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It's the services, stupid (Strategies for IR success)

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It's the services, stupid (Strategies for IR success)

Description
Institutional repository managers are often focused on content acquisition - how to recruit, build and grow collections. However, a strategy for truly sustainable growth should focus not on the content, but on the services that the repository provides to the broader institutional community (faculty, students, administrators).

Disciplines
Library and Information Science

Comments

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It’s the services, stupid.*

ISAAC GILMAN
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*Quick and sustained success*

- Services drive start-up
  - {Optometry conference}
- Services change perceptions
- Services create dialogue
- Services beget services
  - {Health professions partnerships}
Initial repository motivations

- Practical
  ETD digitization/collection

- Idealistic
  Open access

Things change.
Redlining: 0-60 in 20 days

The engine starts...

• April 8, 2009. Brown-bag presentation to optometry faculty

• May 5, 2009. Digital Commons demo webinar

• May 14, 2009. Optometry interest in placing conference materials online through DC

http://www.flickr.com/photos/alcoholicaman/2131779428/
...and we step on the gas.

- **May 14, 2009.** Contract received from bepress

- **May 20, 2009.** Email Pacific IT to set up redirect URL

- **May 20, 2009.** Receive email from Tim with understated subject line – “*Caution you on our ability to create a Digital Commons in 1.5 weeks*”

- **May 28, 2009.** Receive site mock-up from DC Client Services

- **May 29, 2009.** Conference call with Client Services to go over event structure
Start-up Reflections

• It only takes one need

• External needs are better drivers than internal (library) needs

• There is no perfect time to start
*Quick and sustained success*

- Services drive start-up
  
  {Optometry conference}

- Services change perceptions
- Services create dialogue
- Services beget services

  {Health professions partnerships}
How can we use DC to serve you?

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

• Requires understanding
  What is important to the discipline/department/faculty?

• Requires relationship
  What are you doing, and how can I partner with you?
College of Health Professions

- Requires relationship
  
  Started with instruction, service and genuine interest (due to lack of personal knowledge!)

- Requires understanding
  
  The quality of care and the quality of the providers being created. EBP is a key component of this.

- Requires 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.
Unfortunately, barriers exist.

To view this item, select one of the options below:

- **Sign In**
  - User Name
  - Password
  - Remember my user name & password
  - Forgot your user name or password
  - Can't get past this page?
  - Help with Cookies.
  - Need to Activate?

- **Purchase Short-Term Access**
  - Pay per Article - You may access [this article](#) (from the computer you are currently using) for 1 day for US$7.00.
  - Pay for Admission - You may access all content in American Journal of Psychiatry Online (from the computer you are currently using) for 24 hours for US$25.00.
  - Regain Access - You can regain access to a recent Pay per Article or Pay for Admission purchase if your access period has not yet expired.

- **Athens Users**
  - Sign in via Athens: Access is available using your Athens username and password. Contact your library if you do not have an Athens username and password.
  - List of Athens registered sites, including contact details.

- **Sign Up**
  - Subscribe to the Journal - Subscribe to the print and/or online journal.
opportunities to remove barriers
Case Study 2. Faculty Work – The Pitch

1. Contribute your articles to CommonKnowledge

(We also accept posters, presentations, white papers, etc. – any form of scholarship you feel is worth sharing)
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 2. Faculty Work – The Pitch

1.5 Publish in an Open Access journal

(If you need help identifying good/reputable options in your field, I’m glad to help)

DOAJ DIRECTORY OF OPEN ACCESS JOURNALS
Case Study 2. Faculty Work – The Pitch

2 Start an Open Access journal

CommonKnowledge
Common access. Uncommon knowledge.

Browse Research and Scholarship
- Colleges, Centers, and Departments
- Theses, Dissertations, and Capstone Projects
- Conferences and Events
- Journals and peer-reviewed series

About CommonKnowledge
CommonKnowledge is the home of the collected scholarship and creative works of Pacific University faculty, staff and students - and of their collaborators from around the world. These open collections, organized and made accessible by the Pacific University Libraries, demonstrate Pacific’s commitment to the idea that shared information and academic collaboration are essential to the “progress of knowledge” in our global community.
Why starting a journal just might make sense...

• The technology is available (through CommonKnowledge)
  • Editorial workflow management
  • Blind review
  • Online publication/unique branding

• There is a need
  • Specifically in the area of interprofessional practice and education

• You have the knowledge (and know other people who do too)
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)
  • 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)
Sustained Success?

• Services have changed perceptions
  • Library can no longer be easily categorized or dismissed
  • The “Dick Cheney” effect

• Services have created dialogue
  • Can the library help us address this need? e.g.,
    • Host a journal
    • Address accrediting bodies’ requirements
    • Provide access to student work

• Services have begotten services
  • Success with one partner creates opportunity with another
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

• It’s bigger than the repository...
  • Frame the repository as “in service” of a greater goal, not an end unto itself
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 fiscally 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
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:

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