduate Capstone Projects]</i>	91
Sustainable Scholarship: Open Access and Digital Repositories <i>[Conference]</i>	84

## **Online Traffic**

*CommonKnowledge* uses Google™ Analytics to track online site visits. While these figures are not perfect, they offer an excellent picture of the use of the site. (All figures below are for June 2, 2009 – June 1, 2010).

**Visits:** 32,922

**Unique Visitors:** 27,393

**Pageviews:** 101,750

### **Visits: Geographic Distribution (Top 10)**

<i>Country/Territory</i>	<i>Visits</i>
United States	24,382
Canada	1,621
United Kingdom	1,465
Australia	699
Germany	351
India	331
Netherlands	193
Sweden	178
Ireland	145
Thailand	144

### **Visits: Domestic Distribution (Top 10)**

<i>State</i>	<i>Visits</i>
Oregon	6,581
California	3,994
New York	1,370
Texas	1,057
Washington	1,007
Illinois	748
Florida	743
Pennsylvania	683
Massachusetts	633
Virginia	482

## **SUCSESSES**

This pilot year for *CommonKnowledge*, while an overall success, has seen a number of individual successes. Some notable examples:

- Two original research reports from the Vision Ergonomics Research Group received wide exposure when they were cited on an online message board. This resulted in over 260 combined full-text downloads of the reports and over 8,000 visits (and unique visitors) to *CommonKnowledge* in ONE DAY.

- *Essays in Philosophy* has achieved over 7,000 combined full-text downloads of its articles (from both archival issues and the first “native” Pacific issue) since going live in *CommonKnowledge* in November 2009.
- Jason Brummit, a PT faculty member, contributed a published article from *Athletic Therapy Today*, “Scapular-stabilization exercises: early-intervention prescription,” that has consistently ranked as the #1 download in *CommonKnowledge*, with 3,607 full-text downloads and counting.
- The School of Occupational Therapy decided to post student critically appraised topics, which are valuable sources of information for evidence-based practice, in *CommonKnowledge*. In relatively short order, these became some of the most popular collections, with over 3,500 full-text downloads in less than 6 months.
- School of Professional Psychology and School of Physician Assistant Studies graduate projects (theses, dissertation and capstone projects) have combined for over 7,000 full-text downloads in *CommonKnowledge*’s first year. As a point of comparison, the projects from the Library’s print collection of theses, dissertations and capstone projects (with far more items than the *CommonKnowledge* collections), only circulated 98 times during the same time period.
- *CommonKnowledge* gained wide exposure thanks to participation in a joint webinar with the repository manager from Cal Poly. The webinar shared the Pacific and Cal Poly experiences with the Digital Commons® platform. Over 200 combined visitors have either visited the streaming video page for this webinar in *CommonKnowledge* or downloaded the video file.
- *CommonKnowledge* is used as an example in bepress webinars about Digital Commons® features, and also garnered a mention in a paper presented by bepress staff at the VALA 2010 conference in Australia.

## CHALLENGES

While this pilot year for *CommonKnowledge* has been largely successful, it has also uncovered some challenges to the continued success of the repository (some anticipated, some not):

- Faculty participation: Without self-motivated faculty participation (whether through deposit of their own work or nomination of their students’ work for deposit), it will be difficult to sustain the repository’s momentum with the current level of Library staffing devoted to it. Self-deposit (whether through the repository’s submission forms or via email to the repository manager) helps alleviate the need for the repository manager to be continually soliciting new sources of content and allows more time for development/growth/refinement of existing collections and of value-added services related to the repository.
- Publisher archiving policies: When faculty ARE interested in contributing to the repository, publisher’s policies related to journal articles, etc. often become a stumbling block. Relatively few publishers allow final versions of published articles to be included in OA repositories. This necessitates posting the author’s pre-print or post-print version of the article and sometimes authors aren’t willing to have this “non-definitive” version of their work available online. Working with publishers to receive permissions to post final versions is often a time-consuming

process and usually must be done on an individual basis (for each faculty member, with each publisher).

- Metadata: Ensuring that metadata is completely and properly formatted (particularly for the purposes of contributions to meta-repositories or to enable harvesting through established protocols) is extremely important, but adequate time has not yet been devoted to metadata issues. This will hopefully be resolved with the new opportunities created by the Digital Resources/Metadata Librarian position.
- Defining success: Success metrics are extremely important as a means of validation for the services provided by the repository and by the Library. Currently, there are no meaningful, standardized metrics available that allow the Library to quantitatively establish the “success” of *CommonKnowledge* relative to repositories at other institutions. While numbers will never provide a complete picture of the impact of the repository, it is important to be able to place the available usage data in a meaningful context.

## OPPORTUNITIES

As the first year for *CommonKnowledge* ends, the opportunities for the coming year(s) suggest that the 2010-2011 year may be as successful (if not more so) than the pilot year. Examples of upcoming/in progress opportunities include:

- **New Collections:**
  - The *Oregon Library Association* Intellectual Freedom Committee is creating a citation/abstract/full-text database of Oregon newspaper articles/editorials related to intellectual freedom issues in the state. The collection will be hosted in *CommonKnowledge* and will provide a valuable resource for teachers, librarians and students around the state (and country).
  - Students in the College of Education annually create podcasts devoted to individuals who fought for equity and social justice. These podcasts will be made available both for streaming/download in *CommonKnowledge*.
  - Students’ culminating projects will continue to expand in *CommonKnowledge* as undergraduate and graduate projects continue to be added. Undergraduate capstones began to be added near the end of 2009-2010, and this collection should expand in the coming year.
- **New Publications:**
  - A partnership between Pacific University and Central Washington University, the *Pacific Northwest Journal of Undergraduate Research and Creative Activities*, will be hosted in *CommonKnowledge* beginning in July 2010. *PNWestJURCA* will be an annual peer-reviewed publication dedicated to undergraduate work.
  - *Res Cogitans*, hosted in *CommonKnowledge*, will publish its first annual issue in the summer of 2010. *RC* will publish selected papers from the annual undergraduate

philosophy conference at Pacific University, and will include work from students across the country.

- Possibilities for journals from both the College of Education and College of Health Professions are being explored.
- With the initial ingest of content provided by the first year of operation, it is now possible to actively demonstrate to faculty/students the potential that *CommonKnowledge* has to showcase/disseminate their work. Promotion among faculty in the coming year will focus on the benefits of better visibility for their scholarship and of usage statistics that are available that can help them demonstrate the reach/use of their work.
- In the fall of 2010, bepress will be rolling out new features for Digital Commons® that will allow repositories like *CommonKnowledge* to present/publish e-books in a more attractive/user-friendly fashion. This will increase the utility of *CommonKnowledge* as a publishing platform and extend the range of services the Library can support.
- Work will continue to promote the idea of data sharing/open data across the University, building on the Berglund Fellowship project completed in 2009-2010. Usability testing indicated that *CommonKnowledge*, in tandem with the Dataverse® platform, can support data sharing across the University.
- As faculty and staff development efforts gain more support (both moral/financial) across the University, there is an opportunity to grow the resources in the *Center for University Excellence* within *CommonKnowledge*. Providing a central location for faculty and staff to identify and access available online (and offline) resources is vital to ensuring that the resources reach the people who most need them.

## CONCLUSIONS

It is clear that *CommonKnowledge* meets a variety of needs for varied stakeholders across Pacific University. From its initial role as a means of disseminating student and faculty work, it has evolved to support a broad range of services, from faculty and staff development to peer-reviewed journal publication. For an institution with the size, mission and ambitions of Pacific, *CommonKnowledge* provides an economical, efficient and effective means of living out the mission and supporting the ambitions of the University.

One of the University's unique strengths – its College of Health Professions – appears particularly suited to benefit from *CommonKnowledge*. One of the foundational concepts emphasized in all schools within the College of Health Professions is evidence-based practice. Obviously, a practitioner (or student's) ability to engage in evidence-based practice is largely dependent on the availability of evidence. By creating collections like the OT critically appraised topics and the PA capstone projects, and encouraging faculty to make their articles openly available, students and faculty within the College are contributing to their discipline's knowledge (and ability to be truly evidence-based) in meaningful ways.

Whether building a student/practitioner's knowledge, providing unique research/perspectives to their disciplines or simply contributing work to the global community that is the Internet, student, staff and faculty contributions to *CommonKnowledge* testify to Pacific's greatest asset – the knowledge created through teaching, research and collaborative activities. By continuing to support *CommonKnowledge*, the University will be sharing that asset with the world, and ensuring that it is well preserved.