

2013

Scholarly Communication Services: Annual Report (2012-2013)

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Scholarly Communication Services: Annual Report (2012-2013)

Description

This report details the fourth year of operation for *CommonKnowledge*, Pacific University's institutional repository, as well as the growth of the Pacific University Libraries' publishing services. The report covers the period between June 2, 2012 and June 1, 2013.

Disciplines

Library and Information Science

Rights



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Scholarly Communication Services

Annual Report 2012-2013

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2012-2013 Annual Report

This report covers activity from June 2, 2012-June 1, 2013.

Prepared by:

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Scholarly Communications & Research Services Librarian



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In previous years, an annual report was prepared to review specifically the use and impact of *CommonKnowledge*, Pacific University's institutional repository. While *CommonKnowledge* is integral to the services that the University Libraries provide to students and faculty—and will feature prominently in this report—the continued evolution of the Libraries' scholarly communication services necessitates a more comprehensive report.



The Pacific University Libraries' scholarly communication services provide students, staff, and faculty with opportunities to openly share their work, both formally and informally. These services recognize that there is value in sharing knowledge that is created within the Pacific University community with disciplinary colleagues and with our global community at large. This value is present not only in the benefit to others who use that knowledge, but also in the recognition that Pacific University scholars gain through the dissemination and impact of their work. In acknowledgement of this, it is the Libraries' goal to provide services that:

- make it easy for others to discover, access, and benefit from knowledge created at the University; and
- allow authors to receive appropriate credit for the creation, dissemination, and impact of their work.

The Libraries will work with Pacific authors and their collaborators to identify appropriate strategies for distributing their original work. To accommodate the diverse range of goals and requirements that scholars have when deciding how best to share their work, the Libraries provide a continuum of services:

Rapid distribution: Work is posted in an appropriate *CommonKnowledge* collection; no formal peer review or editorial assistance is provided. *Common uses:* Student coursework or theses/dissertations; faculty articles previously published in scholarly journals; faculty presentation materials, conference papers, or other informal scholarly work.

Enhanced distribution: Design or formatting assistance is provided to the author to prepare documents for posting in *CommonKnowledge*; no formal peer review or substantive editorial assistance is provided. *Common uses:* Curricular

materials; white papers or reports; non-scholarly work (e.g. pamphlets, etc.).

Conference support: For academic meetings or conferences hosted at Pacific University or in conjunction with a University department or unit, a conference website may be created within *CommonKnowledge*. The website may include the conference program/schedule as well as materials (abstracts, presentation slides, papers, etc.) provided by presenters. Formal peer review tools are available for the submission/review/selection of conference presentations, but review must be managed by the conference organizers.

Monograph publishing: Design and production services are available to authors who wish to publish formal monographic works under the Libraries' imprint. Monographs are distributed in digital format through *CommonKnowledge*, with the option of providing fee-based print-on-demand copies through a preferred vendor. No formal peer review or substantive editorial assistance is currently provided by the Libraries for monographic works.

Journal publishing: Journals are published through the *CommonKnowledge* platform, but editors retain independent control of content and peer review processes. Design and production support is available through the Libraries. All work submitted to each journal is reviewed, accepted, and published according to the journal's specific policies. Most journals are open to submission from both Pacific and external authors.

Whether providing a reliable, persistent means of access to a student paper through posting it in a *CommonKnowledge* collection, or providing an opportunity for an author to have his/her work published in a peer-reviewed journal, the Pacific University Libraries are committed to disseminating diverse and significant scholarly and creative work in ways that are meaningful to authors—and that are visible and accessible to those who will benefit from that work.

CommonKnowledge

Institutional repositories like *CommonKnowledge* were originally created as a means of providing access to faculty journal articles. While this is an important focus—and one that will receive renewed emphasis in the coming year—it has quickly become evident that one of a repository's greatest strengths is its ability to provide an access point for original work that has not been published (i.e. is not available) anywhere else. Indeed, this is *CommonKnowledge*'s strength; the most-accessed content in *CommonKnowledge* is student and faculty work that has never been formally published.

An important factor in expanding access and use of the unique works posted in *CommonKnowledge* is increasing their visibility online. Work in *CommonKnowledge* generally ranks highly in relevant Web searches, but providing additional access points only improves the visibility of content. In November 2012, Berkeley Electronic Press launched the Digital Commons Network (DCN), a portal that provides access to content across all Digital Commons repositories, of which *CommonKnowledge* is one. This provides two new means of discovery: first, for users who search for relevant content through the DCN website, and second, for users who find a paper in a different repository and then link out to the DCN through its disciplinary headings to find similar works. Beyond the DCN, *CommonKnowledge* content has also been added into Primo Central, an aggregation of millions of online resources that is searchable through the University Libraries' new catalog, Primo (BoxerSearch)—a platform that is shared by hundreds of libraries. Now students and faculty at institutions that use Primo will discover *CommonKnowledge* content when searching in their own library catalogs.

By improving the visibility and accessibility of significant student and faculty work, *CommonKnowledge* is making it easier for scholars to communicate their knowledge with one another:

“From a social work standpoint, we do research to help change policy and practices in the field. If those findings end up in a journal article, they become hard for those in the field to access.

CommonKnowledge is a much more beneficial means for getting this work out to practitioners who can actually use it.”

Don Schweitzer, Assistant Professor

By the Numbers

8.5

Gigabytes of content in *CommonKnowledge*

304,510

Full-text downloads, June 1, 2012-May 31, 2013*

773,197

Cumulative full-text downloads, as of June 2, 2013 (since June 2, 2009)

163.5

Average downloads per item, as of June 2, 2013

4,730

Items in *CommonKnowledge*, as of June 2, 2013

*Report parameters were revised this year, resulting in 1 day of overlap with previous year's reporting

Submissions

Submissions to *CommonKnowledge* were down 10% in 2012-2013 from the previous academic year (which, while a decline, represents a partial stabilization—submissions had decreased 32% in the previous year from 2010-2011):

2010-2011	2011-2012	2012-2013
1,460	988	887

Within this general decline in submissions, the rate of faculty participation has experienced the most significant decline since *CommonKnowledge* went live in 2009. There has been, on average, a 39% decline every year in faculty submissions:

2009-2010	2010-2011	2011-2012	2012-2013
122	91	36	25

As noted in last year's report, this decline is undoubtedly due to the Libraries' increased emphasis on building its formal publishing program, which has resulted in less promotion and recruitment for faculty self-archiving (of journal articles and other scholarly materials) in *CommonKnowledge*, particularly among new faculty members. It should be noted, however, that—beyond self-archiving—faculty engagement with *CommonKnowledge* and the Libraries' scholarly communication services in general continues to be strong. Faculty have been strong advocates of the inclusion of student work, and continue to partner with the Libraries on a variety of publishing projects, which will be discussed later in this report.

In contrast to the decline in faculty submissions, the presence of student work continues to grow. This year, particular emphasis was placed on increasing the rate of contribution for undergraduate senior thesis papers. Building on the "Publish or Post" campaign from the previous year, the Libraries' announced a new annual *CommonKnowledge Senior Project Writing Award*, which recognizes the best student papers submitted for inclusion in *CommonKnowledge*. Despite a delayed publicity campaign, 10 papers were submitted for consideration (and inclusion in *CommonKnowledge*). Publicity for the award will start earlier next year, which is expected to increase the number of submissions.

Downloads

Despite the general decline in the number of submissions, the content in *CommonKnowledge* continues to experience heavy use. In 2012-2013, there were **304,510 full-text downloads** (a 118% increase over 2011-2012, n=257,920).

Along with the increase in the simple use metric (downloads), the **average downloads per item** has continued to increase:

As of June 2, 2010: **19.9** (27,405/1,377)

As of June 2, 2011: **64.6** (184,638/2,858)

As of June 2, 2012: **115.1** (442,558/3,844)

As of June 2, 2013: **163.5** (773,197/4,730)

The **rate at which items are being accessed has grown by 142%** from 2011-2012 to 2012-2013. Although the average for each year is skewed by popular items, it is also balanced by the large number of metadata-only submissions in the repository which have no downloadable files. (If the **average downloads per item figure is adjusted to include only full-text items**, the average downloads per item climbs to **262.3** (773,197/2,948)).

Downloads: Top 10 Collections, 2012-2013

Collection	Downloads
Essays in Philosophy [Journal]	80,253
School of Professional Psychology [ETD]	52,985
School of Physician Assistant Studies [ETD]	35,213
Faculty Scholarship (COO)	14,685
Res Cogitans [Journal]	12,279
Mental Health CATs [Student work]	11,586
Faculty Scholarship (PT)	10,330
PT Critically Appraised Topics [Student work]	10,146
Pediatrics CATs [Student work]	7,837
Physical Function CATs [Student work]	7,596

Top 20 Items, 2012-2013

Item Title	Downloads
<i>Domestic Violence Against Women: A Literature Review</i>	10,170
<i>Scapular-stabilization exercises: early-intervention prescription</i>	6,663
<i>Ocular Coherence Tomography Guide</i>	5,645
<i>There Is No Progress in Philosophy</i>	4,739
<i>Age, Education Level, and Length of Courtship in Relation to Marital Satisfaction</i>	4,107
<i>A Guide to Scleral Lens Fitting</i>	4,018
<i>Potential Ocular Side Effects of Select Systemic Drugs</i>	3,410
<i>Identifying COPD Patients Near Death</i>	3,199
<i>The Wonder of Barbie: Popular Culture and the Making of Female Identity</i>	2,885
<i>Intervention Approaches for Children Diagnosed with (Central) Auditory Processing Disorders (CAPD)</i>	2,883
<i>The Relationship Of Self-Efficacy and Self-Concept To Academic Performance In A College Sample: Testing Competing Models and Measures</i>	2,646
<i>Higher and Lower Pleasures and our Moral Psychology</i>	2,623
<i>Henry Shue on Basic Rights</i>	2,472
<i>Cognitive Behavioral Therapy Treatment Approach: Group Therapy vs. Individual Therapy</i>	2,272
<i>Intervention Strategies For Depression</i>	1,906
<i>Burnout in Mental Health Professionals as Related to Self-Care</i>	1,766
<i>Ethics and Policy for Pharmacists</i>	1,700
<i>Sex, Lies, and Surgery: The Ethics of Gender Reassignment Surgery</i>	1,611
<i>Effectiveness of Treatment Techniques for Substance Abuse in Occupational Therapy</i>	1,591
<i>Ethics in Pharmacy Practice</i>	1,567

Shared Impact

The 20 most-downloaded items in *CommonKnowledge* for 2012-2013 represent the diversity of participants in the Libraries' repository and publishing program. *Faculty (3), graduate students (9), faculty/graduate student collaborations (1), undergraduate students (2), undergraduate journals (2), and scholarly journals (3)* (Library-published journals) are all represented in the top 20.

Visitor Profile

CommonKnowledge uses Google Analytics to track online site visits and search activity. While Google does not capture full-text downloads, the information it provides about page views, visitors, and search terms creates a useful demographic profile of *CommonKnowledge* users.

All figures below are for June 2, 2012 – June 1, 2013.

Visits: **89,186** (19.10% increase over 2011-2012)

Unique Visitors: **71,525** (21.57% increase over 2011-2012)

Pageviews: **207,008** (13.27% increase over 2011-2012)

New vs. Returning Visitors

CommonKnowledge continues to attract primarily new visitors every year, which indicates that its content continues to be visible to new users—potentially increasing the impact of student and faculty work.

79.10%

New

(2011-2012: 77.45%)

20.90%

Returning

(2011-2012: 22.55%)

Visitors on the Go

In keeping with general technology trends, visitors to *CommonKnowledge* are increasingly using mobile devices to access content in the repository (although desktops still account for 91% of all users). The *CommonKnowledge* platform (Digital Commons) was updated this year to improve usability for visitors on mobile devices.

13.96%

**Increase in
desktop use**

65.78%

**Increase in
mobile use**

302.81%

**Increase in
tablet use**

Visits: International Distribution (Top 10)

Although the majority of visits to *CommonKnowledge* come from within the U.S., there is significant foreign traffic (in 2012-2013, there were at least 100 referrals each from 63 different foreign domains). The image below represents the ratio of visits from the top 10 foreign domains.



How do they find us?

A sample of Google search queries that resulted in *CommonKnowledge* items being at the top of the results list*:

a good man is hard to find scholarly articles active or passive 3d kantian climate change lower trapezius exercises physiotherapy pai personality test plan b ethics sso:usa heavy drinking intervention of capd in children stereotest tno wais-iii felicitous vs infelicitous flea genus species gestalts recidivism rate in the us calculating gait speed fairy tail charm of love is the belmont report legally binding multiculturalism and liberalism scholar-practitioner-leader model $y=-2x+1$ antibacterial ointments cat occupational therapy exercise for scapular stabilization interprofessional journal off her trolley optometry or dentistry race is always historically situated thesis about domestic violence what does barbie represent in society what is occupational justice would civil disobedience work today

*Result position 1.0 - 1.9; April 7-June 1, 2013

Measuring Impact

Looking Beyond Access

The annual number of downloads and visits clearly demonstrate that *CommonKnowledge* is visible and that people are accessing its content. However, while measuring access is valuable, examining how work that is shared through *CommonKnowledge* is being **used** by students and other scholars is even more meaningful.

The traditional metric of meaningful use in scholarly communication has been the citation. While inferring the value of a work from citations/references is problematic, it remains a reasonable means of indicating that an author's work has been read and has made a contribution to the scholarly conversation.

Citations to *CommonKnowledge* Content

To provide a sample of the impact of work posted in *CommonKnowledge*, a search was conducted in Google Scholar for all items in the "commons.pacificu.edu" domain. For each item returned through this search, citations in the "Cited by" field were recorded, as was the location of the author who cited the work. **Results are cumulative, not limited to 2012-2013.**

(Note: Only work unique to *CommonKnowledge* was included. For example, citations to an article post-print hosted in *CommonKnowledge* were not included, as those citations could be attributed to a reader accessing the article through the journal in which it was published).

Citation sources by type

Items in which citations to *CommonKnowledge* content appear.

Article	22
Thesis/dissertation	15
Undergraduate paper	3
Book chapter	2
Conference paper	2
White paper	1
K-12 student work	1

Conferences: Facilitating Communication

Although conference content is integrated into the *CommonKnowledge* platform (and is included in the measures of use discussed earlier in the report), it represents a distinct service that the Libraries provide to the University community, and provides a unique value to scholars. While the primary focus of *CommonKnowledge* is to provide full-text access to articles, papers, and other scholarly and creative works, this is not necessarily the focus of the Libraries' conference services.

Through *CommonKnowledge*, the Libraries are able to create uniquely branded websites to host conference information, schedules, and programs. This service is offered to conferences that are hosted on one of the University's campuses, or to conferences with which Pacific faculty or staff are involved in organizing.

While conference organizers are encouraged to ask/require their presenters to archive their materials (papers, presentation slides, etc.) on the conference site in *CommonKnowledge*, often the conference site will only include session metadata (e.g. schedule, titles of presentations, presenter names/affiliations, and an abstract of the presentation). The Libraries believe that providing persistent access to this information is just as important for facilitating scholarly communication as is providing full-text access to articles. Much of scholarly communication is informal, and allowing other scholars to easily discover that another researcher has presented on a topic of interest provides an opportunity for further communication.

In the past year, the following conferences have hosted their materials in *CommonKnowledge*:

6th Annual Vision Performance Institute Research Conference

June 6-7, 2012

7th Biennial Symposium on Polyamines in Parasites

July 10-12, 2012

Oregon Technology and Education Network Annual Conference

September 15, 2012

Pacific University Undergraduate Research Conference

November 13, 2012

In addition, these sites have already been created in *CommonKnowledge* for conferences taking place next year:

SSO:USA 12th Annual Research Conference

October 17-19, 2013

Interdisciplinary Conference on Gender, Sexuality, and the Body

October 18-19, 2013

10:00 AM	<p>[Pn. 1] Gender, Politics, and Sport: Media Coverage of the 2012 London Summer Olympics</p> <p>Matthew Yasuoka, Pacific University Jules Boykoff, Pacific University</p> <p>HPC2 150 10:00 AM - 12:00 PM</p>
	<p>[Pn. 1] Reality Television: Voyeurism and Women as Spectacle</p> <p>Lucia Soriano</p> <p>HPC2 150 10:00 AM - 12:00 PM</p>
	<p>[Pn. 1] The Cinderella Myth Re-mix: Alternative Representations of Women in Love-Themed Reality TV and other Media Narratives</p> <p>Lisette Davies Ward, Claremont Graduate University</p> <p>HPC2 150</p>

[Pn. 1] The Cinderella Myth Re-mix: Alternative Representations of Women in Love-Themed Reality TV and other Media Narratives

This document is currently not available here

SHARE



[Lisette Davies Ward, Claremont Graduate University](#)

Location
HPC2 150

Panel
Media Representation

Abstract
In today's media-saturated climate, the tendency is to dismiss reality TV as escapist mind candy, and chiding viewers' distorted ideas about gender roles. Love-themed media narratives, such as reality shows, are harpooned for conveying distorted and sexist messages about alluring potential spouses in the traditional hetero-normative marriage: men must be young and wealthy, and women must be young, thin, pretty, and submissive.

Yet underneath the surface of this popular cultural artifact a complex, often-misunderstood beast is revealed: male contestants are also subjected to humiliation, and positive images inhabit the same televisual space as negative ones. In fact, if viewed as modernized fairytales, these shows also reflect a culturally fusion of myth-telling and re-telling, which extends beyond the show's text; its intertextuality is evidenced in other visual and print media, and as such offers not one meaning (trashy mind candy) but *multiple* and diverse meanings, some of which carry arguably great significance in American culture.

I propose to analyze *The Bachelorette* (NBC) to illustrate the narrative's harnessing of the cultural myth of love (Walt Disney's version of Cinderella), and how diverse multiple meaning-making opportunities are offered both during and after viewing the text with its "extended" narrative that circumscribes both traditional and alternative (meaning subverting patriarchy) televisual representations of women, and disrupting of the cultural myth of love. Thus, where the true value of reality TV lies is in its suggesting a new set of complex social values: about women and hetero-normative love is unperfected in contemporary American culture.

Images from *Gender, Sexuality, and the Body* conference site

Publishing

The root of the word “publish” means “to make public,” and in that sense, all of the services provided through *CommonKnowledge* are publishing services. However, within the scholarly community, formal modes of publication that involve editorial and peer review are valued because of the imprimatur that they offer to individual works of scholarship. In order to offer services that meet the need of faculty—and student—authors to have their work evaluated and strengthened by their peers, the University Libraries publish scholarly peer-reviewed journals in several disciplines. Currently, these journals include:

Essays in Philosophy

commons.pacificu.edu/eip

Health and Interprofessional Practice

commons.pacificu.edu/hip

International Journal of Undergraduate Research and Creative Activities*

commons.pacificu.edu/ijurca

Journal of Librarianship and Scholarly Communication**

jlscl-pub.org

Res Cogitans*

commons.pacificu.edu/rescogitans

*Undergraduate scholarship

**Not hosted in *CommonKnowledge*

In the past year, the Libraries have also begun to expand their publishing program to include monographic (i.e. book) publishing services. Monographs provide the opportunity for broader (or deeper) coverage of a topic than do scholarly articles, and in some disciplines, the monograph is the more common (and respected) form of scholarship. In order to meet the needs of authors who wish to publish in this form, the Libraries plan to offer comprehensive support for book publishing (using an open access, digital, print-on-demand model) within the next three years. The first stage in this process has been pilot projects with two monographs (both exhibit catalogs for art and archival exhibits held at the University), which have allowed the Libraries to explore workflows and production options.

MISSION-DRIVEN Pacific University Libraries' publishing services exist to disseminate diverse and significant scholarly and creative work, regardless of a work's economic potential. Through flexible open access publishing models and author services, Pacific University Libraries will contribute to the discovery of new ideas (from scholars within and outside the Pacific community) and to the sustainability of the publishing system.

Action Leads to Opportunity

In recognition of the Libraries' involvement in publishing services, in August 2012, the Pacific University Libraries were invited to become a member of the newly-formed Library Publishing Coalition (LPC). In receiving the invitation, Pacific was cited as "a

leader in the field of library publishing and scholarly production." Pacific joined the LPC as a Contributing Institution, along with 32 other Contributing Institutions and 27 Founding Institutions. The LPC is dedicated to developing a community of practice for library-based publishers, and Pacific's involvement will ensure that the Libraries' practices both contribute to—and are informed by—best practices within the academic community.



The Education Connection

As part of its publishing program, the Libraries partnered with English department faculty to create a Minor in Editing and Publishing, which completed its first full year in 2012-2013. One of the courses in the minor is *MEDA 364: Introduction to Scholarly Journal Publishing*, taught by library faculty. Information about both the course and the minor was presented at the 2013 Association of College and Research Libraries conference in Indianapolis as part of a panel on undergraduate involvement in publishing activities.

Journal Publishing

One of the basic indicators of the sustainability of a scholarly journal is its ability to regularly publish new, quality content. While the majority of the journals published by the Libraries are relatively new, they have made encouraging strides in the number of submissions received, and all published new issues in the past year.

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Articles, reviews, and editorials published in 2012-2013

The continued growth of these journals is due largely to their faculty leaders: *Res Cogitans* and *Essays in Philosophy* are edited by a Philosophy faculty member; *Health and Interprofessional Practice* is edited by an Optometry faculty member and has a Physical Therapy faculty member as an associate editor; *International Journal of Undergraduate Research and Creative Activities* is co-edited by a Physics faculty member (with a faculty member from Central Washington University); and *Journal of Librarianship and Scholarly Communication* is co-edited by a Libraries faculty member. Other faculty members have also participated as both peer reviewers and authors.

Journal News

International Journal of Undergraduate Research and Creative Activities: Due to interest from outside of the Northwest, the journal adopted its new "International" moniker this past year (replacing "Pacific Northwest"). James Butler (Pacific), co-editor, has been invited to speak about the impact of undergraduate journals on teaching and learning as part of a panel at the 2013 *International Society for the Scholarship of Teaching and Learning Conference*.

Journal of Librarianship and Scholarly Communication: In October 2012, the journal was presented with the *ACRL-Oregon Award for Excellence*, which recognized that the "journal will enhance scholarly communication among academic librarians, while providing a testbed where new forms of peer review, and new impact metrics can be tested." The journal was also selected for indexing in *Library & Information Science Source*, a library literature database produced by EBSCO. The journal is available full-text in both *L&ISS* and the *Directory of Open Access Journals*.

Journal Downloads, 2012-2013*

Collection	Downloads
Essays in Philosophy	80,253
Health and Interprofessional Practice	4,083
International Journal of Undergraduate Research and Creative Activities**	3,914
Journal of Librarianship and Scholarly Communication	25,737
Res Cogitans	12,279

*All download figures with the exception of JLSC, are included in the CommonKnowledge statistics earlier in this report.

**Includes downloads for previous title.

Tracking Conversations

As noted earlier, using citations as the sole metric of value/impact for scholarly articles can be problematic. To address this, new metrics are being used/proposed to try and capture use and impact that is not reflected in traditional citations. The most prominent example of these new metrics are *altmetrics*, which track downloads, references in social media, and other indicators of the conversation surrounding a scholarly article.

The University Libraries have implemented one of the products that track altmetrics--called, fittingly, **Altmetric**--and are using it with both *Journal of Librarianship and Scholarly Communication* and *Health and Interprofessional Practice*.

JLSC is experimenting with article level metrics as a way to measure the social impact of scholarly literature. Data on this page for [The Anatomy of a Data Citation: Discovery, Reuse, and Credit](#) is provided by [Altmetric](#).

Let us know what you think about article level metrics: [contact the editors](#) or write an article for JLSC!

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Score in context

Fits article in the top 5% of all articles ranked by altmetric

See more

Mentioned by

- 30 Twitter
- 1 Facebook users
- 2 eSource blogs
- 3 eSource issues

Readers on

- 21 Mercedes
- 0 CiteJ like

So far Altmetric has seen 30 tweets from 30 accounts with an upper bound of 30,923 combined followers.

Twitter	Facebook	Blogs	Copied	Score	Demographics	Help
@Janet_Slides @Jstreec_Steve 17 followers				#214 primary care data citation article by Bailey Mooney, Mark Newman 2012 Link to Alt @Altmetric		
@JALKaplan @JALKaplan 31 followers				@MTC work http://dx.doi.org/10.1016/j.jlsc.2012.06.001		
Marie Therese @MH19_work 122 followers				The Anatomy of a Data Citation: Discovery, Reuse, and Credit by Bailey Mooney + Mark Newman http://dx.doi.org/10.1016/j.jlsc.2012.06.001		
M I W O C I Library @MIWOCI Library 48 followers				The Anatomy of a Data Citation: J. of Librarianship and Scholarly Communication http://dx.doi.org/10.1016/j.jlsc.2012.06.001 @MIWOCI @MIWOCI @MIWOCI		

19 Sep 2013

05 Jun 2012

11 Jun 2012

17 Apr 2012

Monograph Publishing

In order to complement its journal publishing services, and to provide an avenue for authors who wish to formally publish open access books/monographic works, the Libraries are slowly expanding their monographic publishing services. While a formal proposal for these services is still under development (which include considerations for editorial and peer review as well as production processes), the Libraries have used two pilot projects in the past year to explore the technologies, workflows, and distribution issues involved in publishing digital monographs.

Fiber Arts Now

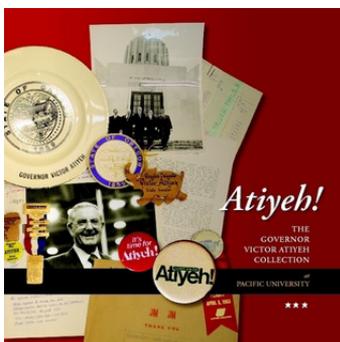
ISBN 978-0-9884827-0-8



In collaboration with Rebecca Twist, Assistant Professor of Art History, the Libraries designed and produced a catalog for the *Fiber Arts Now* exhibit.

Atiyeh! The Governor Victor Atiyeh Collection

ISBN 978-0-9884827-1-5



Archivist Eva Guggemos compiled this catalog to commemorate the opening of the Governor's collection at Pacific University. The University Libraries provided the final interior design and production of the catalog.*

*Published in October 2013

Both catalogs are openly available through *CommonKnowledge*, and print copies may be ordered on-demand (and at cost) by interested readers.

In Other (Book) News...

While the Libraries are making comprehensive monographic publishing services a priority, there is also value in providing simple distribution services for other monographic materials—particularly those which are intended for use by practitioners. For example, in 2011, an adjunct faculty member from the College of Optometry identified *CommonKnowledge* as the best means of distributing a contact lens fitting guide that he had created, which is intended to “give practitioners a framework to oversee and integrate scleral lens fitting into their practices.” Through *CommonKnowledge*, he has been able to provide open access to not only the original guide, but also to translations in Spanish, French, Italian, German, and Serbian. Due to the success (i.e. high use) the guide received through *CommonKnowledge*, in 2012 he contributed a second guide that he had edited—a series of case reports—for distribution.

In the next year (2013-2014), *CommonKnowledge* will also become home to a series of early literacy texts and curriculum materials that are created and used by teachers in Guatemala to teach children an indigenous language, Ixil. While the Libraries are primarily involved in the distribution of these texts, they have also provided guidance on protecting the authors' intellectual property rights and licensing the works for re-use by others.



OER: OPEN OPPORTUNITY

As the Libraries expand their publishing services, they are increasingly well-positioned to support faculty in the creation and distribution of **open educational resources**. Both textbook prices and student opinion at Pacific indicate such projects would likely be welcomed.

167

2012-2013 Pacific classes for which the textbooks costs (new) were ≥ \$200

88.1%

Percent of Pacific students in an 2013 survey who indicated that they have considered not buying a required text because it was too expensive (n=319)

News and Notes

The University Libraries' scholarly communication services are offered for the benefit of Pacific University faculty, staff, and students. However, the Libraries' involvement, particularly in repository and publishing services, also provides a valuable promotion tool for the University. Not only is student and faculty work discovered and used by other students and scholars around the world, but the Libraries' services themselves gain recognition for the University. The following are examples of how the Libraries' services have spread the University's name:

- A June 2013 *Library Journal* article about the Digital Commons Network (DCN) included comments from Pacific's repository manager and featured the University Libraries promotion of the DCN as an educational resource.
- In April 2013, an edited volume on scholarly communication and information literacy published by the Association of College and Research Libraries included a chapter (written by the author of this report) on the Libraries' undergraduate publishing course and involvement in creating the Minor in Editing and Publishing.

While publicity is helpful (and often leads to opportunities for collaboration, which further strengthen the Libraries services), other noteworthy developments within the Libraries are more important for the sustainability of its programs:

- The collection management policy for *CommonKnowledge* is nearing completion, and is expected to be complete by September 2013. This document will provide essential guidance for the Libraries' repository program going forward.
- The Libraries have completed a full year of membership in CrossRef (for registration of DOIs), which will allow an effective comparison of providing this service in-house versus outsourcing it (as part of the Publishing Services program offered by Berkeley Electronic Press, in which Pacific has been a pilot participant). The outcome of this evaluation should lead to cost-savings for the Libraries.

Looking Forward...

As the Libraries' repository and publishing programs, and related services, continue to grow and expand, it will be essential to create policies and standardized processes to ensure efficiency and consistent quality (especially within the publishing program). Accordingly, a primary focus in the coming year will be on developing documentation and processes to support continued growth in journal and monograph publishing. This will include:

- Developing policies, forms, and documented workflows for journal creation and production (initial journal set-up, copyediting, DOI registration, layout, etc.).
- Drafting a business and management plan, and workflow models, for comprehensive monograph publishing services.
- Identifying opportunities/areas for existing Libraries staff to provide regular support for publishing services.

While developing the capacity and intellectual infrastructure to support expanded services is important, it is also vital to continue outreach to faculty and students in order to communicate the opportunities and benefits of participating in both the Libraries' repository and publishing programs. Outreach efforts in the next year will include:

- Promotion of self-archiving opportunities to new faculty.
- Cross-promotion of self-archiving/*CommonKnowledge* with the annual Pacific Authors Celebration hosted by the Libraries.
- Targeted invitations for faculty to collaborate on the development of monograph publishing services (through the creation of an open access digital press in the Libraries).
- Consultations and presentations to faculty and students regarding the benefits of using/creating open educational resources.

The rapid evolution of library-based repository and publishing programs makes it difficult to anticipate all opportunities (and challenges) that the next year will hold. As models change, however, the Libraries will remain committed to providing open and equitable access to useful knowledge.



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