

What's on the Horizon for Higher Education Publishing?



SUNY FACT2
**GIVING AND GETTING ACCESS TO SCHOLARLY
AND INSTRUCTIONAL MATERIALS**
OCTOBER 26, 2012

JOAN K. LIPPINCOTT
COALITION FOR NETWORKED INFORMATION

Transformations in Higher Education Publishing



- **Scholarly Publishing**
- **E-Research / Big Data**
- **E-textbooks**
- **Rights Issues**
- **Experimentation, innovation, transformation**

What factors are driving change?



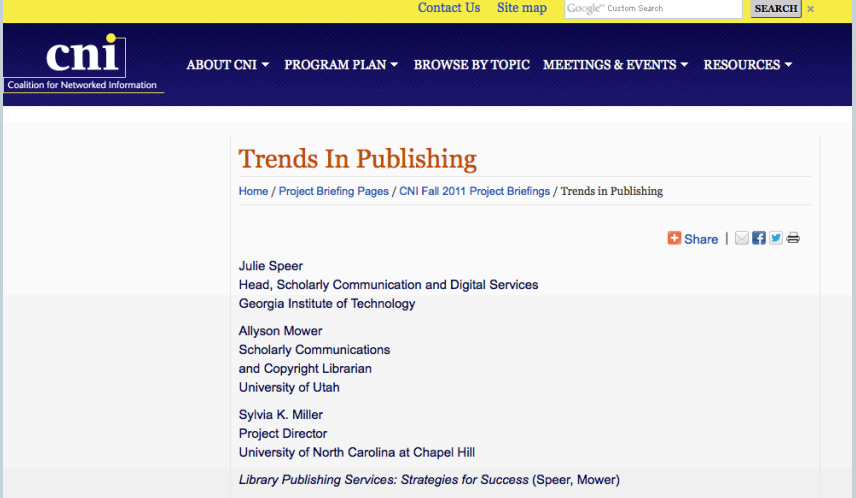
- **Internet environment**
- **Nature of research**
- **Economic pressures**



**Technology Sandbox in Library at
NC State U. Raleigh**

Coalition for Networked Information

- Non-profit association formed by the Association of Research Libraries and EDUCAUSE
- Membership – SUNY
- Website of freely available resources
- www.cni.org



The screenshot shows the CNI website interface. At the top, there is a yellow navigation bar with links for 'Contact Us', 'Site map', and a search box labeled 'Google™ Custom Search'. Below this is a dark blue header with the CNI logo and a navigation menu including 'ABOUT CNI', 'PROGRAM PLAN', 'BROWSE BY TOPIC', 'MEETINGS & EVENTS', and 'RESOURCES'. The main content area features the article title 'Trends In Publishing' in orange. Below the title is a breadcrumb trail: 'Home / Project Briefing Pages / CNI Fall 2011 Project Briefings / Trends in Publishing'. To the right of the title are social media sharing icons for 'Share', 'Email', 'Facebook', and 'Twitter'. The author information is listed below: Julie Speer, Head, Scholarly Communication and Digital Services, Georgia Institute of Technology; Allyson Mower, Scholarly Communications and Copyright Librarian, University of Utah; and Sylvia K. Miller, Project Director, University of North Carolina at Chapel Hill. At the bottom of the article content, it reads 'Library Publishing Services: Strategies for Success (Speer, Mower)'.

<http://www.cni.org/topics/digital-libraries/trends-in-publishing/>

Scholarly Publishing

Vectors

Tara
McPherson,
USC, editor

Multi-media

Peer-reviewed

Open Access

Innovative

MEMORY

Summer 2012 • Volume 3, Issue 2

Featuring projects by David Theo Goldberg & Richard Marclano, Steve Anderson, Greg J. Smith, Mark Hansen, Peter Lunenfeld, Elizabeth Povinelli, Megan Kendrick, and Sharon Daniel & Erik Loyer

Editor's Introduction

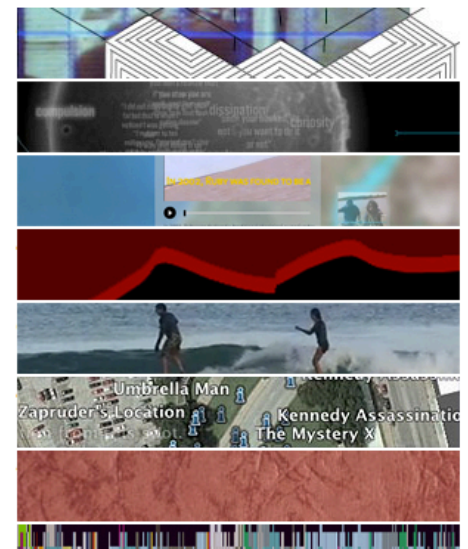
We stand, as always, on the brink of history: the nation's first African-American president seeks re-election amidst an economy recoiling from the most precipitous free-fall since the Great Depression, wars in Iraq and Afghanistan that show few signs of abating in spite of their real and invented causes having been long since neutralized with extreme prejudice, a ten-year anniversary of the attacks on the World Trade Center and Pentagon buildings that are still invoked whenever the next round of civil liberties is up for erosion - all historic events, to be sure. The question is not whether they will they be remembered, but how and by whom. Too often memory is conceived in binary terms that obscure its entangled relations to social and cultural practices. In truth, memory is in a constant state of flux and contestation, continually being rescripted and regenerated to conform to the needs of any given present. Indeed, it would not be too much to argue that memory is what is at stake in the writing of history. As Michael Frisch claimed, "What matters is not so much the history that is placed before us, but rather what we are able to remember and what role that knowledge plays in our lives." Yet memory continues to occupy a marginal space, somewhere between an evil twin and a neglected stepchild, in relation to History proper.

It has been more than twenty years since Ronald Reagan delivered his farewell address to the nation after two terms in office. In his speech, Reagan warned against losing our collective memory, and with it, our sense of national identity. "If we forget what we did, we won't know who



[ABOUT Vectors](#) [EDITORIAL statement](#) [BLOG](#) [ARCHIVE](#)

Memory Issue Projects



Vectors' Rationale



“Operating at the intersection of culture, creativity, and technology, the journal focuses on the myriad ways technology shapes, transforms, reconfigures, and/or impedes social relations, both in the past and in the present.

This investigation at the intersection of technology and culture is not simply thematic. Rather, *Vectors* is realized in multimedia, melding form and content to enact a second-order examination of the mediation of everyday life.

Utilizing a peer-reviewed format and under the guidance of an international board, *Vectors* features submissions and specially-commissioned works comprised of moving- and still-images; voice, music, and sound; computational and interactive structures; social software; and much more.

Vectors doesn't seek to replace text; instead, we encourage a fusion of old and new media in order to foster ways of knowing and seeing that expand the rigid text-based paradigms of traditional scholarship. Simply put, we publish only works that *need*, for whatever reason, to exist in multimedia.”

How do scholars publish this?



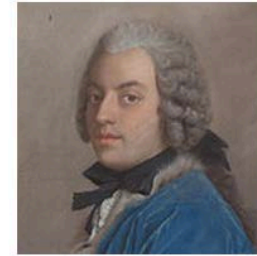
<https://republicofletters.stanford.edu/tools/>

Mapping the Republic of Letters

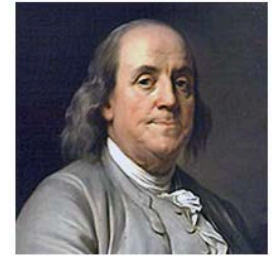
- A “Digging into Data” project
- Stanford U. and partners in Europe
- Uses data visualization techniques to explore relationships of early modern scholars



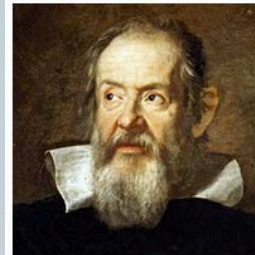
The Salons Project



Francesco Algarotti's Reverse
Grand Tour: Travels,
Publications, and Letters



Visualizing Benjamin Franklin's
Correspondence Network



Mapping Galileo



An Intellectual Map of Science in
the Spanish Empire, 1600-1810



Grand Tour Travelers

<http://republicofletters.stanford.edu/case-study/>



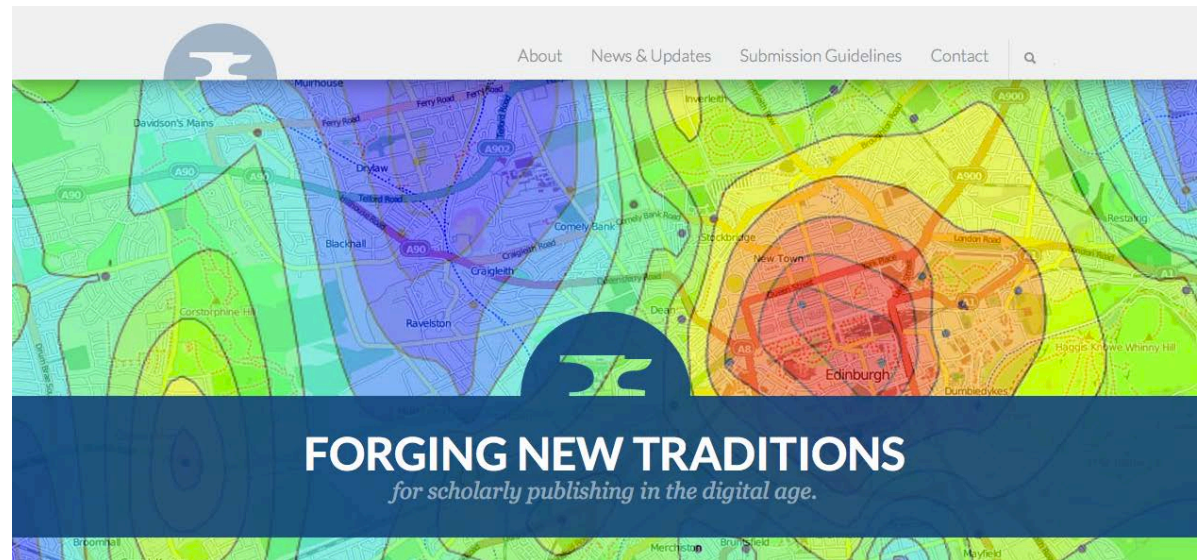
Anvil Academic

New publishing
initiative

CLIR / NITLE
(liberal arts colleges),
and others

Publish born-digital
research of new
complex forms of
scholarly argument

Exploring alternative
financial models



Library Publishing Coalition



- New project getting underway
- Consortium of universities
- Will study what is needed to support libraries' emerging role as publisher

EDUCOPIA INSTITUTE

[About Us](#)

[Mission](#)

[Programs](#)

[Publications](#)

[Past Events](#)

[Job Opportunities](#)

[Contact Us](#)

About Us

The leaders of the Educopia Institute are experienced in the activities of planning, fundraising for, and implementing shared cyberinfrastructure projects for scholarly communication. The strength of the Institute's approach comes precisely from its decentralized goal of fostering the creation of successful cyberinfrastructure elements in the community, rather than through a process of accumulating assets of its own. This approach builds knowledge and resources in the extended community of beneficiaries whom the Institute assists.

Board of Directors

- Rachael Bower (Secretary)
- Gregory Crane (At Large)
- Martin Halbert (President)
- David Seaman (Vice-President)
- Tyler Walters (Treasurer)

Executive Director

- Katherine Skinner

<http://educopia.org/about>

NINES

Nineteenth century
scholarship online

Aggregating over
900,000 digital
objects from 119
federated sites

Uses a “robust
system of peer
review”

A community of
scholars



The screenshot shows the NINES website interface. At the top, there is a navigation bar with the NINES logo and the text "NINETEENTH-CENTURY SCHOLARSHIP ONLINE". Below the navigation bar, there is a search bar with the text "Search NINES:" and a "Search" button. To the right of the search bar, there is a "LOG IN" link. Below the search bar, there is a section for "Featured Object" with a small image of a statue and the text "Laocoön, copy B (object 1)". To the right of the featured object, there is a section for "Browse Recent Tags" with a list of tags including "east_end_1", "stiles", "cheryl", "yellow_book", "correspondence", "whistler", "dog", "abdy", "voting_machines", "southey", "victoria", "actress", "american-civil-war", "california", "dumas", "novel", "shelley", "borgia", "john_muir", "american_west", "garden", "fashion", "paris", "olympics", "criticism_collins", "wilkie_collins", "cruikshank", "poem", "rotunda", "uva", "christmas", "juvenile_religious_lit", "blake", "nudes", "botany", "flora", "eve_of_st_agnes", "beardsley", "title-page", and "mythology". To the right of the tags, there is a section for "Recent News" with a list of news items including "Image + text: the Gettysburg Address", "Using the Critical Apparatus in Digital Scholarship", "Image of the Week: The Political Cobbler", "Image of the Week: American Heritage", "The Quandary of the Young Academic and #twittergate", and "MORE".

<http://www.nines.org/>

arXiv.org



- Open access e-prints in physics, computer science, math, and other disciplines
- Started in 1991 at Los Alamos; now hosted at Cornell
- Voluntary financial contributions from libraries and labs
- In **one day** in October, 2012 there were close to 2 million connections

The screenshot shows the top portion of the arXiv.org website. At the top left is the Cornell University Library logo. Below it, the text 'Cornell University Library' is displayed. A prominent red banner features the 'arXiv.org' logo in white. To the right of the banner is a search input field with a 'Search' button. Below the banner, a navigation bar contains the text 'Open access to 793,284 e-prints in Physics, Mathematics, Computer Science, Quantitative Biology, Quantitative Finance and Statistics' and 'Subject search and browse:'. A dropdown menu is open, showing 'Physics' selected. To the right of the dropdown are buttons for 'Search', 'Form Interface', and 'Captcha'. Below the navigation bar, there are two lines of text: '19 Oct 2012: [arXiv Holiday Schedule](#)' and '29 Aug 2012: [Simons Foundation funds new arXiv sustainability model](#)'. A final line of text reads 'See cumulative "What's New" pages. Read [robots beware](#) before attempting any automated download'. The main content area is titled 'Physics' and contains a list of sub-fields with links to 'new', 'recent', and 'find' pages for each. The sub-fields listed are: Astrophysics (astro-ph), Condensed Matter (cond-mat), General Relativity and Quantum Cosmology (gr-qc), High Energy Physics - Experiment (hep-ex), High Energy Physics - Lattice (hep-lat), High Energy Physics - Phenomenology (hep-ph), High Energy Physics - Theory (hep-th), Mathematical Physics (math-ph), Nuclear Experiment (nucl-ex), and Nuclear Theory (nucl-th).

Developments in new models for institutional publishing



- **HighWire Press, Stanford U.**
- **University presses administered by the library**
 - Leveraging technology investments and expertise
 - University subsidizes through the library
 - Penn State, U. Utah, Syracuse U., and others
- **Library as publisher/host of journals, conference papers, monographs**

Do you know that:



- Open access publications are freely available but not free of costs
- Many open access publications **are** peer-reviewed
- Open access is achieved via various strategies
 - Institutional, scholarly society, funder, or government subsidy
 - Author pays fee
- Open access publications are mandated by some funding agencies and faculty governance decisions
- Authors of open access works expect attribution



Open Access is an International Movement

US, Europe, UK, Australia, World Bank all have or are developing positions / policies

Budapest Open Access Initiative

[Home](#)

[BOAI10 Recommendations](#)

[Translations](#)

[Background](#)

[Read the original BOAI declaration](#)

[Translations](#)

[FAQ](#)

[View signatures](#)

[Sign the the original BOAI](#)

[BOAI Forum](#)

[Resources](#)

[What you can do to help](#)

[Contact us](#)

Ten years on from the Budapest Open Access Initiative: setting the default to open

Prologue: The Budapest Open Access Initiative after 10 years

Ten years ago the Budapest Open Access Initiative launched a worldwide campaign for open access (OA) to all new peer-reviewed research. It didn't invent the idea of OA. On the contrary, it deliberately drew together existing projects to explore how they might "work together to achieve broader, deeper, and faster success." But the BOAI was the first initiative to use the term "open access" for this purpose, the first to articulate a public definition, the first to propose complementary strategies for realizing OA, the first to generalize the call for OA to all disciplines and countries, and the first to be accompanied by significant funding.

Today we're no longer at the beginning of this worldwide campaign, and not yet at the end. We're solidly in the middle, and draw upon a decade of experience in order to make new recommendations for the next ten years.

We reaffirm the BOAI "statement of principle,...statement of strategy, and...statement of commitment." We reaffirm the aspiration to achieve this "unprecedented public good" and to "accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge."

We reaffirm our confidence that "the goal is attainable and not merely preferable or utopian." Nothing from the last ten years has made the goal less attainable. On the contrary, OA is well-established and growing in every field. We have more than a decade's worth of practical wisdom on how to implement OA. The technical, economic, and legal feasibility of OA are well-tested and well-documented.

Nothing in the last ten years makes OA less necessary or less opportune. On the contrary, it remains the case that "scientists and scholars...publish the fruits of their research in scholarly journals without payment" and "without expectation of payment." In addition, scholars typically participate in peer review as referees and editors without expectation of payment. Yet more often than not, access barriers to peer-reviewed research literature remain firmly in place, for the benefit of intermediaries rather than authors, referees, or editors, and at the expense of research.



<http://www.opensocietyfoundations.org/openaccess/boai-10-recommendations>

Key Issues for Scholarly Publishing



- **Funding models**
- **Acceptance of new forms of scholarship in promotion and tenure decisions**
 - **MLA Guidelines for Evaluating Work in Digital Humanities and Digital Media**
http://www.mla.org/guidelines_evaluation_digital
- **Digital preservation**
 - Funding models
 - Format issues
- **The role of repositories**

Key Issues for Scholarly Publishing



- **New modes for peer review**
 - Open peer review
 - Crowd-sourced peer review
- **Speed review process**
- **Challenges the “blind” nature of peer review**



**Big data, e-
research**

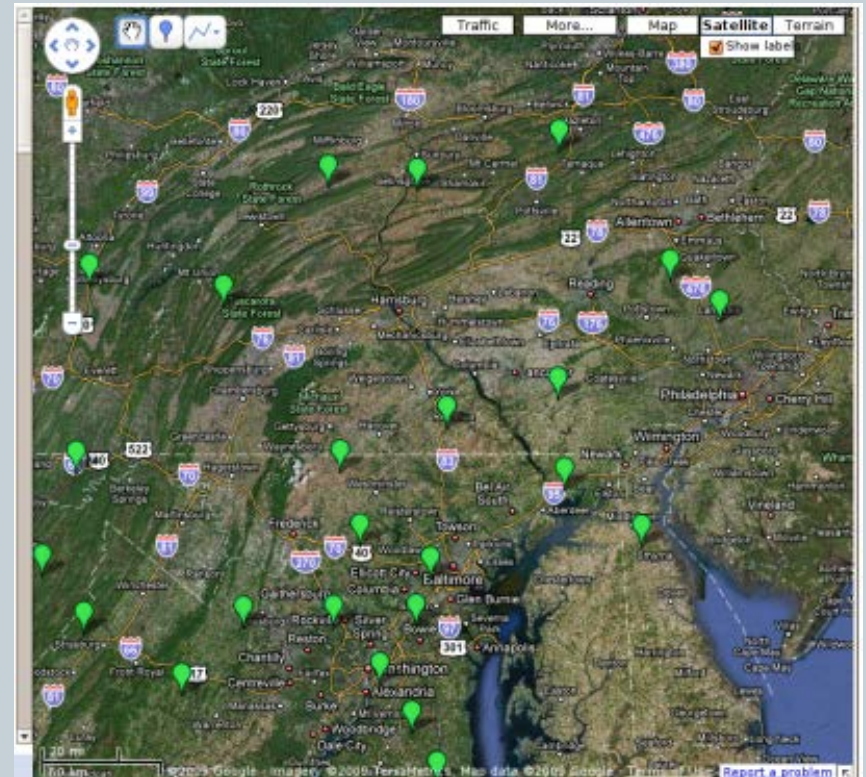
**SloanDigital
Sky Survey**

**Many papers
written by
scientists
through access
to this dataset**



Key Issues in Big Data Publication and Use

- What are funders hoping to achieve by encouraging open data?
- What should be available to others?
- When should it be available?
- How can data be attributed and cited?

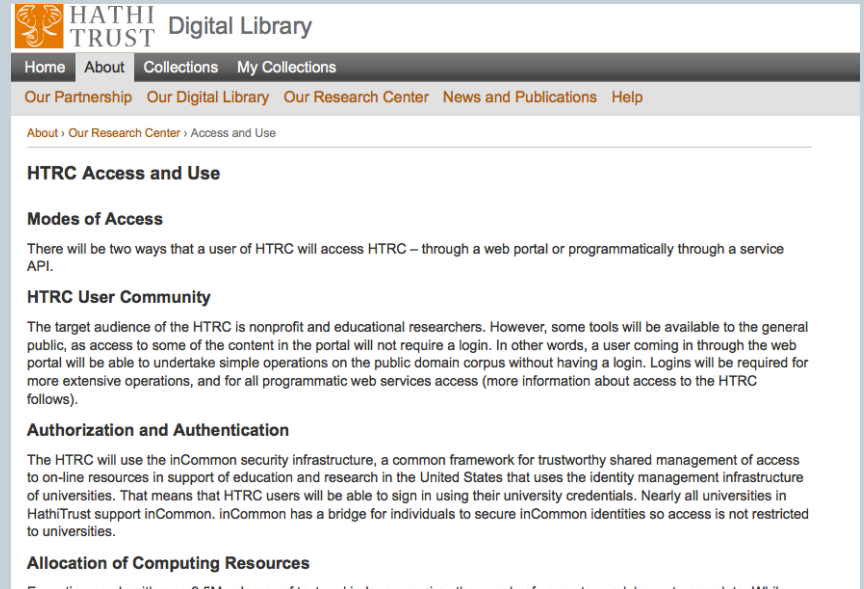


Environmental data visualization

<http://www.epa.gov/bioiweb1/statprimer/WSAUseCaseTeacher.html>

Key Issue in Big Data Use

- Data mining of large data sets
- Data mining of large corpora of texts, e.g. GoogleBooks, HathiTrust, newspaper collections



The screenshot shows the HathiTrust Digital Library website. The header includes the HathiTrust logo and navigation links: Home, About, Collections, My Collections, Our Partnership, Our Digital Library, Our Research Center, News and Publications, and Help. The main content area is titled 'HTRC Access and Use' and contains several sections: 'Modes of Access', 'HTRC User Community', 'Authorization and Authentication', and 'Allocation of Computing Resources'. The 'Modes of Access' section states that there will be two ways to access HTRC: through a web portal or programmatically through a service API. The 'HTRC User Community' section notes that the target audience is nonprofit and educational researchers, and that some tools will be available to the general public without a login. The 'Authorization and Authentication' section explains that HTRC will use the inCommon security infrastructure. The 'Allocation of Computing Resources' section mentions that executing an algorithm on 0.5M volumes of text and indexes requires thousands of computer work hours to complete.

http://www.hathitrust.org/htrc_access_use



Providing assistance to researchers developing data plans

California Digital Library with contributions from DCC (UK), Smithsonian, U. Virginia, and others



[Contact Us](#) | [Get Started](#) | [Login](#)

[Home](#) | [About DMP Tool](#) | [DMP News](#) | [My Plans](#) | [Funder Requirements](#) | [Help](#) ▾

The DMP Tool allows you to: [1](#) [2](#) [3](#) [4](#)

Photo courtesy of Glacier National Park

[Get Started!](#)

Data Management Plan: Sample Plan Created at the DataONE Best Practices Workshop - Santa Fe NM 7/2011
Atmospheric CO2 Concentrations, Mauna Loa Observatory, Hawaii, 2011-2013

1. Types of data produced

As a type of time-series data, observations of the carbon concentration in the atmosphere (CO2) are collected at regular intervals. These data are used to study the effects of greenhouse gas emissions on the climate system. The data are collected at Mauna Loa Observatory, Hawaii, and are used to study the effects of greenhouse gas emissions on the climate system. The data are collected at Mauna Loa Observatory, Hawaii, and are used to study the effects of greenhouse gas emissions on the climate system.

[See a plan created with the DMP Tool](#)

Recent DMP News

[NSF will consider research data as important as publications](#)

[DMPTool monthly report, Sept 2012](#)

[DMPTool unavailable Sunday Sept 23](#)

[More news ▾](#)

<https://dmp.cdlib.org/>

Helping Researchers Develop Data Management Plans



State of California
funding

Free, openly
licensed digital
textbooks

50 most popular
lower-division
undergraduate
courses

Print copies for
around \$20

Creative Commons
attribution license

California passes groundbreaking open textbook legislation

Timothy Vollmer, September 27th, 2012

It's official. In California, Governor Jerry Brown [has signed](#) two bills ([SB 1052](#) and [SB 1053](#)) that will provide for the creation of free, openly licensed digital textbooks for the 50 most popular lower-division college courses offered by California colleges. The legislation was introduced by Senate President pro Tem Darrell Steinberg and passed by the California Senate and Assembly in late August.

A crucial component of the California legislation is that the textbooks developed will be made available under the [Creative Commons Attribution license](#) (CC BY):

The textbooks and other materials are placed under a creative commons attribution license that allows others to use, distribute, and create derivative works based upon the digital material while still allowing the authors or creators to receive credit for their efforts.

The CC BY license allows teachers to tailor textbook content to students' needs, permits commercial companies to take the resources and build new products with it (such as video tutorials), and opens the doors for collaboration and improvement of the materials.



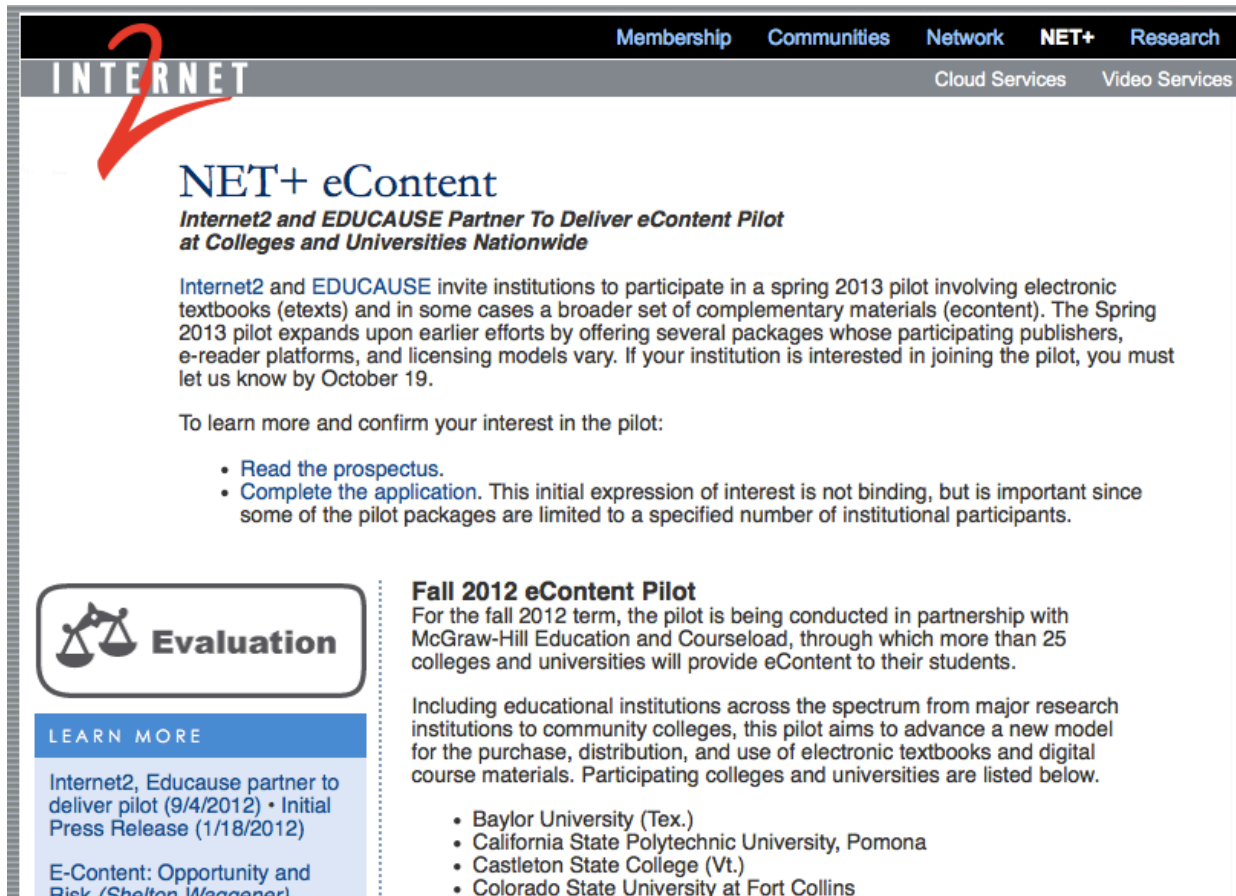
<http://creativecommons.org/weblog/entry/34288>

Open access textbooks

Phased pilot projects

Textbook publishers and universities partner

A new model for purchase, distribution, and use of e-textbooks and digital course materials



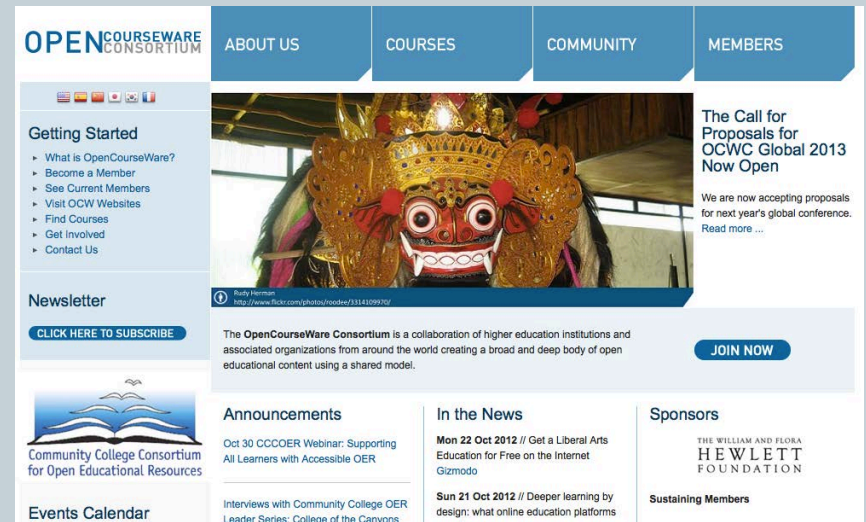
The screenshot shows the Internet2 website with a navigation bar at the top containing links for Membership, Communities, Network, NET+, and Research. Below the navigation bar, the word "INTERNET" is displayed in a large, stylized font with a red "2" over it. The main heading is "NET+ eContent", followed by the sub-heading "Internet2 and EDUCAUSE Partner To Deliver eContent Pilot at Colleges and Universities Nationwide". The text describes a spring 2013 pilot involving electronic textbooks (etexts) and complementary materials (econtent). It lists steps to learn more: "Read the prospectus" and "Complete the application". A section titled "Fall 2012 eContent Pilot" describes a partnership with McGraw-Hill Education and Courseload. A list of participating institutions is provided: Baylor University (Tex.), California State Polytechnic University, Pomona, Castleton State College (Vt.), and Colorado State University at Fort Collins. A sidebar on the left contains an "Evaluation" icon and a "LEARN MORE" link with text about a 9/4/2012 pilot and a 1/18/2012 press release.

Internet2 / EDUCAUSE E-textbook Pilot

<http://www.internet2.edu/netplus/econtent/index.html>

Open course materials

- OpenCourseWare Consortium
- “Creating a broad and deep body of open educational content using a shared model”



The screenshot shows the OpenCourseWare Consortium website. At the top, there is a navigation menu with links for ABOUT US, COURSES, COMMUNITY, and MEMBERS. Below the navigation, there is a main banner area featuring a large image of a traditional Balinese mask. To the right of the image, there is a call to action: "The Call for Proposals for OCWC Global 2013 Now Open". Below this, there is a "JOIN NOW" button. On the left side of the page, there is a "Getting Started" section with links for "What is OpenCourseWare?", "Become a Member", "See Current Members", "Visit OCW Websites", "Find Courses", "Get Involved", and "Contact Us". Below this is a "Newsletter" section with a "CLICK HERE TO SUBSCRIBE" button. At the bottom of the page, there are three columns: "Announcements" with a link to a webinar, "In the News" with links to articles, and "Sponsors" with the logo for The William and Flora Hewlett Foundation. There is also an "Events Calendar" section at the bottom left.

<http://www.ocwconsortium.org/>

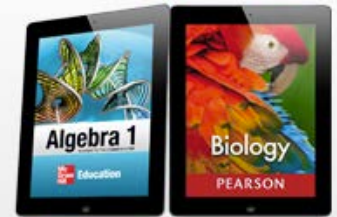
Key Issues in Educational Materials

- Access to educational resources by students participating in MOOCs
- Moving from ownership to licensing
- Choosing “closed” platforms

Multi-Touch textbooks on the iBookstore.

Immersive, interactive, and engaging, the textbook on iPad is an experience that will capture students' imaginations and take learning to a whole new level.

[Learn more ▶](#)



<http://www.apple.com/ibooks-author/>

What can you do?



- Be informed about trends and issues
- Don't sign publisher agreement forms without careful consideration of options
- Initiate or participate in community discussions

Search SPARC Search

SPARC®

[home](#) > [about](#)

About SPARC

- » [Governance](#)
- » [Staff and community managers](#)
- » [Founding Endorsements](#)
- » [Current Program Plan](#)
- » [Current Steering Committee](#)
- » [Steering Committee Chairs](#)
- » [Coalition of Open Access Policy Institutions](#)

E-mail Print

SHARE

What is SPARC?

SPARC®, the Scholarly Publishing and Academic Resources Coalition, is an international alliance of academic and research libraries working to correct imbalances in the scholarly publishing system. Developed by the Association of Research Libraries, SPARC has become a catalyst for change. Its pragmatic focus is to stimulate the emergence of new scholarly communication models that expand the dissemination of scholarly research and reduce financial pressures on libraries. Action by SPARC in collaboration with stakeholders – including authors, publishers, and libraries – builds on the unprecedented opportunities created by the networked digital environment to advance the conduct of scholarship. Leading academic organizations have [endorsed](#) SPARC.

What Does SPARC Do?

SPARC's role in stimulating change focuses on:

- **Educating** stakeholders about the problems facing scholarly communication and the opportunities for change;
- **Advocating** policy changes that advance the potential of technology to advance scholarly communication and that explicitly recognize that dissemination is an essential, inseparable component of the research process;
- **Incubating** real-world demonstrations of business and publishing models that advance changes benefiting scholarship and academe.

<http://www.arl.org/sparc/>

What can you do?



- Familiarize yourself with Creative Commons licenses
- Help your students understand IP issues

The screenshot shows the Creative Commons website interface. At the top, there is a green navigation bar with the Creative Commons logo and links for 'About', 'Licenses', 'Public Domain', 'Support CC', 'Projects', and 'News'. A search bar is located on the right side of the navigation bar. Below the navigation bar, there is a main content area with a dark green background. On the left, there is a news article titled 'CALIFORNIA AND BRITISH COLUMBIA EMBRACE OPEN TEXTBOOKS'. The article text reads: 'In the past few weeks, both California and British Columbia have implemented open textbook policies, providing for CC BY-licensed texts for a total of 90 postsecondary courses.' Below the text, it lists images by 'Leighton Woodhouse (CC BY)' and 'Alex Bakker (CC0)'. A 'Learn more' button is located at the bottom of the article. On the right side of the main content area, there is a large graphic with the text 'open textbooks' and two white outlines of the states of California and British Columbia. The California outline contains the letters 'CC' and the British Columbia outline contains a white person icon. Below the graphic, there is a small text box that says 'Congratulations to California and British Columbia for leading the way in open education.' Below the main content area, there are three columns of navigation links: 'Mission', 'License', and 'Explore'. Each column has a sub-heading and a brief description of the content.

Mission
WHAT IS CREATIVE COMMONS?
Creative Commons helps you share your knowledge and creativity with the world.
Creative Commons develops, supports, and stewards legal and technical infrastructure that maximizes digital

License
HOW CAN I LICENSE MY WORK?
There is no registration to use the Creative Commons licenses. Licensing a work is as simple as selecting which of the six licenses best meets your goals, and then marking your work in some way so that others know that you have chosen to release the work under the terms of that license.

Explore
LOOKING FOR CREATIVE WORKS?
Looking for music, video, writing, code, or other creative works?
Creative Commons has got you covered. Search for creative work through sources like Google and Flickr right here.

<http://creativecommons.org/>

Participate in the transformation of scholarly publishing!



Welcome to PLOS

We are a nonprofit [publisher](#) and [advocacy organization](#). Our [mission](#) is to accelerate progress in science and medicine by leading a transformation in research communication. [Every article](#) that we publish is [open-access](#) - freely available online for anyone to use. Sharing research encourages progress, from protecting the biodiversity of our planet to finding more effective treatments for diseases such as cancer.

[More](#) >>

[Our mission](#)

[Publish](#)

[Donate](#)

[Open Access](#)

[Shop](#)

Why publish with us?

- ✓ Rapid publication
- ✓ Unlimited readership
- ✓ High impact

[Learn more](#)

PLOS Publications

Latest from PLOS

OA Week

OCTOBER 22, 2012

Welcome to [OA week](#), a celebration of Open Access principles and progress around the world. In preparation for this year's activities PLOS, [SPARC](#), and [OASPA](#) recently released the final version of the [Open Access Spectrum guide](#). This resource outlines the core components of Open Access across the continuum from "open access" to "restricted access". Its aim is to help authors make informed decisions on where to publish based on journal policies. It also provides a resource for funders and other organizations to help establish criteria

Signup to get PLOS news

[Sign up](#)

Connect with us on:



[@PLOS on twitter](#)

["#PLOSmedicine: Research](#)

Thank you!



JOAN K. LIPPINCOTT
COALITION FOR NETWORKED INFORMATION
WWW.CNI.ORG
JOAN@CNI.ORG