

Chapter Twelve

Developing New Publishing Service Models at an Undergraduate College

Library as Open Access Textbook Publisher

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As more universities and colleges take on publishing within their organizations, roles need to be clarified and defined. Why the library as publisher? There are several reasons why a library might be a good fit as a publisher on a university or college campus, especially in the context of open access and open textbooks. First, libraries are advocates for sharing, reuse, and openness. Open access is a means of increasing the dissemination of research and information across the scholarly landscape, and libraries are well positioned to work with faculty and student authors and researchers to create, produce, and disseminate their research using open access methods. Second, an important consideration in planning a publishing program is infrastructure development. Libraries, in most cases, have already developed a robust infrastructure for collecting, organizing, and maintaining digital collections and libraries; the necessary platforms already exist for producing scholarship. This chapter presents a use case for library publishing services and examples of library publishing infrastructure in development at a four-year, undergraduate, public liberal arts college, including active engagement with student creators and the development of editorial internships and practicums to develop student areas of expertise in open access publishing. Third, the library as publisher assists our higher education institutions in curating and shaping the new learning environment needed to create transformation and make changes for the future. Instead of reacting to change, libraries can be proactive on their campuses and lead the process of transformation. One example of this initiative is libraries leading the development of open educational resources and

open textbooks, and this chapter explores how the State University of New York (SUNY) Geneseo's development of a system-wide open textbook publishing collaborative, Open SUNY Textbooks, is fostering new service models and systems for open access publishing in libraries.

BACKGROUND OF INSTITUTION

SUNY Geneseo is one of sixty-four campuses within the State University of New York system, and one of twelve comprehensive, four-year undergraduate colleges. It is a member of the Council on Public Liberal Arts Colleges (COPLAC) and a liberal arts-focused, selective, and highly competitive public undergraduate institution. Coursework includes major and minor courses of study in the sciences, social sciences, and humanities, as well as professional programs in teacher education and business, including master's degree programs in education and accounting. System-wide, there are over 460,000 students enrolled in SUNY programs, and in 2014, Geneseo's own full-time equivalent (FTE) enrollment was 5,553 (SUNY Geneseo Institutional Research 2014–2015). Like most publicly funded institutions, Geneseo faces intermittent budget cuts and flat funding, while enrollment remains steady or increases. Leaders on campus and across the system are encouraged to innovate and look for high-impact solutions.

Milne Library, located on SUNY Geneseo's campus, is a leader among SUNY libraries in creating and finding innovative solutions to problems. In 2003, the nationally recognized resource-sharing consortium IDS Project was initiated by Geneseo's former library director Edwin Rivenburgh, with the collaboration of twelve of the SUNY system's comprehensive college libraries. The library's instruction staff are leaders, nationally recognized for their teaching and consultation work with Geneseo students. Teaching, learning, and the development of close relationships with our students are vitally important on campus. Innovating and creating solutions is part of the organizational culture at Milne Library and thus a motivating factor for taking on publishing as a new area of opportunity for the institution.

These qualities are not unique to our institution, however, but rather represent a keen focus on our institutional priorities and alignment with the campus; every library can look to its mission, values, and vision to create a culture of change and embrace new service models when appropriate.

WHY PUBLISHING?

There are several reasons for libraries and their institutions to embrace the role of publisher, and specifically open access publisher. As stated earlier, libraries are advocates for sharing, reuse, and openness. Since digital tech-

nology has increased the ease of using resources, as well as institutional capacity to create publishing services, open access publishing has simply become another means for librarians to directly work with their faculty to make the research output of their institutions accessible. Unsustainable commercial publishing costs, dissatisfaction with the current publishing models, and lower technological and institutional barriers to publishing are all driving change. This is illustrated by the diverse organizational development of publishing services in libraries, whether through a publishing platform, institutional repository, subject repository, or other digital collection mechanism. Librarians often provide leadership on campus when it comes to education and advocacy, including the development of programming on open access awareness, copyright, and publishing opportunities.

Another reason for library involvement in open access publishing is that libraries are well placed to develop and plan publishing infrastructure. Most libraries have developed robust infrastructures for collecting, organizing, and maintaining digital collections. Standards exist for controlled vocabulary, metadata, and crosswalks between platforms. While the platforms necessary for producing scholarship already exist, the purpose and clarity of roles and responsibilities need to be articulated by the library and its home institution. Library publishing infrastructure at a four-year, public, undergraduate liberal arts college should also include active engagement with student creators and the development of applied learning experiences such as editorial internships and collaborative class projects, which will help develop the skills and expertise of the next generation in open access publishing and its advocacy.

Finally, the library as publisher assists our higher education institutions in curating and shaping the new learning environment needed to drive transformation and changes for the future. Instead of reacting to change, libraries can be proactive on their campuses and lead the transformation.

In 2012, a research report conducted by a group of librarians took an environmental scan of the library publishing landscape by conducting surveys and case studies and came up with several key recommendations and strategies for developing and designing publishing service models that benefit all libraries:

- Libraries should collaborate and contribute to the open publishing projects in their consortia or systems, thus creating community-based resources.
- Libraries should develop best practices documentation for publishing projects.
- Libraries must focus on their strengths and develop partnerships and collaborations whenever possible, developing a formal program of skills-based training (Mullins et al. 2012).

These recommendations, while coming mostly from a group of research university libraries, are applicable to the library publishing community as a whole.

What do we mean when we refer to library publishing? It means different things to different people, but we do know several things:

- Creation and distribution of digital content is a new field of opportunity for libraries of all types.
- Libraries are morphing from keepers of content into content creators and curators and are seeking best practices and efficient workflows with emerging publishing platforms and services.
- Each type of library has unique users and content creators, and the process for creating and distributing the content has numerous new electronic publishing and print-on-demand services.
- Papers, projects, theses, dissertations, monographs, and datasets are produced every day within the academic environment, and many libraries have no methods or standards for capturing, publishing, and distributing this content outside their campuses. Libraries will need new models to keep up with the demand from their institutions for creating and capturing output.

DEVELOPMENT OF THE LIBRARY PUBLISHING INFRASTRUCTURE

Before libraries can start promoting their services, it is useful to plan the publishing infrastructure. There are several questions to consider:

1. What will be the publishing platform and related technology support?
2. What will be the service model? What level of services will be provided? What service levels or tiers will be offered? Has administration been consulted about contracts and agreements? The institution's counsel or finance office should be involved in this conversation before moving forward with service agreements.
3. What will be the staff roles and responsibilities? Will there be staff assigned to services? What will be the scope of their role?
4. What documentation and workflows will be used? Some examples should include the following: Consultation or referral guides for setting up projects; "reference interviews" for librarian and faculty collaboration; toolkits and guidelines for marketing and promoting publishing services to the community. What are the workflows? Are there materials out there to adapt? If creating new workflows, document and

share them. What are the training materials? Are there materials out there to adapt and use?

5. How will the publishing model and services be evaluated?

There's one answer for this: develop an assessment plan.

It is useful for libraries to include all stakeholders in the planning discussions. Infrastructure development will involve many library departments and the coordination of technology, staff, and time. One way to begin a plan is to develop a publishing inventory (see figure 12.1) to outline all the projects already in development. This inventory review can give a detailed account of the resources, people, and technology already being utilized. It is also helpful to have an evaluation component, especially for completed projects, to accurately assess the impact of the publishing project. An inventory can also assist in identifying technology platform adoption, format of material, and service levels already in existence, as well as people and staff associated with publishing project roles. Once projects are completed, the inventory aids project assessment by including participant feedback, funding expenditures, staff time allocated, usage statistics, and the measurement of outcome evaluations, all of which are critical to the development of future projects.

Textbox 12.1 shows the service-level framework developed from Columbia University's Center for Digital Research and Scholarship (<http://cdrs.columbia.edu/cdrsmain/resources>). Milne Library's service-level tiers were developed by an internal publishing team working on best practices and documentation for our publishing and digital scholarship projects.

Staff roles and responsibilities must be articulated and identified in a publishing inventory. It is wise to clarify, whether through flowcharts or organizational charts, how decisions will be made and executed.

Workflows and documentation are essential, and their development can ease the transition for staff members. Once developed, a toolkit of publishing workflows and documentation can then be shared with the community outside the home institution.

Services

Part of infrastructure development is outlining the services and the service models to be employed. The organization should be asking the following:

1. What is our mission? Does this project align with the stated mission?
2. What kinds of content will be accepted and published? What are our criteria for quality?
3. Who are the users?
4. Who are the stakeholders? Internally? Externally?

Project / Service (Service Designer)	Platform	Service Level	Services	Roles	Timeline Status: Active continuation role or date to preserve	Contact	Audience / Customer	Notes & Lessons Learned
<i>GREAT Day Proceedings</i> (Joe & Kate)	OJS Create Space	Level 3	Publish proceedings in OJS & Amazon Create Space	Service Designer: Kate, Scholarly Communications Team Platform, User, and Administrative Support: Joe Production Assistant: Sheila Layout Editor: Allison Managing Editor: Sue Ann Editor: Student Intern System Support: Corey Need Project Manager	Annual proceeding: <ul style="list-style-type: none"> • April Call for Authors • May confirm • June-July - Authors writing; July 31st deadline • August-September editing • Final product in OJS & Amazon by November 	Sue Ann, Managing Editor and lead contact, and person who coordinates student editor.	Primary: Internal - Students Secondary: Parents, Alumni, Faculty, etc.	The GREAT day planning folks have been very hands off. While this allows us to do what we want to do, it also means that any coordination that would improve the results has been difficult.
<i>Educational Change</i> (Joe & Kate)	OJS	Level 2	Hosting and some support	Editors: Brian Morgan*, Jane Fowler Morse* Platform, User, and Administrative Support: Joe Production Assistant: Sheila Layout Editor: Allison System Support: Corey	Yearly Issues, rolling publication	Joe	Primary: Internal - Faculty Editors Secondary: NY State Foundations of Education Association	Sheila will assist in digitizing print issues if additional copies are found (which is unlikely). Allison typesets the articles for each issue (4-6 per year) according to a template designed by Joe A couple months ago, Jane was interested in us packaging current and past issues individually, and making them available for sale through Create Space.

Figure 12.1. Publishing inventory conducted by staff.

5. What are the service priorities?
6. How will this service be sustained financially?
7. What are the long-term preservation goals?

In building our publishing services, we developed four domain areas involving different stakeholders within the library and on campus. These areas fall under the umbrella title of “Scholarship and Publishing Services” (see appendix A for an example of a library publishing statement).

Textbox 12.1
**Geneseo’s Service Levels for Publishing
and Digital Scholarship Projects**

Basic Service-Level Framework

Level 0: Advice and guidance with third-party services

Level 1: Basic

- Setup and install
- Hosting
- Brief introduction to system and user documents
- Refer to services
- Customer is expected to learn, manage, monitor, and troubleshoot application/service.

Level 2: Intermediate

- Level 1 services, plus . . .
- Basic implementation customization; some graphic design, copy editing, and plug-in support during implementation
- Registration (ISBN, ISSN, etc.), DOAJ listing, COUNTER service
- Customer may receive some ongoing support but is expected to learn, manage, monitor, and troubleshoot application or service.

Level 3: Advanced

- Level 1 and 2 services, plus . . .
- Project management support during implementation
- Variety of support services for editorial and other workflows
- Ongoing support of technical issues

Author and Editing Services

Author services include research and citation assistance for faculty and students, finding on-site resources, using interlibrary loan, and other general reference assistance. Further service development includes more specialized services such as faculty consultations regarding publisher agreements, organizing data management plans, and copyright assistance. The latter can be particularly problematic for libraries unless they are large enough to employ an expert, but referring users to resources and outside experts is part of the service employed. Author workshops and educational programming are part of this model, which also includes publishing support for original manuscripts and textbooks on the appropriate technology platform. Editing services include referrals to our Writing and Learning Center for student writers and basic assistance with copyediting. The Open SUNY Textbooks project employs a volunteer listserv of copy editors across the country who are willing to copyedit an open access textbook. Developing parameters for editorial services is important, because many faculty are familiar with traditional publishers and their services. It is of paramount importance that a library be realistic about the services it will offer. These services also include the creation of faculty-written and -edited publications, as well as student creative work and publications, archival materials, and alumni and community publications of interest.

Publishing Consultation Flowchart

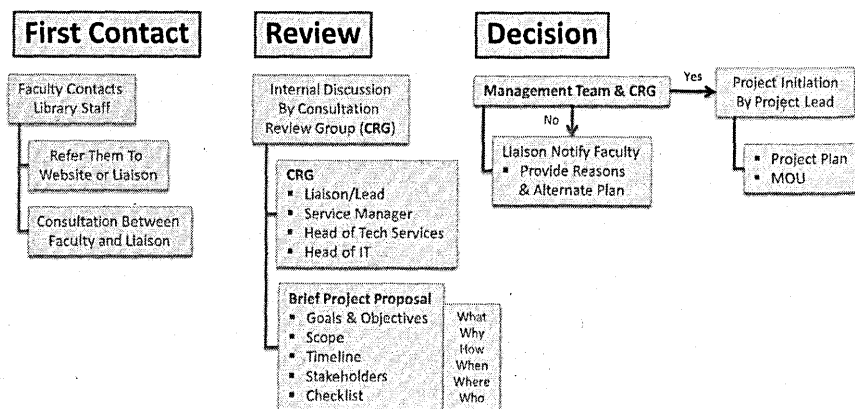


Figure 12.2. Publishing consultation flowchart for decision-making in publishing.

Digital Curation Services

Opportunities in the domain of digital curation are ripe for libraries. Institutional repository services are found in many libraries and serve to assist scholars in the planning, creation, usability, selection, and ingestion of digital content, not just in the dissemination of a campus's scholarly output. Curation adds value and context to the digital content in question (one example being appropriate metadata), along with broadened access to content through diverse outlets. Institutional repositories, coupled with the institution's archives, can serve as repository and showcase of a campus's intellectual and cultural legacy, including journal articles, digital collections, theses, dissertations, and other digital outputs. In addition, curation services may be developed to support teaching and learning roles on campus, especially at undergraduate institutions where teaching is central to the mission. Library services may involve actively collaborating with faculty on developing the design, functionality, and metadata for instructional materials, textbooks, and learning objects. Digital asset production may also be a fundamental service, depending on the institution's mission and support for undergraduate teaching.

Scholarly Communication Services

Services for scholarly communication are a broad area of development opportunity. They may include the implementation and support of open publishing platforms and technology, digital scholarship support services, and student author and faculty research networks. Hosting faculty-edited journals is one example of a service model that many libraries employ, along with conference proceedings, newsletters, and student-edited publications. Service models that support platforms such as the Public Knowledge Project's Open Journal Systems may not be sustainable at smaller institutions, but if consortia or systems can host such a digital publishing platform, member libraries can have access to a support mechanism that will meet their local on-campus needs and be financially sustainable in the long run.

Access and Preservation Services

Special collections, archives, and local history collections are unique within academic libraries. These assets are irreplaceable and valuable, not just monetarily but within their particular disciplinary and historical contexts, as well as to the maintenance of reputation and credibility for their institutions. One service model that may also serve as a preservation vehicle for special collections is the development of public domain reprint series, which can be available in open access electronic format and also disseminated as an on-demand print publication using outlets such as Amazon's CreateSpace or Lulu.com.

This model provides libraries with a platform to market unique collections, while also providing full text online (thus contributing a digital copy for posterity) and creating a print preservation copy for long-term access. It may also be a service opportunity for libraries working with authors to get their copyright in out-of-print titles back from publishers and provide open access and on-demand publications in print.

WHAT DO WE NEED?

First, we need to identify best practices within the library publishing community. The Library Publishing Coalition (LPC) is one organization that assists libraries and librarians in making the changes necessary to become library publishers. The LPC publishes an annual directory of library publishing operations and hosts an annual publishing forum to provide spaces and network opportunities for librarians in the publishing community to discuss their concerns.

Training is another area of needed development. Skinner et al. note that there are “four general hallmarks of effective approaches” to training:

1. A holistic approach to training involving a broad, rather than just skills-intensive, introduction to publishing and scholarly communication
2. Opportunities for cross-fertilization across sectors and levels of an organization, moving away from silos and toward collaborations with other organizations and individuals with expertise
3. Replication of hands-on and applied experiences traditionally found in publishing
4. Training that is “timely and responsive,” easy to adapt and update, and follows a “just-in-time” delivery mechanism (Skinner et al. 2014)

Next, documentation and workflows need to be recorded and shared within the community of practice. The LPC website (<http://www.librarypublishing.org>) has such a directory, but it is only for members, which leaves smaller libraries at a disadvantage if they do not have the resources to join the LPC. However, alternatives exist. Listservs for scholarly communications (e.g., SCHOLCOMM-L) and online public forums or groups for publishing (e.g., Libpub Google Group List) are available for postings and questions about library open access publishing documentation and other issues of interest. The *Library Publishing Toolkit*, published by SUNY Geneseo and the Monroe County Library System, with a grant from the Rochester Regional Library Council, is an example of documentation, workflows, and case studies on various publishing topics, including digital storytelling, jour-

nal publishing, open access monographs, workflows for creating digital collections, and much more (Brown et al. 2013). It provides a framework for libraries new to the publishing field and interested in finding best practices and documentation for implementation and workflow.

The implementation and continued development of technology and publishing platforms is another consideration within library publishing. While libraries have a host of options to outsource development of software and technology, there are also libraries that are committed to developing digital technologies and platforms for publishing. Simon Fraser University's Public Knowledge Project and the University of Michigan and Michigan Publishing Services' development of their own digital infrastructure are two large-scale efforts to create viable solutions. For most undergraduate institutions, however, locally hosted and developed solutions are not sustainable. Practically speaking, smaller institutions do not have the budget or digital infrastructure in place to host their own systems on campus, including the staff time and expertise to develop and maintain these solutions. Thus, it makes sense for systems and consortia to engage actively in the development or procurement of publishing solutions that benefit their members at scale. Two examples of consortia at work include the Texas Digital Library (<http://www.tdl.org>), a digital collection platform aiming to "broaden access to the scholarly output of Texas colleges and universities" that uses DSpace, and the New York Heritage Digital Collections (<http://www.nyheritage.org>), a research portal to the digital historical collections of New York state materials that uses OCLC's CONTENTdm software.

Related to software development is sustainability planning; when planning the development of any service model, libraries need to consider the time frame that will be required and how the model will be sustained over that period. How will their publishing service fund itself? What sources of revenue will supplement their activities? Some examples of funding strategies include the following:

- Grants
- Revenue from royalties or fees
- Library operations or materials budgets
- Cost recovery
- Partnerships with other presses and organizations
- Philanthropy and library donation programs

Assessment of library publishing initiatives needs to develop at the same time as the infrastructure and service model. A good assessment will start with clear goals and strategic questions:

- What is the library trying to assess?

- What will the library do with the assessment information once it is collected?
- How will this information help improve services?

Most important to the strategy is the expectation that the assessment focus on how the publishing initiative is doing relative to the original goals and objectives of the project and the usefulness of the results for answering that question (Swoger 2015). Assessment strategies include collecting both qualitative and quantitative data, such as surveys and questionnaires; focus groups and interviews; usage data and analytics collected from websites; fiscal data; and reflection and analysis, which can come from student work. Which methods are used will depend on the questions you are trying to answer and the information to be uncovered:

- Are you trying to uncover attitudes or actual behavior?
- Are you looking for quantitative data (e.g., money spent, downloads) or qualitative data (e.g., usefulness of interface, experiences using website)?

Any project's goals and objectives should be measurable and actionable, with adjustments and changes as needed.

WHY OPEN ACCESS PUBLISHING GENERALLY AND OPEN TEXTBOOKS SPECIFICALLY?

Libraries need to pilot the development of sustainable, scalable, and system-wide models for open access publishing. Within networks, it is conceivable to do the following:

- Develop and publish the scholarly output of our faculty and researchers across a system
- Contribute to the open environment by combining resources or collaborating on projects
- Demonstrate the research impact value of our scholars' output
- Develop a shared strategy across a consortium or system, depending on the strengths and opportunities within that system
- Develop communities of practice within the network, such as by developing and implementing librarian and library staff competencies
- Share best practices on student applied learning opportunities and high-impact educational practices

Within this infrastructure, library publishing programs have a unique opportunity to shape the future teaching, learning, and research environments of their higher education institutions. Through a networked approach, expertise

and resources can reside across a network of supported nodes rather than all within one campus. Libraries need not take on open access publishing as lone entities but rather can share its costs within the shared community of practice. Whereas one library can lead the way in digitization, another can provide editorial services and author support. Another may be a hosted solution for other campuses in the network. The publishing of teaching and learning materials by our own institutions can thus be a shared product to which we all contribute and from which we all benefit.

WHY TEXTBOOKS?

Nationally, students bear a high cost to attend college—but how much do textbook costs factor into these budgets? The US Government Accountability Office (GAO) is an “independent, nonpartisan agency that works for Congress and investigates how the federal government spends taxpayer dollars” (GAO, n.d.). Due to the rising costs of postsecondary education and decreasing college affordability, the GAO was directed by Congress and its passage of the Higher Education Opportunity Act (HEOA) to examine publisher compliance with the new information required by HEOA, namely textbook pricing information made transparent for students. In 2013 the GAO reported,

More recent data show that textbook prices continued to rise from 2002 to 2012 at an average of 6 percent per year, while tuition and fees increased at an average of 7 percent and overall prices increased at an average of 2 percent per year. . . . [N]ew textbook prices increased by a total of 82 percent over this time period, while tuition and fees increased by 89 percent and overall consumer prices grew by 28 percent. (GAO 2013)

In 2012, the Florida Student Textbook Survey was conducted by the Florida Virtual Campus (a network of public colleges in Florida), which interviewed over twenty thousand students from all eleven of Florida’s state universities (Florida Virtual Campus 2012). In addition, twenty-two of its twenty-eight colleges, community colleges, and state colleges agreed to participate in the anonymous online survey. Among the survey’s many goals, officials wanted to find out how much Florida students spend on textbooks, how often students buy new textbooks, how students are affected by the cost of textbooks, what formats students prefer, and how students actually perceive the availability of textbooks in their institutions’ libraries. Some important findings include the following:

- Textbook costs continue to take a toll on students, both financially and academically.

- Students use various means to reduce the costs of textbooks, including purchasing books from a source other than the campus bookstore, renting textbooks, purchasing used books, selling their used books, and using copies on reserve at the campus library.
- Some institutions' libraries provide textbooks for checkout, extending a lifeline to students who cannot afford to purchase a textbook.
- Because of textbook costs, 64 percent students did not buy a textbook, 49 percent took fewer courses, 45 percent did not register for a course, and 27 percent dropped a course. (Ibid.)

On the SUNY Geneseo campus, we conducted polls and informal surveys and found the same results: students used alternative means to avoid purchasing textbooks, up to and including dropping and adding courses depending on textbook costs. Students today are spending more money on textbooks and tuition, without the prospect of a great return on their investment. According to the College Board, students and parents spend approximately \$1,200 per year on textbooks; depending on the type of institution and the other costs associated with attending college (tuition, fees, room and board), textbooks may represent a higher percentage of a student's overall budget than in years past (College Board 2013). In addition, the 2005 GAO report cited concerns from wholesalers, retailers, and some public interest groups that the textbook revision cycle (how frequently a textbook is revised and older editions made obsolete) may be preventing resale of older editions, limiting the secondary "discount" market for textbooks and thereby student choice (GAO 2005).

Another factor driving textbook selection and cost is faculty selection of course materials. The 2013 GAO report found that faculty are becoming more aware of textbook affordability and are making selection decisions based on that knowledge. They are also looking to alternatives such as using older editions and creating their own customized course materials to save students money (GAO 2013). Strategies are evolving; open and alternative textbooks can take advantage of numerous new platforms and services, and free or library-subscribed readings are often incorporated into the research and development of course materials. Students want solutions, and they are prepared to make serious decisions about their futures based on the challenges they see in higher education.

OPEN ACCESS PUBLISHING OF TEXTBOOKS: A USE CASE

In 2012, the State University of New York system announced a new grant program called the Innovative Instructional Technology Grant, designed to encourage faculty and staff to create new and innovative instructional and

technology models that would have an impact on student teaching and learning. Grants would be awarded within three tiers, up to \$60,000 per grant, depending on scope. SUNY Geneseo's Milne Library was awarded one of the first rounds of grant money in 2012 to design and build an open textbook publishing program. In collaboration with nine partner SUNY libraries (a mixture of community college, undergraduate comprehensive, and one research university), the project supported the creation of an open textbook publishing model for libraries, utilizing our infrastructure and relationships with our faculty. Since 2012, additional SUNY libraries, SUNY Press (our university press partner), and other individuals have worked with the original project team to develop and build a sustainable academic-friendly publishing model with faculty and libraries.

HOW OPEN SUNY TEXTBOOKS WORKS

The original grant in 2012 earmarked \$20,000 for author and peer reviewer incentives and the establishment of an editorial and review system for authors, reviewers, and librarians. The pilot had three major goals: first, to engage faculty and students in the creation and publication of open textbooks; second, to develop a framework for library publishing services and the infrastructure to support it; and third, to pass along cost savings to SUNY students.

A call for authors was released in November 2012 to over thirty-four thousand SUNY faculty, through the SUNY Provost's listserv. Interested SUNY faculty members were invited to create open textbooks with input from their students and given a deadline to submit their manuscripts for consideration and possible publication. Incentives were designed to reward student involvement and editorial review of the textbooks. Authors would receive \$3,000 upon completion of their manuscript, and peer reviewers would receive \$1,000. With successful integration of students into the creation of the textbook and completion of a student learning assessment, authors would receive an additional \$1,000.

Thirty-eight manuscript proposals were received in three weeks, demonstrating to the project team that SUNY faculty were interested in publishing open access materials. Due to the limited funding, only four textbooks were originally scheduled for publication. Using a rubric created by the Open SUNY Textbooks project team, librarian team members carefully reviewed, ranked, and selected the top textbook proposals in each of seven subject categories (anthropology, art, and music; business and economics; computer science; education; English and foreign languages; math; and sciences). The four top-ranked proposals were identified and selected for publication. Eleven additional high-quality textbooks were identified as good candidates for

publication, and four partner libraries agreed to contribute another \$40,000 to ensure their publication, bringing the total number of accepted proposals to fifteen.

In the second round of Open SUNY Textbooks, the project was awarded \$60,000, allowing for publication of fifteen textbooks. Review of the manuscript proposals was handled differently during this second round; instead of project team members reviewing and ranking proposals, librarian liaisons from the partner libraries were asked to identify and work with willing faculty on their campuses to review a one-page, blind abstract and use a rubric to rank the feasibility of the textbook proposal in question. This system also allowed the team to identify future peer reviewers for Open SUNY Textbooks. Reviewers came from all sectors and disciplines of the SUNY system. Due to the changed incentive structure in the second round (\$1,000 for authors and \$300 for peer reviewers), the project will be awarding fifteen textbook proposals, with publication anticipated by the end of 2016.

One of the outcomes of both rounds of grants has been the creation and development of materials and documentation that can be used to initiate a model such as Open SUNY Textbooks elsewhere. Part of the work being done by partners includes developing the roles of editor, copy editor, proofreader, and instructional designer at the member libraries. In this regard, the project also relies on a partnership with the university press, SUNY Press, to assist with workflow design, role clarification, and professional development.

STUDENTS AND PUBLISHING

As more universities and colleges take on publishing within their organizations, there are several opportunities to engage undergraduates in the creation, editing, production, and publishing of open access materials.

Libraries are obviously familiar with collecting and preserving student-designed and student-run publications, but it may be time to create a more proactive approach to student publications by offering them resources and space, whether for writing, production, or merely a meeting of like-minded individuals on campus, much like the editors' groups that Ohio State University Libraries sponsors (OSU Journal Editors Group, <http://library.osu.edu/projects-initiatives/knowledge-bank/open-access-publishing/osu-journal-editors-group>). Along with the services in development for faculty, students should be encouraged to take part in high-impact educational practices on campus, including undergraduate research. Publishing is one such potential practice, and libraries can play an active role in supporting future scholars by hosting workshops on finding an appropriate publication for their research or using RefWorks.

SUNY Geneseo, like many liberal arts colleges, actively encourages the development of these high-impact practices on our campus. The library is acutely aware of the important opportunities these activities afford, and developing applied-learning experiences such as internships and active work study is one place the library's publishing service can have enormous impact on the campus. In the Open SUNY Textbooks program and other publishing services, student internships and work-study appointments are being incorporated as two service models that engage students in the entire process, from creation to publication. In the case of Open SUNY, students are involved in the creation of open textbooks as partners with faculty; feedback is requested of them as they use the text and incorporated in future revisions. In one case—our textbook *Foundations of Academic Success*—students are actual contributors to the chapters in the book (Priester 2015).

Crafting publishing internships that meet the needs of both the student and the publishing project is beneficial and necessary. For example, even before a memorandum of understanding (MOU) is signed with an author, the agreed-upon expectation is that students will be working on the editorial and production phases of the book, and authors are specifically apprised of what the students will be learning and doing as the project continues. Developing student learning outcomes that tie what they are learning in the classroom to their work on the book project is imperative. Work-study experiences can also be high impact, when the publishing supervisor and the student regularly check in to make sure the student is always connecting what he or she is learning on the job to classroom experiences.

CONCLUSION AND FUTURE

The Open SUNY Textbooks project is a pilot, with funding from SUNY for two years of development and implementation. At the end of our second round of funding, we will have published thirty textbooks and have a scalable model in place for library editorial and production services for open access textbook publishing. Future funding and sustainability planning is ongoing, addressing the question of how a library publishing program should support such a resource-intensive and high-impact service in conjunction with its other services. Part of Open SUNY Textbooks' future is dependent on developing such a sustainability plan, and to that end project team members are working on next steps for the project. We are looking at several different potential models.

Print-on-Demand

While selling print-on-demand publications is not currently part of the project's scope, the author contracts do reserve the author's right to sell print-on-

demand copies with publisher assistance and all royalties assigned to the author. Development of a cost-recovery model would include the creation of a royalty share contract with authors, whereby print-on-demand is part of the contract and royalties are shared equally between the publishing program and the author; SUNY Counsel is currently reviewing contracts with royalty share language included. The ideal model would allow for some costs to be recovered from the sale of print copies, while the online copy would always remain open access.

Convenience of E-version

Open SUNY Textbooks is distributed freely online through our WordPress publishing platform at <http://textbooks.opensuny.org> and, if the author chooses, via print-on-demand through CreateSpace or another vendor. Distribution is a huge undertaking, and the marketplace is diverse. Part of a scalability and sustainability plan would include a distribution model that makes sense for Open SUNY Textbooks and library publishing production. We are negotiating with several vendors to test EPUB and e-book distribution of open textbooks, which would allow for sales of e-books along with free access to the textbook at the Open SUNY Textbooks website. Digital editions available via Amazon's Kindle and Apple's iTunes will provide an outlet for those faculty and students who use smartphones and tablets and are influenced by marketplace convenience rather than price. These versions will still be priced affordably, far below commercial retail prices. For this reason alone, the convenience factor will be important in a cost-recovery model, as it could be a potential revenue stream to sustain publishing operations of the open access textbook versions (Leiser 2013).

Hybrid Funding

Other funding models are in development. One idea under consideration is to propose a student fee to the SUNY student assembly for the creation and development of Open SUNY Textbooks. The mandatory fees could then be used toward the operating costs of producing open access textbooks used within SUNY courses.

Fees generated could go to library operating and production costs or be directed to an outside corporation or fiscal agency (such as an entrepreneurial start-up or outside library consortium) to support the publication of open textbooks. The development of such an outside entity could offer libraries the infrastructure for publishing textbooks, including the platform, incentives for open access at campuses, and opportunities for professional development, outside the restrictions of the state system but allowing for some benefit to be returned to the library and the college. This type of arrangement would need

to have a firm MOU between parties to protect the vested interests of both the library and college and the third-party. However, it would allow more flexibility for payments to authors, peer reviewers, copy editors, and other consultants who are part of the scholarship and publishing production cycle.

Another proposed solution is to develop a model of “content creation course supports” for faculty interested in open access textbook publishing. This would be administered and implemented either by one library or, ideally, by a system or consortium. The course supports model would give the interested faculty member access to an OER community of practice, including experienced instructional designers, librarians, and multimedia developers who would work together as a team to create the textbook, interactives, and assessments. Necessarily, the content creation course support model works best when developing new courses from scratch (whether online or face-to-face) and when all the stakeholders are engaged in the process. If operational funds are raised by a fee (e.g., a \$20 individual campus content fee to cover course materials including the textbook and supplemental materials, much like a course pack), the question remains whether funds can be redirected to different partners in the project to offset costs.

Whichever model is finally agreed upon, the future of Open SUNY Textbooks is also about the future of library publishing and the development of new roles for libraries and librarians. Working with our partner libraries, Open SUNY Textbooks is also developing best practices and professional development opportunities for librarians across the state. One of our partnerships in development is with the Empire State Library Network within New York State. The network of local library resource councils is already offering professional development workshops and online learning opportunities for members of the library community who are interested in publishing, so a logical next step is for the Open SUNY Textbooks program to engage with this community and reach out to similar partners for support.

APPENDIX A: DIGITAL PROJECTS AND COLLECTION CONSULTATION GUIDE

This consultation guide is designed to assist librarians and staff in managing conversations and relationships with faculty and staff when approached for help with a digital project or a digital collection.

It should be noted that at any basic level of service, the librarian or staff member should ask him- or herself, What can we provide to the faculty member/student without turning them away or committing to projects?

Consultation Date:

Library Consultant:

Project and/or Publication Title:

Project Contact (e.g., name, phone, email):

Project Information

1. What are the primary goals of the website/digital collection? What do you want to do (e.g., curated online exhibits, comprehensive archives, teaching resources, sites where users can contribute content, and so forth)?

2. Who is the primary audience? Secondary audience? How will they be impacted (e.g., on-campus, off-campus, students, researchers, public, and so forth)?

What do you want these specific audiences to accomplish when they come to the site?

3. Will users be viewing, creating, or contributing content, commenting on others' content, reorganizing existing content, and so forth?

4. Who will be involved in the creation of content, review, or editorial process of this collection (e.g., students, student groups, faculty, campus departments, staff, outside community groups, alumni, scholarly communities, and so forth)?

Please describe your ideas:

5. What types of materials will be collected digitally (e.g., still images, movies, interactive multimedia, other kinds of computer files, and so forth)?

Are they already digitized?

6. What information do you already know about your items (e.g., titles, source, provenance, time period, equipment, creator, subjects, location, and so forth)?

7. What is unique and special about this collection? [Note to librarians and staff: we are trying to understand what metadata is associated with the items in the collection, but many faculty may not be familiar with the term "metadata."]

8. If we build a digital collection, how much detail needs to be provided for each item in the collection?

9. Will you need help adding this information to the system, finding this information for each item, developing standard practices, and so forth? [Note

to librarians and staff: are there metadata standards in this field that could be used?]

10. Do you have a source of funding from your department, an external agency (e.g., grants), or another source for ongoing support of the project?

11. How did you find out about our digital collection publishing services?

12. Do you have any sense of what kinds of technical support are needed for this project? [Note to librarians and staff: see the attached list of service levels for guidance.]

13. Which of the service levels described here might fit your project:

Level 0

- Provide advice and guidance on using third-party services.

Level 1: Basic

- Set-up and install
- Hosting
- Brief introduction to system and user documents
- Refer to services

Customer is expected to learn, manage, monitor, and troubleshoot publishing application/service.

Level 2: Level 1 Plus . . .

- Basic implementation customization; some graphic design and plug-in support during implementation
- Usage statistics and analytics collection
- Metadata support

Customer may receive some ongoing support but is expected to learn, manage, monitor, and troubleshoot application/service.

Level 3: Levels 1 and 2 Plus . . .

- Project management support during implementation
- Variety of support services for workflow
- Ongoing support of technical issues

APPENDIX B: MILNE LIBRARY PUBLISHER STATEMENT,
APRIL 2015

Name of Program: Scholarship and Publishing Services

About our program: Milne Library Scholarship and Publishing Services is dedicated to serving the scholarly and creative publishing needs of our community, including SUNY, SUNY Geneseo, and the local Genesee Valley region. Our purpose is threefold: First is to provide a wide dissemination vehicle for scholarship of all kinds, while growing an experiential learning environment for SUNY Geneseo students interested in the writing, editing, and publishing fields. Second, our program seeks to preserve and continue the stewardship of local and community scholarship and creativity. To that end, we welcome and publish works from the community, college, and alumni authors. Third, our program is engaged with the transformation of scholarly communication and the impact of open access, scholarship, and resources in the academic community, thereby supporting projects with high impact and visibility.

Publishing imprint: Minerva Press

Active series:

Geneseo Alumni
Geneseo Authors
Genesee Valley Historical Reprints
The IDS Project Press

Areas of Interest

Minerva Press publishes a range of titles, focusing on works

- of local and historical significance to the Genesee Valley region;
- utilizing and incorporating Milne Library's archives and special collections;
- of institutional interest to SUNY and to Geneseo;
- supporting the college's mission, values, and goals;
- written by SUNY Geneseo faculty and emeriti authors;
- written by SUNY Geneseo students and alumni;

that also exhibit

- rigorous scholarship and creativity;
- commitment to full or partial open access publishing; or
- support of Milne Library and SUNY Geneseo community and programs.

Within these areas we are happy to explore a wide range of subjects, genres, and voices.

Projects designed to incorporate student experiential learning are highly encouraged, as a major objective of our publishing program is to incorporate high-impact experiences for our Geneseo undergraduates. See, for example, *The Proceedings of GREAT Day*, edited and published by students working with the library and a faculty advisor.

Open SUNY Textbooks

Areas of interest: Open SUNY Textbooks is an open access textbook publishing initiative established by State University of New York libraries and supported by SUNY Innovative Instructional Technology Grants. The program supports high-quality course resources by engaging faculty as authors and peer reviewers and libraries as publishing infrastructure.

The program launched in 2012, providing an editorial framework and service to authors, students, and faculty and establishing a community of practice among libraries. Content includes undergraduate and graduate educational texts and reaches readers in a variety of subjects. Textbooks are currently authored by SUNY faculty, with peer reviewers from SUNY campuses and academic faculty across the country.

Currently, we are exploring options for the future support of textbooks with alternative publishing models like Open SUNY Textbooks.

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