What’s on the Horizon for Higher Education Publishing?

SUNY FACT 2
GIVING AND GETTING ACCESS TO SCHOLARLY AND INSTRUCTIONAL MATERIALS
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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

http://www.cni.org/topics/digital-libraries/trends-in-publishing/
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 recouling from the most precarious 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 re-scripted and re-generated 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 why..."
“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

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

http://anvilacademic.org/about-anvil-academic/
• New project getting underway
• Consortium of universities
• Will study what is needed to support libraries’ emerging role as publisher

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

http://www.nines.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
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

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](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

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

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 Temp 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

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”

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

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

http://www.arl.org/sparc/
What can you do?

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

http://creativecommons.org/
Thank you!

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