

From Passive to Pervasive: Changing Perceptions of the Library's Role through Intra-Campus Partnerships

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Abstract

Traditional views of librarianship, and of academic libraries, have focused on the library's role as a collector of external resources for student and faculty use. As this role is increasingly challenged by the explosion of openly available online content, however, academic libraries must move beyond this limited perception of our utility and expand our role to become partners in a broader range of scholarly activities at our institutions. At Pacific University (Oregon), the University Library has developed a series of partnerships and services (many supported by our institutional repository platform) that extend the Library's reach and that lend needed support to our faculty and students' scholarly pursuits. In taking on a much more active role in the creation, dissemination and preservation of internally produced scholarship, the Library has demonstrated its value to faculty and administrators and has opened the door to new partnerships which will not only strengthen the University, but also the Library's place within it.

Introduction

*"Librarian: Selects and organizes materials to make information available to the public."
(From careercast.com list of "200 Top Jobs")*

Libraries have traditionally been defined by their collections. A commonly held perception – and it is not inaccurate – is that libraries exist to *collect* large quantities of information, to organize that information (into *collections* – Adult, Young Adult, Children's, Videos, Reference, Periodicals, etc.), and to make that information accessible to patrons. This is true regardless of the type of library; indeed, library type can be seen as yet another organization into *collections* of like materials (Medical, Special, School, Academic, etc.). Libraries *do* augment these collections with services – interlibrary loan, reference, instruction – but these are often seen as peripheral to the primary role of collector or as existing to serve patrons' need to access the library's collections.

For academic libraries in particular, this perception of the library as a collector/provider of external resources – books, databases, journals, DVDs, et al. – can lead to a correspondent perception of limited utility. The academic library

becomes defined in students' and faculty members' minds by its role as a source of reading material to create literature reviews, to do background research, to augment bibliographies and reading lists. A recent editorial by a university faculty member emphasizes this point:

The core purposes of the academy are to teach and to produce new knowledge. Books, journals, music and electronic access to online information sources remain vital for undergraduate students writing research papers or seeking further knowledge. Graduate student and faculty research depends on the depth and breadth of a library's holdings. In the case of public universities, moreover, library holdings are important for citizens seeking to educate themselves.

The library is a means to an end: enabling students and faculty to access archives.¹

While enabling access to "archives" is a vital role (and should not be diminished), the reality is that, at any college or university, there exists a broad continuum of scholarly activity – of which constructing a literature review is only a small part.

As the academic library's role as collector/provider of resources faces growing challenges from the explosion of openly available content online (setting aside for the moment any discussion of the quality of much of that information),² it is vital for libraries to expand our role, both in our patrons' minds and in reality. By looking beyond the role of collector and extending our activities across the entire continuum of scholarly activity, libraries can simultaneously offer much-needed support for our institutions' research infrastructure *and* provide added impetus for faculty and administrators to view libraries as central partners in the continued growth of the college or university's scholarly activities.

This expansion of the library's role cannot, and should not, happen unilaterally or by administrative fiat. Just as the library's role as collector is viewed as a natural fit, the library's development into a multi-faceted scholarly communications service provider may at first be viewed as an *unnatural* fit by some campus constituents. It is important that this transition comes about as the result of collaborative exploration of areas of best fit for the library, and that all affected stakeholders are part of the discussion. Thus the

transition begins with many conversations (not all of which will lead to action or change).

At Pacific University (Oregon), the Library's growth into a respected partner in the broader scholarly activities and initiatives at the University has been made possible by a series of strategic partnerships and by a thoughtful analysis of the common needs, goals and missions of all partners. The University's relatively recent commitment to expanded support for research activities has also provided an opportunity for the Library to become involved in discussions about how the continuum of scholarly activities can be best supported and encouraged at Pacific, and the role the Library can take in providing that support.

Continuum of Scholarly/Creative Activities

The concept of a "research life cycle,"³ or continuum of scholarly activity,⁴ is not original to Pacific University's context, but we believe that our new articulation of the concept (Table 1) provides a valuable framework that can be used to demonstrate the library's relevance beyond its traditional role as collector.

Continuum of scholarly activity	Potential areas of library involvement
1. Genesis/exploration of ideas	<i>Provide tools to facilitate communication/ collaboration and opportunities to develop skills and abilities</i>
2. Gathering support for ideas	<i>Collect/provide traditional literature review/ research resources</i>
3. Integrating prior work into new projects	<i>Educate researchers/authors about use of others' intellectual property in their work</i>
4. Seeking input and feedback from partners/peers	<i>Provide tools to share in progress work/seek feedback and collaboration</i>
5. Preparing to share the results of created work	<i>Educate creators about intellectual property decisions and implications of publication venue selection</i>
6. Sharing work/having work validated by peers	<i>Promote/create peer-reviewed publishing venues (preferably open access venues)</i>
7. Ensuring continuous access to work/results - leading to discovery and continuation of continuum	<i>Preserve and disseminate work created within the university</i>

Table 1. Continuum of Scholarly Activity

A critical 21st century strategy, suggests David Lewis, is to “reposition libraries and information tools, resources, and expertise so that they are embedded into the teaching, learning and research enterprises.”⁵ By making an intentional effort, as Lewis suggests, to “embed” the Library at every point along this continuum, we hope to change the library’s perceived – and actual – roles within the university. Where the library’s traditional role as collector and provider of external resources (the second point in the continuum) has been essentially a passive one, a move into the work of creation, curation, and dissemination of internal scholarship transforms the library from a collector to a creator, and from passive to pervasive.

Setting the Stage: Establishing Partnerships

As noted earlier, it would be unwise (and likely unsuccessful) for this transformation of the library’s function within the University to occur by unilateral declaration. At any university, and specifically at Pacific University, there are a wide variety of stakeholders involved at different points along the continuum of scholarly activity. Any library efforts must recognize these stakeholders, the roles that they play, and areas of possible redundancy (or efficiency) that could result from the library’s expanded role. Indeed, the end goal of diversifying the library’s activities cannot merely be greater relevance for the library, but must ultimately be a more supportive and efficient infrastructure in support of faculty and student scholarship. The only way to achieve this goal, and to ensure the sustainability of that supportive environment, is through the creation of strong partnerships.

To create these partnerships at Pacific, we have used (and are using) a simple four-step approach:

1. Identify areas of need across the institution in relation to scholarly activities.
2. Identify logical partners with shared values/missions/goals and interest in meeting those needs.

3. Initiate conversations about those shared goals – and possible opportunities to achieve the goals.
4. Identify services to meet partner/institutional needs and demonstrate the efficacy of the partnership.

It would make little sense for the library to try to establish a service if such a service/support structure already exists – and is functioning well – within the University. Thus, a clear first step was to seek an understanding of the current level of support for students and faculty across the continuum of scholarly activity. At Pacific, with a relatively new emphasis on research support, it quickly became clear that there were a variety of areas in which support was nonexistent or inadequate.

One of our most important partnerships was created with the newly founded Office of Research (and newly named Vice Provost for Research). At the initial time of contact, the Office of Research was focused primarily on providing grant-seeking/writing support to faculty, but the Vice Provost was enthusiastic about exploring ways in which the Library and Office of Research could collaborate to support faculty in other ways.

An essential first step in this collaboration was to establish common goals, understanding and vocabulary. To aid in this effort, the University Librarian, Scholarly Communications Librarian and Vice Provost for Research jointly applied to, and attended, the ARL/ACRL Institute on Scholarly Communication. The discussions that resulted from that shared experience have helped to shape our efforts to communicate with faculty at the University and, more importantly, helped shape and develop the Vice Provost’s understanding of the possible roles the Library can play.

Beyond the Office of Research, we also initiated conversations with individual academic units, with University Information Services, with the newly formed Research Advisory Group, and with the Provost’s Council, of which both the University Librarian and Vice Provost are mem-

bers. These conversations served to educate us about needs on campus, and also helped those we spoke with to begin to see the Library as a potential partner in new areas.

Using the information gained from these initial conversations (which included informal dialogue, presentations at meetings, presentations to library liaisons, and presentations at faculty brown-bags and an all-faculty conference), we identified possible pilot projects/services that the Library could provide as a “proof of concept” to the other stakeholders. We had decided that it was vital for us to take the initiative – and even to make the first financial commitments – and to demonstrate concrete return on the collaborative spirit/ideas that had been generated in our conversations and meetings. Time and resources at any academic institution are always in short supply, and if the Library can demonstrate the ability to ‘get things done’, it can lead not only to dividends with individual partnerships, but to good political will and word of mouth across the university. In taking on these pilot projects, one of our primary goals was for people/groups within the university to begin to think about the library as a possible partner in projects for which we might never before have been considered.

The Library’s largest initial commitment, which has enabled us to pursue many of the following projects, was the purchase of a digital repository platform. As a relatively small library with limited internal technical support/knowledge, we decided to use a hosted solution – Digital Commons® from Berkeley Electronic Press (bepress). The variety of content that we are able to host in our repository (*CommonKnowledge*) has made it possible to respond to a range of needs at Pacific, and has contributed to the creation and growth of new collaborations. Though not every project we have undertaken relies on *CommonKnowledge* (commons.pacificu.edu), we believe that it has been an essential tool in changing perceptions of the library’s role on campus – and it has certainly allowed us to expand our involvement along the continuum of scholarly activities.

Finding Our Place: Collaborative Initiatives Across the Continuum

As part of our internal effort to demonstrate the Library’s expanded abilities, and involvement, across a wide range of activities, we have organized our efforts using the points of the continuum. While some activities could reasonably find a home under more than one category – and many are interdependent – we have selected a primary “home” for each. Beyond providing us with a clear means of demonstrating the Library’s impact to campus stakeholders, this method of categorization also gives us a clear picture of where there is still room for our involvement to grow. (Note: the second point on the continuum, home of the library’s traditional role, is not included in the following descriptions).

Genesis/Exploration of Ideas

(Provide tools to facilitate communication/ collaboration and opportunities to develop skills and abilities)

ResearchStudio

Though Pacific University has a small enrollment (approx. 3,000 FTE), we have four colleges (Arts & Sciences, Education, Health Professions and Optometry) and three campuses, leading to a diverse and diffused faculty. Though separated by discipline (and often geography), many of the faculty share related research interests – but have no common platform through which to “discover” each other, and, once discovered, to collaborate virtually. Inspired by OpenWetWare (openwetware.org), the library decided to pilot a common wiki space for research collaboration. To circumvent issues raised by lack of a dedicated library server and IT concerns about authentication and support for a new platform, we chose another hosted solution, PBWorks, to host the wiki (pacificuresearch.pbworks.com) and are currently marketing it to faculty. Faculty are able to create their own pages on the wiki, and may choose to make some pages public and others private (an important feature for researchers who may be collaborating on proprietary projects). Faculty are also able to use the wiki to post information for student research assistants (e.g. lab protocols, etc), and to upload

documents and other resource materials. The wiki is searchable, which will allow other members of the Pacific community (or those outside it) to discover the ongoing work of Pacific faculty.

We are currently working with individual faculty members, identified by the Vice Provost for Research as being active researchers, to seek feedback and to pilot the site (called the *ResearchStudio*). As each College becomes increasingly interested in opportunities for transdisciplinary and inter-institutional collaborations, this “space” for discovery has great potential as a shared work “studio”.

Center for University Excellence

One of the Provost’s current goals for Pacific is the development of a center that will coordinate continuing education and development opportunities for faculty and staff. As a central location on campus, the Library was identified early on as a possible partner in the development/hosting of the center. Along with the Director of Human Resources, the Library Director developed a strategic initiative to request funding for the center. While receiving broad administrative support for the concept, the initiative was not funded due to the uncertain economy of spring 2009 – apparently leaving the project in limbo. The library, however, has taken the initiative in creating an online presence for the center, leveraging our repository platform as a place to host training and development resources. Though many of these resources already existed, they have been spread across the university. Located in *CommonKnowledge*, the Center for University Excellence (CUE) provides a means of hosting both static documents and schedules for live trainings across campus (commons.pacificu.edu/pucue). Human Resources, Staff Senate, University Information Services and an ad hoc group of interested faculty, along with other potential groups on campus, will all contribute content to the site, and will receive training from the Library’s repository manager on use of the repository platform, thus making CUE a truly collaborative effort.

The Library is also creating a collection of resources in CUE to build faculty understanding of models of scholarly communication, alternative publishing options, authors' rights, intellectual property issues, etc. It is our hope that CUE will serve as a repository of practical resources that support the development of openly accessible research and scholarship at Pacific.

Integrating Prior Work Into New Projects *(Educate researchers/authors about use of others’ intellectual property in their work)*

Copyright and Intellectual Property

One of the Library’s first collaborative projects was the development of institutional copyright guidelines. Library faculty have recently begun teaching classes to both undergraduate and graduate students about proper use of copyrighted materials in academic work (particularly theses and dissertations), and we discovered that there were no institutional guidelines to point students or faculty to as a reference. When this matter was brought before the Provost’s Council, the Library Director and Scholarly Communications Librarian were named as co-chairs of a task force with a charge of developing institutional copyright guidelines.

We asked representatives from the faculty, University Information Services, the Service Center (which prints coursepacks) and University Counsel to join the task force. Over the course of three months, we developed guidelines for the use of copyrighted materials in academic work and teaching, and created a website to make these guidelines available to the university (<http://www.pacificu.edu/policies/copyright/>). In addition, a dedicated email account was created to field copyright questions, and representatives from the Library, University Information Services and the University Counsel were all set up to receive (and respond to) questions sent to that account. As a result of that process, the library is now viewed as one of the main authorities on campus with regard to copyright and intellectual property. In addition to their instructional work with students, library faculty are also planning copyright workshops for faculty and staff as well as creating educational

resources to place in the Center for University Excellence.

Seeking Input and Feedback From Partners/Peers

(Provide tools to share in progress work/seek feedback and collaboration)

Conferences in CommonKnowledge

Though the *ResearchStudio* is certainly intended to facilitate collaboration and the sharing of in-progress work, the Library has discovered another need related to sharing work: organization and preservation of materials for conferences hosted on Pacific's campuses. Academic/disciplinary conferences represent a valuable opportunity for scholars to share their current work, and to receive "live" feedback from peers and colleagues from other institutions - often leading to improvements, and sometimes leading to new collaborations. The Digital Commons® platform allows for the creation of scheduled conferences, enabling us to easily create conference websites that are organized by the time/location of the conference session. We are also able to upload session materials (presentation slides, handouts, etc.) for preservation and access after the conference has ended. One of the first pieces of content added to our *CommonKnowledge* platform was a conference hosted by Pacific's College of Optometry (commons.pacificu.edu/conferences/). For smaller local/regional conferences, this capability ensures that work that might otherwise be "lost" is made accessible to both conference attendees and to those who weren't able to physically attend. This service has been particularly well-received by faculty on campus, and has led to interactions with faculty that otherwise may not have taken place.

Preparing to Share the Results of Created Work

(Educate creators about intellectual property decisions and implications of publication venue selection)

Electronic Theses and Dissertations

One of the initial reasons for investing in *CommonKnowledge* was the Library's plan to transition from print to digital collections of students

theses and dissertations. By making the transition, we hope to not only save space (and paper), but also to extend the reach of our students' scholarship by making it widely available online. An important part of this transition has been increased education for students about their intellectual property rights in the works they create - and particularly about what rights they may wish to extend to others. Students are required to sign a non-exclusive license agreement giving the Library the right to make their thesis or dissertation openly available online. (Embargoes are available in very limited circumstances, but even embargoed works are able to be accessed either on campus or through interlibrary loan). As part of the standard license agreement, students retain full copyright in their work. However, they also have the option of applying a Creative Commons license to their works. If a student selects a license, it is reflected in the *CommonKnowledge* record. If no license is selected, a link in the record leads to a general copyright statement.

Students are not expected to make these decisions about their intellectual property without some education. Library faculty speak with faculty and students about copyright, as well as about Creative Commons licenses. Students are encouraged to consider the implications of granting/denying different levels of access to their work - and are also encouraged to consider what rights they may be giving away in the future when they publish in academic journals.

Original Work in CommonKnowledge

The majority of works in many institutional repositories are articles or chapters that have been formally published in other venues (journals, conference proceedings, etc.). However, digital repositories like *CommonKnowledge* also make it possible to post original work as well. Though many faculty members will shy away from posting their work online when it hasn't undergone a peer review process, others are willing to experiment - and we are encouraging it. The best examples of original, "unpublished", work posted in *CommonKnowledge* are two research articles from Pacific University's College of Optometry. Rather than submitting these reports to peer-reviewed journals, the researchers decided

to post the articles in CommonKnowledge. Within six months, the articles had been downloaded dozens of times and the abstract pages had received thousands of unique hits (many thanks to an online discussion board post which referenced the articles as support for an argument). The researchers were surprised, and excited, by the visibility their work had received.

While pre-publication peer review is a fundamental component of the scholarly communications process, the idea of post-publication review (essentially review by the masses) is beginning to gain support.⁶ Posting original work in repositories like *CommonKnowledge* reduces the publication delay inherent in many traditional journals and makes the work available for almost immediate review by peers. Though our repository doesn't currently allow for commenting on posted works, this would be a logical next step.

Sharing Work/Having Work Validated by Peers

(Promote/create peer-reviewed publishing venues (preferably open access venues))

Journal Publishing in CommonKnowledge
Digital Commons® offers extensive support for journal publication through its editorial workflow management (EdiKit) and this opportunity was of immediate interest to faculty from each of Pacific's four Colleges. Early conversations with the new Director of Undergraduate Research (College of Arts and Sciences) and with the Director of the Vision Ergonomics Research Institute (College of Optometry) led us to the decision that the Library could, in fact, support the creation of new journals if we chose the right platform. As soon as we implemented *CommonKnowledge*, we began more serious conversations, as well as taking every opportunity to highlight this new possibility in discussions with faculty about the new repository. We have also continued to emphasize the benefits of open access publishing in all of our presentations.

The Library's new capacity to create new peer-reviewed publishing venues comes at an opportune time. Pacific University is redefining itself to emphasize research activities to a greater degree than in the past. The establishment of the

Office of Research in 2008 was an important step in supporting this goal. For many faculty at Pacific, teaching and research have seemed like two separate activities and the University has always prided itself on a strong commitment to teaching. Undergraduate research, however, in which research is integrated into the teaching/learning environment, bridges this perceived gap. In addition, the University recently received a substantial grant to further support undergraduate research. The creation of new journals, both undergraduate and graduate, within departments or trans-disciplinary, will establish a way for our students and their faculty advisors to contribute meaningfully to the knowledge base of their disciplines. In collaboration with the Director of Undergraduate Research, we expect the first of these journals to be established within the next year.

Faculty are also interested in using CommonKnowledge to publish their own journals. One faculty member who responded immediately to the opportunity moved the journal for which he had recently become editor to our repository. *Essays in Philosophy* debuted in *CommonKnowledge* in the fall of 2009 (<http://commons.pacificu.edu/eip/>). We expect our second journal to be the online edition of a literary journal currently published in print by our Master of Fine Arts in Writing program. Individual faculty in the humanities, in optometry, education and the health professions have all shared ideas for disciplinary journals that would solicit content from researchers around the world.

These discussions about journal publishing have had the added benefit of bringing open access into the conversation. As at many institutions, the Library has taken a leadership role in educating Pacific faculty and students about open access and the benefits of open access publishing. In the fall of 2009, the Library hosted a free conference dedicated to topics related to open access – “Sustainable Scholarship: Open Access and Digital Repositories” (<http://commons.pacificu.edu/sustainablescholar/>). The conference focused specifically on opportunities for faculty and library involvement in open access publishing, emphasizing the importance of faculty retaining rights to their intel-

lectual property and also sharing that property in order to have the greatest impact on disciplinary knowledge. Pacific faculty who attended the conference were enthusiastic about potential opportunities to partner with the Library - which has led to even more conversations!

Ensuring Continuous Access to Work/Results – Leading to Discovery and Continuation of Continuum

(Preserve and disseminate work created within the university)

The Pacific University Library is not the only entity on campus that makes student and faculty work available online. Some academic departments have posted examples of student work on their departmental websites, and some faculty members upload copies of their articles to their faculty profile pages. In this respect, our efforts to make work available online are not unique. What the Library offers to the University community - the “added value” - is a commitment to provide a common access point for search and retrieval of work from across the University, a commitment to ensuring that that work is as “findable” as possible, and a commitment to preserving the works that we collect in perpetuity. The implementation of Digital Commons® as our repository platform ensures that not only is student and faculty work easily organized for access by Pacific users, but that the same work is indexed and returned as highly as possible in Google search results. Ensuring the discoverability of work is essential in increasing its impact - and the potential increased impact of their work is a powerful selling point for faculty (and students).

As we work to disseminate Pacific University-produced scholarship through *CommonKnowledge*, we are constantly presented with a related challenge (and opportunity). When we talk with students and faculty about contributing their work to *CommonKnowledge*, we always ask whether each author has retained the right to make his/her published work available online. These vital conversations about authors' rights (or lack thereof) were not taking place at Pacific before *CommonKnowledge* existed. When faculty members post their own or students' work to departmental websites, the intellectual property

rights of that work are not always respected (or understood). Faculty may not have the right to post copies of articles to which they have signed away the rights, or they may not have requested student permission to post student work online. Offering *CommonKnowledge* as a central access point gives the University assurance that works are posted in accordance with copyright law, and that authors' rights are protected to the extent possible. When a faculty member's work is not able to be posted due to a copyright transfer agreement, it provides an opportunity to discuss how that author can better advocate for his/her rights in the future. And, as discussed earlier, when students submit digital copies of their theses or dissertations, we provide them with education about their options as intellectual property owners (For example - do they want to use a Creative Commons license? Do they know what a Creative Commons license is?) We can also easily direct students and faculty to resources in CUE to learn more about authors' rights or Creative Commons licenses on their own (for example, <http://commons.pacificu.edu/ipres/2>).

Our pervasiveness serves to extend the pervasiveness of the University at large, and to increase the impact of our students' and faculty's presence in the digital world.

The role of collecting, preserving and disseminating knowledge may seem identical to the library's traditional role of collector, but it differs in one important respect. Through the pervasiveness of our involvement along the continuum of scholarly activity, we are no longer passive recipients of others' work, but partners in the creation of new work. We are not merely purchasing external content and storing it - we are taking locally created content and promoting it to a global audience.

Conclusions

Expected Benefits

This transition of the Library's role from collector to creator and from a passive to pervasive partner in the scholarly life of the university began, as noted earlier, with many conversations with diverse stakeholders. During the course

Continuum of scholarly activity	Pacific University Library Initiatives
1. Genesis/exploration of ideas	<ul style="list-style-type: none"> • ResearchStudio (hosted wiki) • Center for University Excellence (hosted in <i>CommonKnowledge</i>)
2. Gathering support for ideas	<ul style="list-style-type: none"> • Traditional activities – providing collections, instruction, reference and research guidance.
3. Integrating prior work into new projects	<ul style="list-style-type: none"> • Intellectual property/Copyright website • Copyright instruction for students • Copyright workshops for faculty/staff
4. Seeking input and feedback from partners/peers	<ul style="list-style-type: none"> • Hosting conference materials/schedules in <i>CommonKnowledge</i>
5. Preparing to share the results of created work	<ul style="list-style-type: none"> • Educating students about copyright/ Creative Commons options for work posted in <i>CommonKnowledge</i> • Educating faculty about open access publishing and dissemination venues, including <i>CommonKnowledge</i> • Encouraging faculty to contribute original work not published elsewhere to <i>CommonKnowledge</i>
6. Sharing work/having work validated by peers	<ul style="list-style-type: none"> • Promote and provide support for journal publishing using Digital Commons® platform • Host conference on open access and digital repositories as publishing/dissemination options
7. Ensuring continuous access to work/results - leading to discovery and continuation of continuum	<ul style="list-style-type: none"> • Educate faculty about authors' rights and ensuring wide access for their work • Collect and preserve work in <i>CommonKnowledge</i> that is currently spread across multiple sites/servers at the University

TABLE 2. Summary of Pacific University Initiatives Across the Continuum

of our conversations with these stakeholders at Pacific, we started to identify together the many benefits we expected from our collaborations. These expected benefits - which have been essential in gaining support from our partners - involve student and faculty recruitment and retention; better tracking of faculty scholarship; increased visibility and preservation of scholarship; and fiscal and political benefits.

We expect that showcasing student and faculty research and facilitating discovery of such in

CommonKnowledge will play a role in their recruitment and retention. Prospective students and their parents can see that Pacific University students are actively engaged in scholarly and creative activities which the University believes are significant enough to collect, preserve and share with the world. Faculty can discover potential research partners and also see examples of how research is being integrated into the teaching process by their colleagues.

We know that *CommonKnowledge* has the capacity to build a record of the scholarly activity of our faculty. Tracking faculty scholarship is a challenge for the institution and particularly for the Office of Research and the Office of Institutional Research. As we continue our planning with those two offices, we expect to play an important role in resolving this challenge. The Library already hosts a decade-old annual event celebrating publications by University staff and faculty, and we expect to build on that record of capturing Pacific scholarship with the added efficiency that *CommonKnowledge* provides. The Library has also proposed a new program to the Provost's Council that we hope will allow us to track an even greater proportion of our faculty's scholarship; we are recommending that all recipients of the University's Faculty Development Grants deposit the products of their research into *CommonKnowledge*. This will address the current concern regarding the tracking of these research grants and will further secure the repository's role within the institution.

Beyond establishing a record of the scholarship that is created at Pacific, by using *CommonKnowledge* the Library is also increasing the visibility of student and faculty work. With increased visibility - through Google indexing and open access - the potential impact of a piece of scholarship on broader disciplinary knowledge also increases. Student and faculty work that was previously unavailable to a global audience is able to become part of the disciplinary conversation. Increased visibility and access to Pacific scholarship has limited value, however, if that access is temporary or uncertain. Coupled with the Library's dedication to increased access is a commitment to preserve, in perpetuity, the scholarship that is collected. Unlike electronic journals, which often change their access policies, or faculty/departmental websites, which are removed/changed as faculty move, the Library's digital collections stand as a reliable access point. As the Library takes a more active role in collecting a wide variety of scholarship that is created across the University, access/preservation is assured for materials which otherwise would have been "lost".

The Library's new partnerships illustrate the political benefits to all stakeholders involved in

collaborative initiatives. We leverage expertise, imagination, and human resources to accomplish new goals for the benefit of the University, its faculty, students and staff - as seen in the *Center for University Excellence*. The current iteration of CUE exists in place of a bricks and mortar development center and depends almost entirely on the contributions of a wide variety of faculty and staff. As CUE is being developed, one of the most common comments by potential partners is that they are already providing a similar service to what we are suggesting on their own websites. For example, University Information Services, Pacific's IT department, creates resources to support Blackboard and the College of Education collects resources for their faculty and students. These individual efforts, while admirable, diffuse their potential impact. Working together as partners creates a whole bigger than its parts - in this case, a central access point for all manner of training and development resources. We are able to identify where our efforts overlap, reduce redundancies and create new connections. And we are able to demonstrate a collective commitment to excellence at every level of the University.

Through collaboration, we also leverage fiscal resources. Our partnership with the Office of Research, a new and sparsely funded department, has helped each of us, as university units, bring momentum to the creation of a new "research environment." Together we shared expenses to attend the Scholarly Communications Institute and the Office of Research recently agreed to share some of the costs of *CommonKnowledge*. Not only does this aid the Library financially, but it also allows a sense of shared ownership to develop, which will help institutionalize our efforts.

Finally, within the Library, the recent articulation of our role(s) across the continuum of scholarly activity helps create a clear - and shared - understanding among our librarians and staff of our place in the "research life cycle" and in the University. As we have worked together to redefine the academic library's place, many of us have accepted the challenge to redefine our own roles, reshaping our positions and developing our capacity for innovation and change.

Unexpected Opportunities

While we are pleased to see some of the expected benefits of our collaborations realized, we are even more excited about the unexpected outcomes of our activities. A common theme in many of our conversations with faculty, department chairs, deans and other campus stakeholders has been the issue of the quality of student work. As we have proposed making student work available in *CommonKnowledge*, we have encountered concern about whether the work that we make available to the online world is the best representation of Pacific University students (and faculty). This concern has taken a variety of forms; faculty are worried about whether they have missed plagiarized passages in student papers, whether their oversight may not have been rigorous enough for topics with which they are not experts, or whether student research conducted as a classroom exercise should be broadly disseminated without having been through Pacific's Institutional Review Board (IRB).

It is our hope that the awareness that their work will be widely accessible will lead students to create stronger senior projects, theses, dissertations and research projects. We hope that not only will students' writing improve, but that the rigor of their research, their attention to ethical concerns (when relevant) and the strength of their analysis and conclusions will reflect their knowledge that their work could contribute to the knowledge of their discipline.

Ironically, these conversations about the quality and ethical nature of students' work, which were born out of the Library's expansion beyond its traditional role, are leading to a renewed emphasis on an adjunct to the Library's role as collector: educating students (and faculty) about the best strategies for navigating our collections and conducting research. As we build collaborative relationships that position us to disseminate Pacific-created scholarship, we have started a conversation about how that work is created; and, more often than not, it is built upon the use of external resources that the Library collects. Through the Library's involvement in "non-traditional" activities, we are strengthening our institutions' support for students and faculty

along *every* point of the continuum of scholarly activity - even the point from which we started.

Endnotes

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