New Models of Scholarly Communication: Libraries Shaping Publishing in the New Era

JUNE 6, 2:00 PM EASTERN
Welcome! Our webinar will begin shortly.
A few notes before we begin...

• The webinar is in **Listen Only** mode and you will not be able to speak during the webinar.

• **Live Chat** is provided for you to chat with each other and with the presenters. **Choose “Private to Presenter”** to send a message only to your host. We will answer as quickly as possible.

• For any questions to the presenter in regards to the webinar topic, please click the 🤔 icon at the top of your screen. This is for topical questions only and is not a live chat interface. There will be a Q&A session at the end of the presentation and we will address questions at that time.

• If you are on computer audio and have trouble hearing, press the 📞 icon at the top of your screen to switch to using telephone.

• This webcast will be recorded, and the video, slides, and materials will all be made available afterwards on the Charleston Conference website.
Our Presenters

• **Moderator: Jason Pointe**, Publishing Director, International Anesthesia Research Society.

• **Sarah Lippincott**, Senior Consultant, Born Digital; author of *Library as Publisher: New Models of Scholarly Communication for a New Era*

• **Maria Bonn**, Associate Professor and Program Director, Master of Science in Library and Information Science, School of Information Sciences, University of Illinois Urbana Champaign

• **John Willinsky**, Khosla Family Professor of Education, Stanford University and Director, Public Knowledge Project.
Library publishers and a modular approach to infrastructure, content, and services

Sarah Kalikman Lippincott, Senior Consultant, Born-Digital
Charleston Conference - SSP Joint Webinar, June 6, 2019
Values

Community-owned
Scholar-led
Mission-driven
User-focused
Infrastructure

Uncoordinated
Vendor-dominated

Open
Collaborative
Strategic

https://investinopen.org/docs/statement0.2
Infrastructure

Recognition of a growing market (libraries and others) for publishing platforms and tools that are:

- Open
- Flexible
- Modular
- Sensitive to the needs of smaller operations
- Independent and accountable

“Everything we have gained by opening content and data will be under threat if we allow the enclosure of scholarly infrastructures.” — Geoffrey Builder, Jennifer Lin, Cameron Neylon
Infrastructure

Difference and diversity is good; dominance is not. We don’t want to create a model where a certain type of approach dominates the others. It would limit possibilities for the diversity of USERS.

— Sherri Barnes, UCSB Libraries

We need an ecosystem of tools and software, creating modular and interoperable systems by the communities that they serve.

— Kristen Rattan, Coko Foundation
Content

Recognition of content as increasingly multimodal, interconnected, disaggregated.
“Our existing repositories are just flat boxes with metadata. They take everything as non-relational documents.”

— Fiona Greig, University of Surrey

Academic publishers, even those most committed to open access, are still often set up to make print objects first with web/digital as an afterthought.

— Hugh McGuire, Rebus Foundation
Every single piece of information could be part of a giant graph

— Arianna Becerril García, Redalyc
Services

Recognition that not all content requires traditional workflows.

Recognition of a distinction between working for and working with scholars.
Publishing-ish Things Rebus Will Not Do

1. Gatekeeping
2. Editorial input
3. Adverts in the New York Times
4. Organize book tours

https://digital.library.unt.edu/ark:/67531/metadc699786/m1/1/

https://docs.google.com/presentation/d/1HKd-P_8TMYMHgSIAw8f7EkjV5Hnv07TjbC5mq0QcBNY/edit#slide=id.g59e40dc676_0_8
Where next?

- Building structures for community cooperation
- Challenging deep-seated norms
- Addressing tension between local and global responsibilities/impacts
- Opportunities for a range of stakeholders to fill gaps
Opening and Educating

Libraries publishing in the educational space

Maria Bonn
Director, MS Library and Information Science
School of Information Sciences
University of Illinois Urbana Champaign
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Open? Educational Resource?

5 Rs of Openness:

- Retain – the right to make, own, and control copies of the content
- Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- Remix – the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
- Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

This material was created by David Wiley
Who cares about OER?

New State Legislative Resources

Posted on January 16, 2018

This week, Creative Commons USA released a new resource for state policymakers interested in tackling the high cost of college textbooks and improving student outcomes in the process. The resource, an "OER State Legislative Guide," is meant to provide policymakers and staff with a cross-sectional, annotated set of legislative texts that help expand the use of OER (open educational resources), a powerful alternative to the broken textbook market. The move comes in conjunction with our partners at SPARC, who released an "OER State Policy Playbook," detailing recommendations and strategies for how states can take ownership of the problem.
Who cares about OER?
Who cares about OER?

OER promotes student success

How students plan to use savings from OER classes

- Cover college tuition and/or fees: 50%
- Cover personal expenses: 48%
- Purchase materials or supplies for other courses: 43%
- Take additional courses: 28%
- Work fewer hours on and off campus: 14%
- Other: 3%

Why libraries?

- Credibility in the educational space
- Well established partnership and service roles with reaching faculty
- Quick turn around to demonstrating value
- Relatively easy to enlist support
What’s an OER Librarian?

Web Announcement
Open Educational Resources & Scholarly Communication Lead

George Mason University Libraries is seeking a dynamic, innovative, and service-oriented individual to join a team of educators and service providers supporting George Mason faculty, researchers, students, and staff with needs related to Open Educational Resources (OER), Copyright, Fair Use, Open Licensing, and other scholarly communication matters.

Responsibilities:
Reporting to the Director, Mason Publishing Group/George Mason University Press, the Open Educational Resources & Scholarly Communication Lead will collaborate with colleagues in Mason Publishing, within the Libraries more broadly, and across the university to support the adoption and creation of open and affordable course content. The incumbent also provides guidance and compliance assistance on copyright and fair use issues related to OER, as well as copyright use in classroom teaching and technology, online courses, Mason Publishing supported journals, and university press publications. In the Scholarly Communications role, the incumbent leads the Libraries’ educational program and outreach activities to promote open access scholarly dissemination, provides expert guidance to faculty and students wishing to pursue open access venues for their research and publication projects, and consults and advises on intellectual property issues and copyright generally in the publishing process.
And what do OER librarians do all day?

- Manage an OER grant program (small grants to support adoption, adaptation, and creation):
  - promote
  - consult with applicants
  - manage proposals
  - MOU
  - liaison to projects
- Consult on open licensing, where to find OER, how to assess, etc.
- General outreach
- Create, maintain, and promote information resources (libguide, webpage, handout, etc)
- Plan and execute events and initiatives (OER Week, Textbook Heroes)
- Committee work:
  - OER Working Group
  - Textbook Working Group, with a charge from Provost)
Support . . .

- Provide platforms or platform guidance for creation and dissemination
- Administer grant programs
- Discovery and adoption
- Rights consultation and management
- Review and copy editing
- Promotion and adoption; finding an audience
- Making connections
Create . . .

Be Credible

Information Literacy for Journalism, Public Relations, Advertising and Marketing Students

Peter Bobkowski and Karna Younger
Publish . . .

Welcome to the new Open Michigan! As a partnership of the University Library and Health Information Technology and Services, we are the home for all things open at the University of Michigan—including expertise and services for open educational resources, open data, and open publications.

Open Michigan encourages scholars and students to maximize the impact of their work through open sharing. As a public institution, the University of Michigan is committed to serving our university community, the residents of the state of Michigan, and the broader world in which we live. That means making sure that publicly-funded research (and its underlying data) is accessible to citizens, providing a platform for teachers and students to find and re-use high-quality educational materials, and

About

Accessibility
OER Collection Policy
A Brief History of Open Michigan
University students saved $177 million in 2018 using OpenStax OER

Presidential Support (With Caveats) for OER

Survey finds campus leaders support use of open educational resources to reduce student textbook costs, but concerns linger about quality. They also feel more comfortable with their knowledge of digital learning.

Dr. Amy Rossomondo, associate professor & director
Program, Department of Spanish & Portuguese
Course(s): SPAN 104 (Elementary Spanish I), SPAN 111
Spanish I & II), SPAN 212 (Intermediate Spanish I), SPAN 213,
SPAN 428 (Advanced Spanish Conversation)
OER created: Acceso (http://acceso.ku.edu/). A collaborative
curriculum for intermediate-level Spanish studies that shapes
Spanish-speaking world to promote linguistic development
and intercultural learning.

OER impact:
Since Accesso’s launch in 2009, we are excited to say that
students more than $900,000 in textbook costs and has
helped us save money for our colleges and universities. When we first decided to create our own digital materials that structured
and increased the rigor of the course, it was evident that there was a demand for more affordable and available learning materials.
Thank you!

More?

Contact me: mbonn@illinois.edu

At the Intersection of Scholarly Communication and Open Education:

lisoer.wordpress.ncsu.edu
John Willinsky

Khosla Family Professor of Education, Stanford University and Director, Public Knowledge Project
Questions?
Don’t miss these upcoming events!

**Two Ways Advanced Intelligence Makes a Difference in the Library**
Free Charleston Conference Webcast
Wednesday, June 26, 2:00 pm ET
Sponsored by Ex Libris

**39th Annual Charleston Conference**
November 4 – 8, 2019
“The time has come… to talk of many things!”

**Society for Scholarly Publishing Pre-Conference at Charleston**
November 5, 2019, 9:00 am -12:00 pm ET
Chaos or Complexity? Transforming Publishing Models in the Plan S Era
Thank you for attending!
Recorded video and slides will be made available soon on the Charleston Conference website.