

Open Access Workshop

Graduate Students Union

Lisa Goddard

Memorial University Libraries

November 18TH, 2010



Outline



- **Traditional Academic Publishing**
- **Open Access Alternatives**
 - OA Journals
 - OA Repositories
 - Creative Commons
- **Faculty Engagement**

Traditional Academic Publishing

University Environment



- **Copyright is automatically granted to author upon the creation of an original work in a tangible medium.**
- **Most universities have agreements stating that faculty own copyright in their scholarly works.**

Copyrights



- **reproduce**
- **distribute**
- **publicly display**
- **publicly perform**
- **prepare derivative works**

Transferring Rights



- **assign ownership of copyright**
- **grant permission via license**

all rights? exclusive? perpetual?

Publisher Agreements



- **Academic authors traditionally transfer exclusive, full copyrights to the publishers of the journals in which their articles appear.**
- **Many disadvantages to this approach...**

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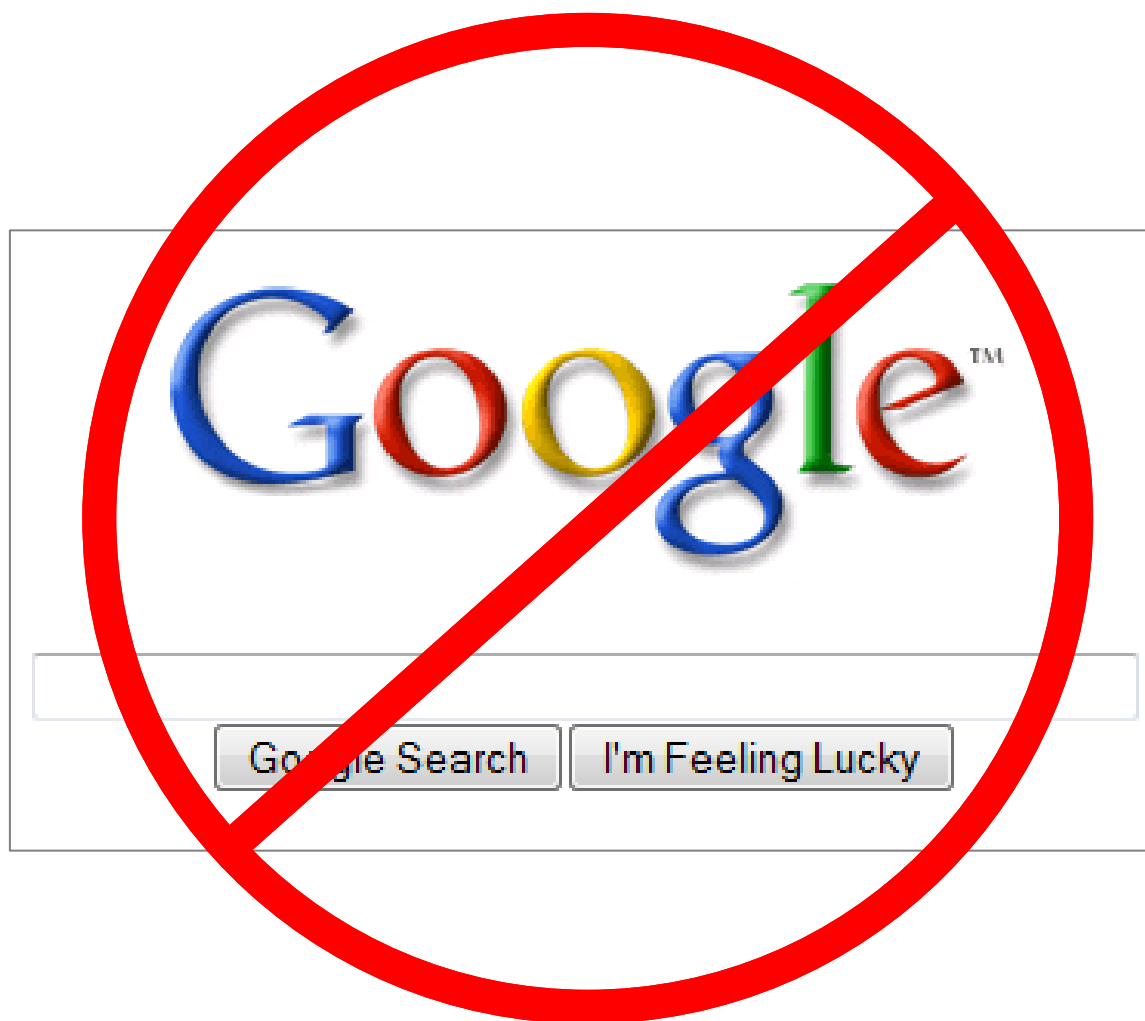
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Home > Courses > Earth, Atmospheric, and Planetary Sciences > Modeling Environmental Complexity
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12.086 / 12.586 Modeling Environmental Complexity

As taught in: Fall 2008



Level:
Undergraduate / Graduate

Instructors:
Prof. Daniel Rothman

Course Features
[Course Description](#)
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Course Features

- [Lecture notes](#)
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Course Description

This course provides an introduction to the study of environmental phenomena that exhibit both organized structure and wide variability—i.e., complexity. Through

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Academic C.V.

Milan Ilnyckyj, B.A. (British Columbia), M.Phil (Oxford).


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Citizenship: Canadian

Academic and Professional Qualifications:

2005-2007
M.Phil in International Relations, Oxford University.
(Supervisor: Andrew Hurrell)

Distinctions earned in: quantitative methods (2005), history (2007), and international law (2007).
Thesis: [Expertise and Legitimacy: The Role of Science in Global Environmental Policy-Making.](#)


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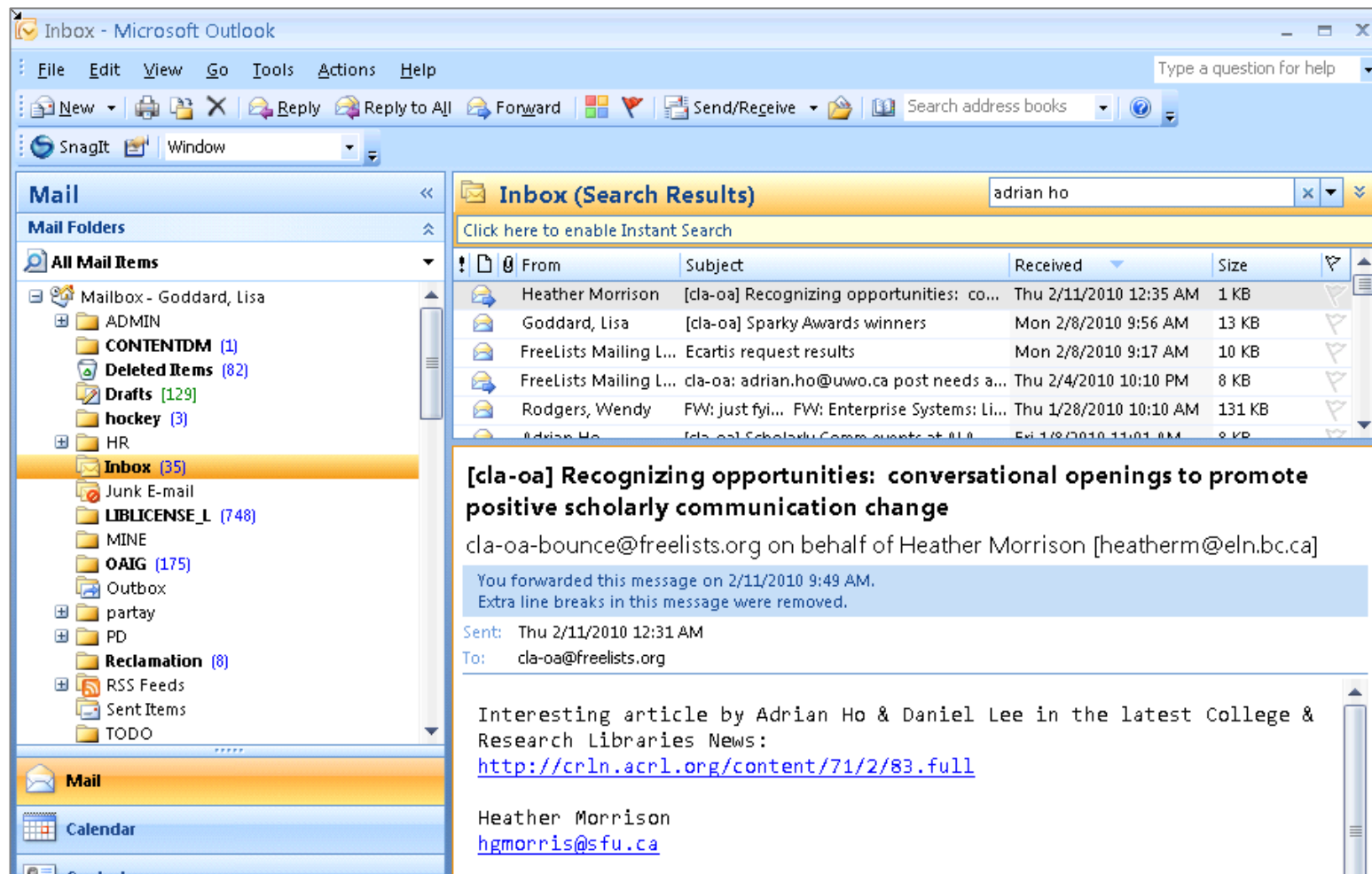
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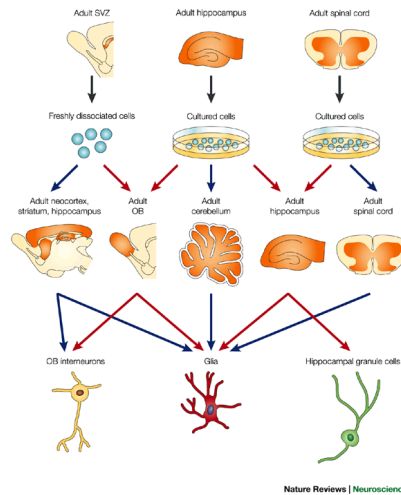
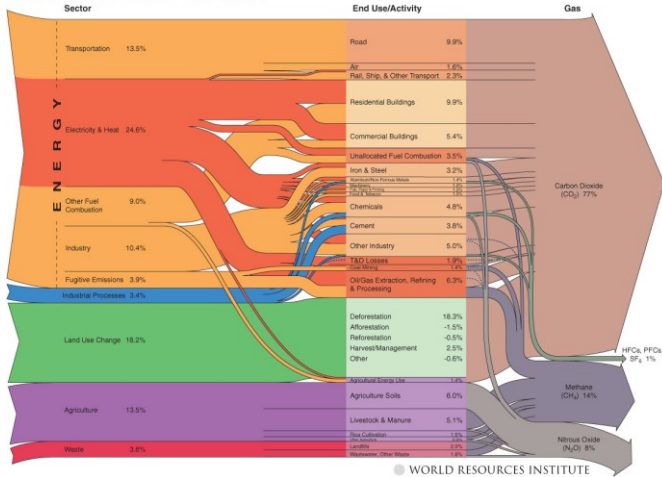


Table 1: Occupants and Nonoccupants Killed and Injured in Traffic Crashes

Description	Killed				Injured			
	2007	2008	Change	% Change	2007	2008	Change	% Change
Total*	41,259	37,261	-3,998	-9.7%	2,491,000	2,346,000	-145,000	-5.8%
Occupants								
Passenger Vehicles	29,072	25,351	-3,721	-13%	2,221,000	2,072,000	-149,000	-6.7%
Passenger Cars	16,614	14,587	-2,027	-12%	1,379,000	1,304,000	-75,000	-5.4%
Light Trucks	12,458	10,764	-1,694	-14%	841,000	768,000	-73,000	-8.7%
Large Trucks	805	677	-128	-16%	23,000	23,000	0	0.0%
Motorcycles	5,174	5,290	+116	+2.2%	103,000	96,000	-7,000	-6.8%
Nonoccupants								
Pedestrians	4,699	4,378	-321	-6.8%	70,000	69,000	-1,000	-1.4%
Pedalcyclists	701	716	+15	+2.1%	43,000	52,000	+9,000	+21%
Other/Unknown	158	188	+30	---	10,000	9,000	-1,000	---

Source: Fatalities - FARS 2007 (Final), 2008 (ARF), Injured - NASS GES 2007, 2008 Annual Files
 * Total includes occupants of buses and other/unknown occupants not shown in table.
 Changes in injury estimates shown in bold are statistically significant.

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CHAPTER What Is the Semantic Web? 1

This book is about something we call the Semantic Web. From the name, you can probably guess that it is related somehow to the famous World Wide Web (WWW) and that it has something to do with semantics. Semantics, in turn, has to do with understanding the nature of meaning, but even the word *semantics* has a number of meanings. In what sense are we using the word *semantics*? And how can it be applied to the Web?

This book is also about a working ontologist. That is, the aim of this book is not to motivate or pitch the Semantic Web but to provide the tools necessary for working with it. Or, perhaps more accurately, the World Wide Web Consortium (W3C) has provided these tools in the forms of standard Semantic Web languages, complete with abstract syntax, model-based semantics, reference implementations, test cases, and so forth. But these are like a craftsman's tools: In the hands of a novice, they can produce clumsy, ugly, barely functional output, but in the hands of a skilled craftsman, they can produce works of utility, beauty, and durability. It is our aim in this book to describe the craft of building Semantic Web systems. We go beyond coverage of the fundamental tools to show how they can be used together to create semantic models, sometimes called *ontologies*, that are understandable, useful, durable, and perhaps even beautiful.

WHAT IS A WEB?

The idea of a web of information was once a technical idea accessible only to highly trained, elite information professionals: IT administrators, librarians, information architects, and the like. Since the widespread adoption of the WWW, it is now common to expect just about anyone to be familiar with the idea of a web of information that is shared around the world. Contributions to this web come from every source, and every topic you can think of is covered.

Essential to the notion of the Web is the idea of an open community: Anyone can contribute their ideas to the whole, for anyone to see. It is this openness that has resulted in the astonishing comprehensiveness of topics covered by

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- ⇒ **Rights given to commercial publisher free of charge**
- ⇒ **Academic community purchases the work back from publisher**

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The “Broken” Journal



- **Issues/volumes/pages**
- **5000 words**
- **Many months to publish**
- **Not truly collaborative**
- **Limited, elite readership**
- **Stifle innovation**
- **Perpetuate global inequity**

Promotion & Tenure



- **Books & peer-reviewed journal articles highly valued.**
- **Blogs, wikis, website development, multimedia works, software tools, less so.**

Open Access Alternatives



- I. Publish in Open Access journals.**
- II. Self-archive in Open Access repositories.**

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- **You retain ownership/control**
- **Peer-reviewed, scholarly**
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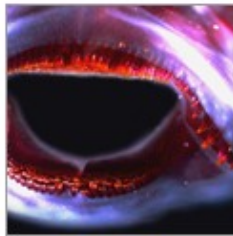
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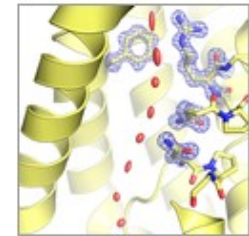
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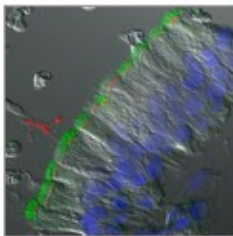
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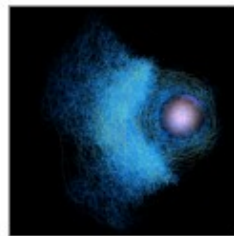
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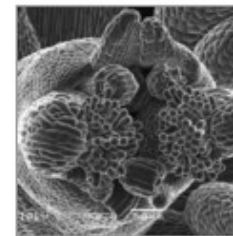
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I POLICY DEBATES AND CONTROVERSIES

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EDITORIAL INTRODUCTION

Education and Economic Crises
Andrew K. Shiotani

ARTICLES

The Effect of an Economic Crisis on Educational Outcomes: An Economic Framework and Review of the Evidence
M. Najeeb Shafiq



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Current Editors:
Terry Papillon Terry.Papillon@vt.edu
Andrew Becker abecker@vt.edu (Book Reviews)

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Vol 1 (2009)

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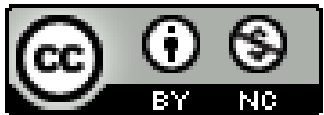
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1 Departamento de Bioquímica e Imunologia, Instituto de Ciências Biológicas, Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil, **2** Centro de Pesquisas René Rachou, Fundação Oswaldo Cruz, Belo Horizonte, MG, Brazil, **3** Departamento de Patologia, Instituto de Ciências Biológicas, Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil, **4** Departamento de Análises Clínicas e Toxicológicas, Faculdade de Farmácia, Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brazil

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Open Access, Open Education, Open Minds

Goddard, Lisa (2010) *Open Access, Open Education, Open Minds*. In: Edge 2010 conference: e-Learning: the horizon and beyond, October 12-15, 2010, St. John's, NL. (Submitted)



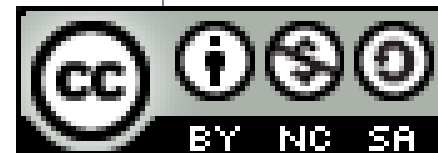
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Abstract

The culture of "Open" has a great deal to offer educators as they struggle to redefine teaching and learning in the context of ubiquitous connectivity, social media, and collaborative knowledge creation. The social web has empowered every person with internet access to publish & distribute information globally. No longer is "knowledge" owned and meted out by gatekeeper organizations. Commercial publishers of textbooks, academic journals, and educational software are increasingly challenged by free content that is being collaboratively developed by a distributed community of experts. The Open Access movement has convinced faculty members and academic libraries to reconsider traditional scholarly publishing models. The Open Textbook movement has exposed cheaper and more efficient ways to create, update, and distribute textbooks. The Open Courseware movement has successfully launched thousands of free online courses. The Open Data movement agitates to make government and other publicly funded data available freely online. This session aims to introduce the audience to the principles of Open Access, to summarize major post-secondary initiatives in this area, and to outline strategies for students and faculty who wish to participate in and support the movement towards Open Education.



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12.086 / 12.586 Modeling Environmental Complexity

As taught in: Fall 2008

A photograph showing a microbial community growing in the runoff of a hot spring in Yellowstone National Park. The image displays vibrant orange and yellow microbial mats surrounding a small, dark, circular pool of water.

Level:
Undergraduate / Graduate

Instructors:
Prof. Daniel Rothman

.....

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Course Features

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Course Description

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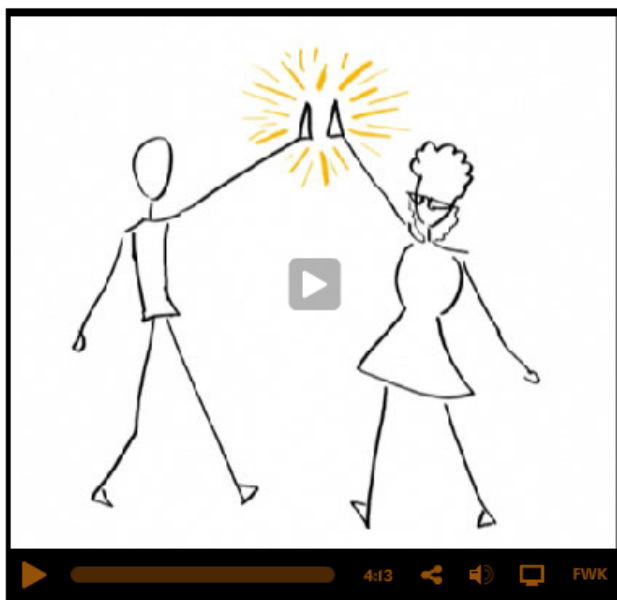
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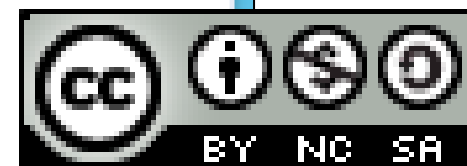
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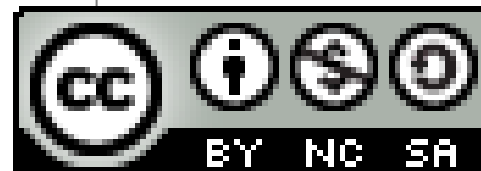
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Interactive simulation of molecule vibration and rotation modes

[Français]

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Télé-université, Université du Québec à Montréal (Canada)
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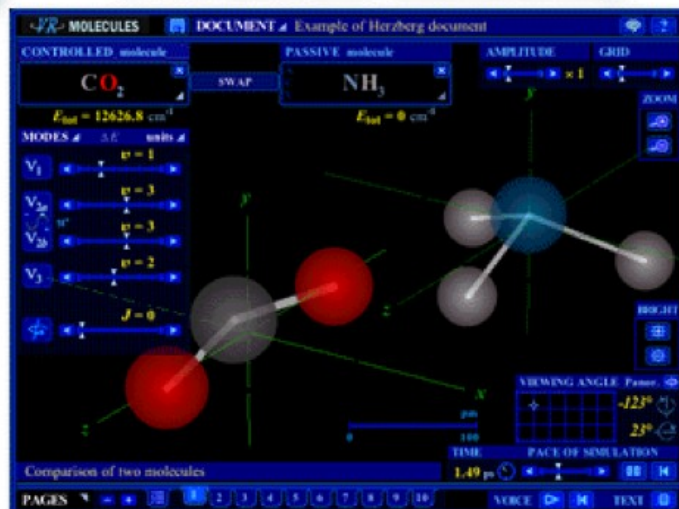


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Faculty Engagement

P&T Fears



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Policy on Access to Research Outputs

September, 2007

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Statement of support from Administration

Open Access at Concordia University A Report for the Office of Research

By Kathleen Shearer, MLIS, Consultant

March 27, 2009

Academic freedom and openness are the hallmarks of scholarship. Researchers publish their results, not for financial return, but to enable other researchers to build upon them and to contribute to the progress of knowledge in their fields. As such, most scholars want to share their work as widely as possible with colleagues, students, and others who may be interested.

The current scholarly publishing system does not reflect these needs and values. Skyrocketing costs of journal publications are greatly inhibiting the availability of research results.¹ The problem may

Collective Agreement



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Institutional OA Policies



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Harvard



BERKMAN CENTER FOR INTERNET & SOCIETY
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Harvard goes Open Access

February 13, 2008

From Berkman Fellow [*Melanie Dulong de Rosnay*](#)...

Yesterday, Harvard University's Faculty of Arts and Sciences (FAS) unanimously voted a motion on open access policy. FAS Faculty members now grant to the university a non-exclusive, irrevocable, worldwide license to distribute their scholarly articles, provided it is for non commercial uses. An opt-out mechanism allow Faculty members to waive this mandatory assignment upon request for some articles, for instance in the case of incompatible rights assignment to a publisher...

This mandated permission to the university contrasts with other approaches to open access, such as:

- self-archiving mandate, or obligation for authors to deposit their articles in open access repositories (research funded by NIH in the US, European Research Council, Wellcome Trust deposit mandate in the UK)
- negotiation by individual authors, without the bargaining power of an institution, to retain some of their rights to reuse and archive pre-print and/or post-print, immediatly or after an embargo period, through copyright addendum to be attached to publisher's copyright agreement, such as those proposed by [Science Commons Scholar's Copyright Addendum Engine](#), developed with SPARC and MIT,
- publication in open access journals, where authors' institutions often have to pay to be published (up to 3000\$ per article), instead of the library having to pay a subscription to access to published articles.

MIT faculty open access to their scholarly articles

March 20, 2009

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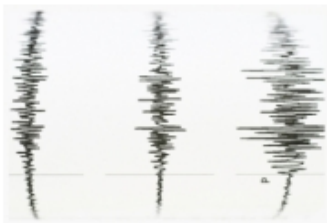
CAMBRIDGE, Mass., March 20 - In a move aimed at broadening access to MIT's research and scholarship, faculty at the Massachusetts Institute of Technology have voted to make their scholarly articles available to the public for free and open access on the Web.

The new policy, which was approved unanimously at an MIT faculty meeting on Wednesday, March 18 and took immediate effect, emphasizes MIT's commitment to disseminating the fruits of its research and scholarship as widely as possible.

"The vote is a signal to the world that we speak in a unified voice; that what we value is the free flow of ideas," said Bish Sanyal, chair of the MIT Faculty and the Ford International Professor of Urban Development and Planning.

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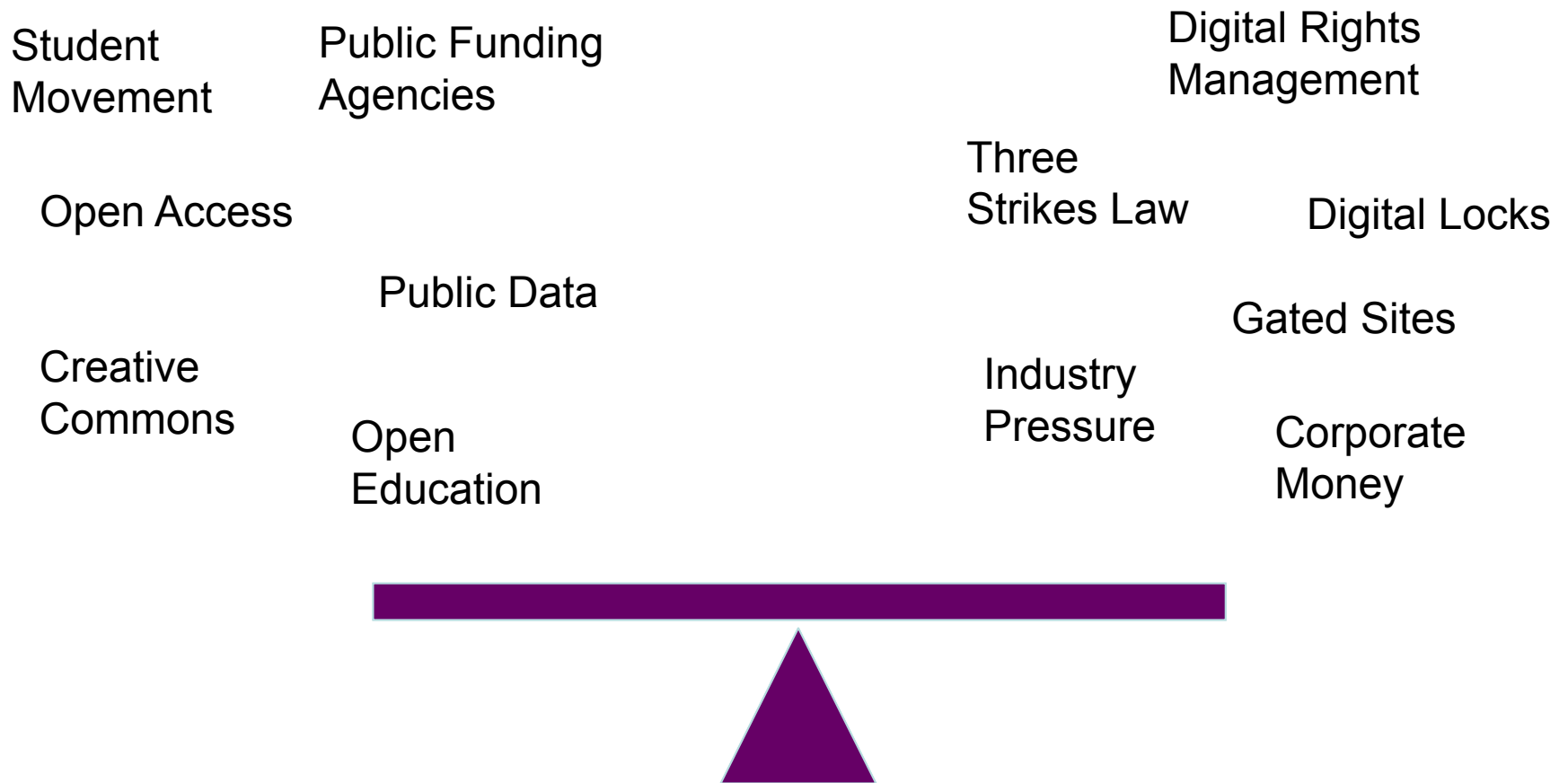
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Students can't access research essential to their education.

Over the past 20 years, the price of subscriptions to scholarly journals has increased over 260%, and even before the current recession, library budgets could not keep up with the staggering increase in journal prices. Journal prices continue to increase rapidly, yet libraries are lucky to see their budgets remain the same and many face sharp cutbacks due to weak economic conditions.

While some publishers continue to make 30% profit margins, students on campuses across the country are in danger of losing access to journals that provide them with cutting edge research – research crucial for a complete education in any field of study. Over the past year, the situation has become so serious that it has led a major university provost to call the acquisition of scholarly journals "one of the most daunting challenges that research universities face."

This unsustainable system must change. Students deserve the best possible education and should not be artificially constrained by the selection of scholarly journals their campus is able to provide.

The Student Statement on the Right to Research

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