What If We Give It Away?
November 2012

Lisa Spiro
NITLE/ Anvil

http://www.flickr.com/photos/ben_grey/4582294721/
http://www.flickr.com/photos/gadl/269616251/in/photosets
How I Embraced Openness: Starting a Blog

Digital Scholarship in the Humanities
Exploring the digital humanities

Welcome to Digital Scholarship in the Humanities
Posted on November 16, 2007 | Leave a comment | Edit

As someone with a strong interest in the digital humanities, I’ve been excited by recent reports calling for more support for digital scholarship, such as the ACLS Cyberinfrastructure report. At the same time, I’m aware that digital tools such as text analysis software have not yet been widely adopted by humanities scholars. I wonder: 1) what impact are digital tools and resources having on mainstream humanities scholarship? And 2) what would it take to produce solid digital scholarship, which I define (rather fuzzily, I admit) as scholarship that uses digital tools and resources in innovative ways, or experiments with new modes of...
Getting My Hands Dirty:
The DiRT Wiki

Digital Research Tools (DiRT)

This version of DiRT has been superseded by Bamboo DiRT, developed by Quinn Dombrowski and Project Bamboo. Bamboo DiRT makes several improvements over the old DiRT and is much more current. No new information will be added here as of 1/9/2012, but this wiki is still available for historical purposes. For more information, please see this message.

This wiki collects information about tools and resources that can help scholars (particularly in the humanities and social sciences) conduct research more efficiently or creatively. Whether you need software to help you manage citations, author a multimedia work, or analyze texts, Digital Research Tools will help you find what you’re looking for. We provide a directory of tools organized by research activity, as well as reviews of select tools in which we not only describe the tool’s features, but also explore how it might be employed most effectively by researchers.

https://digitalresearchtools.pbworks.com
DiRT Reborn

Welcome //

Bamboo DiRT is a tool, service, and collection registry of digital research tools for scholarly use. Developed by Project Bamboo, Bamboo DiRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software.

I need a digital research tool to . . .

- Analyze data
- Manage bibliographic information
- Analyze texts
- Manage tasks
- Author an interactive work
- Network with other researchers

ABOUT

Bamboo DiRT is a registry of digital research tools for scholarly use. (more)

Search

BROWSE

- New & Updated
- Recommended
- by Category
- by Tags

http://dirt.projectbamboo.org/
Defining the Values the Digital Humanities Hold in Common

- Openness
- Collaboration
- Collegiality & Connectedness
- Diversity
- Experimentation

Lisa Spiro, “‘This Is Why We Fight’: Defining the Values of the Digital Humanities”
manifesto for the digital humanities (THATcamp Paris)

“building a community of practice that is solidary, open, welcoming and freely accessible.”

“call for open access to data and metadata”
The digital humanities is not about building, it’s about sharing

The digital humanities is not about building, it’s about sharing
May 25th, 2011 § 27 comments

Every scholarly community has its disagreements, its tensions, its divides. One tension in the digital humanities that has received considerable attention is between those who build digital tools and media and those who study traditional humanities questions.

“...The promise of the digital is not in the way it allows us to ask new questions because of digital tools or because of new methodologies made possible by those tools. The promise is in the way the digital reshapes the representation, sharing, and discussion of knowledge.” (Mark Sample)
Openness is Core to Digital Humanities

Eric Johnson, “On a definition of “open humanities””
“the open humanities are those aspects of the humanities aimed at democratizing production and consumption of humanities research.”

--Eric Johnson, “On a definition of ‘open humanities’”
Collaborative, Open and Non-hierarchical:

THATCamp

http://www.flickr.com/photos/quinnanya/5802630334/
Road Map for Today’s Talk

• What: Frameworks for open humanities
• Why: Rationale for open humanities (with examples from DH)
• How: Overcoming challenges to open humanities:
  – Business models/ economics
  – Academic culture
• Case study: Anvil Academic

http://www.flickr.com/photos/grufnik/532789568/
DEFINING OPENNESS
Copyright Aims to Promote Innovation

“To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries” (US Constitution, Article 1, Section 8)
But the Copyright Has Been Extended to Life of Author + 70 Years

[Chart showing the duration of copyright terms for different acts from 1790 to 2008]
What Are the Incentives for Academics to Share?

http://www.flickr.com/photos/youraccount/5759294830/
Ideas Are Meant to be Shared

“He who receives an idea from me, receives instruction himself without lessening mine; as he who lights his taper at mine, receives light without darkening me.” (Thomas Jefferson)

Image: http://flickr.com/photos/furiousgeorge81/177926979/
Open science

From Wikipedia, the free encyclopedia

Open science is the umbrella term of the movement to make scientific research, data and dissemination accessible to all levels of an inquiring society, amateur or professional. It encompasses practices such as publishing open research, campaigning for open access, encouraging scientists to practice open notebook science, and generally making it easier to publish and communicate scientific knowledge.

Open science began in the 1800s when the societal demand for access to scientific knowledge reached a point where it became necessary for groups of scientists to share resources with each other so that they could collectively do their work. In modern times there is debate about the extent to which scientific information should be shared. The conflict is between the desire of scientists to have access to shared resources versus the desire of individual entities to profit when other entities partake of their resources.
Looking for “Open Humanities”

Search results

For search options, see Help:Searching.

open humanities

Open Humanities Press

The page "open humanities" does not exist. You can ask for it to be created, but consider checking the search results below to see whether the topic is already covered.

For search help, please visit Help:Searching.

Open Humanities Press

org/ Open Humanities Press is an international open access publishing initiative in the humanities, specializing in critical and cultural ...

3 KB (443 words) - 07:48, 15 January 2012
Varieties of Openness in DH

- Open Source
- Open Access
- Open Data
- Open Educational Resources
- Open Government
- Open Courses/Teaching

“Open is an attitude.” (Gardner Campbell, via Clint Lalonde)
Defining Open Access

“Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.”

--Peter Suber
Main Approaches to Open Access

- **Green**: disciplinary or institutional repositories
- **Gold**: publication in open access journals & books

http://www.opendoar.org/

http://www.doaj.org/
Choose Your Approach to Open Content: Creative Commons Licenses

License Features

Your choices on this panel will update the other panels on this page.

- Allow modifications of your work?
  - Yes
  - Yes, as long as others share alike
  - No

- Allow commercial uses of your work?
  - Yes
  - No

License Jurisdiction:

International

Selected License

Attribution-NonCommercial-NoDerivs 3.0 Unported

This is not a Free Culture License.

http://creativecommons.org
Sharing Is Consistent with the Aims of the Web (According to Tim Berners-Lee)

• Aim: Facilitate collaboration, sharing and management of scientific information
• Core principle of web: “that any person could share information with anyone else, anywhere.” (Berners-Lee)
• Built on open standards
WHY OPEN THE HUMANITIES?

http://www.flickr.com/photos/annnna/2228189828/
The Public Deserves Access to Research It Funds

It's so irrational to think that scientists are paid by taxpayers to do research and distribute it...

And then, all that work is going to be not made available to people.
Openness Promotes Core Humanistic Values

“making research process and materials available would demonstrate a commitment to the scholarly values of exchange, integrity, and open access that represent the better parts of academics’ nature.” (Chad Black)
Openness May Help Replace a Broken Economic Model: Serials Crisis (at Harvard)

- Prices of online journals from 2 major publishers have increased 145% over past 6 years
- Some journals cost as much as $40,000
- Result: declining funding for purchasing monographs
- Calls for open access

THE HARVARD LIBRARY

Faculty Advisory Council Memorandum on Journal Pricing

Major Periodical Subscriptions Cannot Be Sustained

To: Faculty Members in all Schools, Faculties, and Units
From: The Faculty Advisory Council
Date: April 17, 2012
RE: Periodical Subscriptions

We write to communicate an untenable situation facing the Harvard Library. Many large journal publishers have made the scholarly communication environment fiscally unsustainable and academically restrictive. This situation is exacerbated by efforts of certain publishers (called “providers”) to acquire, bundle, and increase the pricing on journals.

http://isites.harvard.edu/icb/icb.do?keyword=k77982&tabgroupid=icb.tabgroup143448
Openness May Help Address the Crisis of Audience

- Typical print run/sales for scholarly monographs: ~500 or fewer copies
- Post-1990 books at Cornell Libraries that have never circulated: 55%

See John Unsworth, “The Crisis of Audience”
Revivifying Academic Publishing: Planned Obsolescence

Planned Obsolescence

"It's not the nineteenth century anymore, and it may be too late for the world to be changed with a book."

~ Maria Bustillos

There's a delicious ambiguity in that sentence: is it too late for a book — the literal, physical object — to change the world, or is it too late for any textual form? This text isn't yet a book, though it's headed in that direction. And possible or not, it's determined to change the world, or at least the small segment of it where our colleges and universities reside.

And it's attempting to begin creating that change here, with this site. One of the points that this text argues hardest about is the need to reform peer review for the digital age, insisting that peer review will be a more productive, more helpful, more transparent, and more effective process if conducted in the open. And so here's the text, practicing what it preaches, available online for open review.

I'll be relying on these reviews in revising the manuscript before its final submission. If all goes according to plan, the book will be forthcoming from NYU Press*, which is sending the

http://mediacommmons.futureofthebook.org/mcpress/plannedobsolescence/
“If you publish in a journal which charges for access, you are not published, you are private-ed.” (Dave Parry)
The New Metrics of Scholarly Authority: Be Visible

- Information abundance = shift in establishing scholarly authority
- Old model: scholarly credentials, affiliation w/ top publisher, # of citations
- Web 3.0 model: “algorithmic filtration” of authority based on...
  - % of doc quoted in other docs
  - Attention devoted to it online
  - Nature of language in comments
  - Inclusion of a document in lists of "best of," syllabi, indexes, etc

Best to make your work as accessible as possible.

---

The Chronicle of Higher Education

The New Metrics of Scholarly Authority

By MICHAEL JENSEN

When the system of scholarly communications was dependent on the physical movement of information goods, we did business in an era of information scarcity. As we became dependent on the digital movement of information goods, we find ourselves entering an era of information abundance. In the process, we are witnessing a radical shift in how we establish authority, significance, and even scholarly validity. That has major implications for, in particular, the humanities and social sciences.

Open Access Can Result in More Citations

- Open access increases downloads
- **Most studies** find it increases citations

http://www.plosone.org/article/info:doi/10.1371/journal.pone.0013636
Sharing Openly Can Enlarge Audience: Mike Wesch’s “The Machine Is Us/ing Us”

Hat tip Jason Baird Jackson
Open Access Increases Visibility: Melissa Terras

“Open access success stories

“You can spend years producing a research paper, why would you not spend the time it takes to deposit it in an open access repository, and the seconds it takes to share that copy online with as many people as you possibly can”? (Terras)

Chart of the Download Activity for Terras’ “Digital Curiosities” from UCL “Discovery” repository.

“What Happens When You Tweet an Open-Access Paper” Journal of DH
Open Publications Can Reach Larger Audiences: Digital Humanities Quarterly

“Being open-access, it can offer a freely accessible view of the field to those who are curious about it, and can also provide a publication venue that is visible to readers (and potential authors) from these other domains.” (Flanders, Piez & Terras)
Open As Part of New Publishing Models: Hacking the Academy

Hacking the Academy a book crowdsourced in one week

About the Book

MPublishing, the publishing division of the University of Michigan Library, is pleased to announce the open-access version of Hacking the Academy, The Edited Volume. The volume is forthcoming in print under the University of Michigan Press digitalculturebooks imprint.

This volume was assembled and edited by Dan Cohen and Tom Scheinfeldt from the best of over 300 submissions received during a spirited week when the two editors actively solicited ideas for how the academy could be beneficially reformed using digital media and technology. For more on the unusual way this book was put together, please start with Cohen and Scheinfeldt’s preface.

Introductions

Preface | Dan Cohen and Tom Scheinfeldt
Why “Hacking”? | Tad Suiiter

Hacking Scholarship

Getting Yourself Out of the Business In Five Easy Steps | Jason Baird Jackson
Burn the Books/Books | David Parry
Reinventing the Academic Journal | Jo Guldi
Reading and Writing | Michael O’Malley
Voices: Blogging | Matthew G. Kirschenbaum, Mark Sample, Dan Cohen
The Crisis of Audience and the Open Access Solution | John Unsworth
Open Access Publishing | Kathleen Fitzpatrick

http://www.digitalculture.org/hacking-the-academy/
Open Humanities = Mashups and Remixes
Mark Sample’s *Hacking the Accident*

Table of Contents

**Invasions**
- Preliminary | Dan Cohen and Tom Scheinfeldt (Oscillation)
- Why “Hacking”? | Tad Suiter (Oscillation)

**Hacking Schoolmate**
- Getting Yourself Out of the Busybody in Five Easy Stepparents | Jason Baird Jackson (Oscillation)
- Bursary the Bobbies/Bookmarks | David Parry (Oscillation)
- Reinventing the Accessory Joyride | Jo Guidi (Oscillation)
- Reaper the Yak | Michael O’Malley (Oscillation)
- Volleys: Blogging | Matthew G. Kirschenbaum, Mark Sample, Dan Cohen (Oscillation)
- The Crochet of Augury and the Open Accompanist Song | John Unsworth (Oscillation)
- Open Accompanist Puffball | Kathleen Fitzpatrick (Oscillation)
- Open Accompanist and Scholarly Vanes: A Convertor | Dan Cohen, Stephen Ramsay, and Kathleen Fitzpatrick (Oscillation)

[http://hacking.fugitivetexts.net/](http://hacking.fugitivetexts.net/)
“Could web technology help us to fix some of the weaknesses we identified in the traditional processes of (solitary) writing, (secretive) blind peer reviewing and (slow and exclusive) paper-based publication? If we pulled back the curtain, encouraged collaboration and dialogue between all participants, and conducted the process on the open web, what types of scholarship might result?”

Kristen Nawrotzki and Jack Dougherty, “Online history book takes peer review to a new level”

[emphasis added]
Open Peer Review: Writing History in the Digital Age

"the volume blurred the boundaries between a conference and a book, between speech and text" (Charlotte D. Rochez)

http://writinghistory.trincoll.edu/
Open, Digital Publishing in the Humanities: Anvil Academic

- Collaborative initiative of NITLE & CLIR
- Focuses on born-digital humanities works
- Open access
- Experimental

http://anvilacademic.org/
What Anvil Intends to Provide

- Authors retain copyright
- Open access publishing
- Rigorous review
- Editorial services
- A publisher’s imprimatur
- Marketing and promotion
- Assistance with stewardship of digital scholarship
- Building community, to the benefit both of the work itself and the author’s reputation.

- Opportunities to catalyze new publishing models.
- Use of Anvil as an accelerator, fostering experimentation, including with new business models.
- Opportunity to work with like-minded publisher & scholars in creating compelling alternatives to the monograph.
Prospective Anvil Series

• Built Upon: making use of existing tools & archives
• In Progress: developmental review of newish works
• Modular, interactive, collaborative open educational resources (MICOER?)
Building Community: HASTAC Forums

Openness in Academia

The spirit of openness is gaining traction in academia, both with faculty who are coming to embrace openness in their teaching, research, and publications and with administrators who work to introduce openness in institutional policies. More than a dozen major universities now offer some of their course content to the general public through the use of OpenCourseWare or similar tools; hundreds of universities have committed to making research available through open access policies; and more than 5000 open-access journals are publishing scholarly work.

Yet this progress — and for the HASTAC community, there can be no doubt that this must be considered progress — can obscure or restrict important conversations about the significant challenges to embracing openness in academia. For one thing, the stakes vary depending on an academics career stage and...
Openness Allows Community Input (and Better Ideas): ACH & All Our Ideas

http://www.ach.org/open-agenda-setting-2012
Openness Facilitates Knowledge Sharing & Learning: DH Questions & Answers

http://digitalhumanities.org/answers/
Openness Increases the Value of Data

http://opencontext.org/
Access to Data Is a Prerequisite for Text Mining

http://ra.tapor.ualberta.ca/~digging2data/
Openness Can Lead to Better Software (and Communities around that Software)

http://omeka.org/
“Participating in the Bazaar” (Jeremy Boggs)

Why share code?
• Enable work to be replicated
• Facilitate better evaluation
• Recognize and reward contributions
• Make projects more sustainable
• Exchange knowledge
Openness Is Good Future Proofing

What does it mean to future-proof a DH project?

I think there are several things you can do to future-proof a project:

* Is the project’s data easily obtainable (preferably in a single download)?
* Is the data under an open license?
* Is the functionality well-documented?
* Does it use Open Source code?
* Is any custom code released under an open license?
* Is the code (and documentation) published in a repository, like Sourceforge or Github?
* Can the whole project be indexed and cached by search engines and the Internet Archive?
* Is there an institutional commitment to maintaining it (as Dorothea says, the library may be a good candidate)?

Openness Promotes Educational Innovation (and Credit for Sharing)

http://triproftri.wordpress.com/2012/03/08/acknowledgments-on-syllabi/

http://chronicle.com/blogs/profhacker/forking-your-syllabus/39137
Open Educational Resources Promote Learning:

The Programming Historian 2

The Programming Historian 2

Lessons · About · Blog · Submissions

Open Source, Open Access

The PH2 is committed to accessibility. All contributed lessons must make use of open source programming languages and open source software. This policy is meant to minimize costs for all parties, and to allow the greatest possible level of participation. We believe everyone should be able to benefit from this book, not just those with large research budgets that can be spent on software.

The PH2 is focused on accessibility as well as sharing credit where it is due. Upon acceptance, authors agree to release their lesson under a Creative Commons Attribution 3.0 Unported license, also known as a “by” license.
Bill Turkel on Openness and the Motivation for the Programming Historian

“My priority is to help train a generation of programming historians... when those few sit down at their computers, I want them to know that they’re not alone and to have access to the community, tools, and information needed to succeed in their research or teaching. Only one ‘institution’ can make this happen: the kind of commons-based peer production that can form around open-source / open-access / open-content projects.”
Openness Facilitates Translation

**the Programming Historian, parte I**

Algo habíamos mencionado aquí en Tapera, hace algún tiempo, pero sin prestarle la atención debida. Bill Turkell detuvo "Digital History Hacks" -uno de los blogs más importantes en historia digital- pero casi al mismo tiempo comenzó a publicar un libro en formato wiki: **The Programming Historian**. (Los autores son William J. Turkel, Adam Crymble y Alan MacEachern. El libro se publica bajo el auspicio del departamento de historia de la University of Western Ontario y NiCHE: Network in Canadian History & Environment). El libro es una especie de tutorial políglota (utilizada distintos lenguajes, diferentes programas) para aprender a programar. Aunque por ahora su fuerte es Python. Python es un tremendo lenguaje de programación orientado a objetos, bastante intuitivo para, por ejemplo, trabajar con textos, pero también abierto y gratuito, y, además, poblado de librerías con funciones para distintas especialidades. No sé qué tan útil resulta conocer cierto lenguaje de programación a los historiadores o a los cientistas sociales; supongo que mucho en la medida en que las bibliotecas son cada vez más digitales. Supongo que en el terreno de la docencia el conocimiento de estas lenguas posee un altísimo potencial. Lo cierto es que, en la actualidad, vendrían bien tutoriales sobre base de datos; muchísimas investigaciones encajan en ese género o trabajan con esa metodología, sin embargo mucho menos del 1% de esos trabajos nos
Impact of the Programming Historian

For self-education

Chad Black

“a great tutorial to evangelize scripting to everyday-working-historians who are curious enough to give programming a try.”

(Caleb McDaniel)

As part of classes

WEEK 3 (9/10)

- Intro to quantitative methods.
- Franco Moretti, *Graphs, Maps, Trees*.
- Unsworth et al. “How Not to Read a Million Books.”
- Exercises 1–3 (through “Working with Files and Web Pages”) from The Programming Historian.

Matt Wilkens’ “Digital Humanities” grad class

Sep 20: Data manipulation [david]

- Scan tutorials at [programming historian](https://www.programminghistorian.org)
- Lab: massassing your data for future mapping/visualization/analysis
- Key skills: perl, python, more PHP

Fred Gibbs’ *Programming for Historians*
Let’s create a networked, open digital humanities certificate program (NODHC?)

• DH risks exclusivity b/c “there are few formal ways that people can train” (Rockwell)
• Current system mostly requires being at right place at right time
• Support is needed to continually develop skills
• DH community has an opportunity to take the lead in experimenting with new educational models

The Open Scholar: Doing Research in the Open
Caleb McDaniel

Welcome

My name is W. Caleb McDaniel, and I'm an assistant professor of history at Rice University. I started this website as an experiment in what it might look like to conduct my research for a scholarly work of history totally in the open. There is also a companion Omeka site where I will be posting many of the primary sources I discover.

To explore the site and see what I'm doing right now, you may want to begin with these pages:

- Project Description: an evolving description of my interests
- Reading List: a (partial) list of what I'm reading or re-reading for the project
- Archives: places where I am doing or want to do research

You can also see the scratch pad: I am using to jot down notes and ideas on the fly from my iPhone. My research assistant is also collecting some citations in an Zotero Group.

A few things you might also want to know:

Why are you doing this?

Good question, and I'm writing up an answer that I'll post soon.

Can anyone see this site?

This site is on the open web, meaning you can read any part of it and link to any of the pages. For the time being, however, I have hidden the site from Google and other search engines using a robots.txt file. That's the small way in which I'm trying to distinguish what will be published here (sprawling, unfinished, and fragmentary notes) from the finished works of scholarship I hope to publish on the basis of these notes.

http://wcaleb.rice.edu:4000/
Challenges Facing Open Humanities

- Cultural
  - Incentive system in academia works against change

- Economic
  - How will we pay for open access? (or: how can we afford not to?)

[Image: http://www.flickr.com/photos/parmiter/2521266538/]
Faculty Attitudes Resist Change

“a fundamentally conservative set of faculty attitudes continues to impede systematic change [to the scholarly communications system].” ITHAKA Faculty Survey 2009
"How Not to Reform Humanities Scholarship": Assumption that OA Not Rigorously Peer Reviewed

By Gary A. Olson
The Modern Language Association—the principal organization representing the disciplines of English and foreign languages—held its annual convention in January, and while the event was in session, I received calls from a handful of deans and department chairs. They were concerned about a trend they found alarming: the growing number of commentators there who were recommending changes in how the discipline conceives scholarly work.

Enlarge Image
Open Scholarship Does Not Destroy Peer Review

“OA is compatible with copyright, peer review, revenue (even profit), print, preservation, prestige, quality, career-advancement, indexing, and other features and supportive services associated with conventional scholarly literature.” (Peter Suber)

http://www.flickr.com/photos/naturewise/1174298274/
Fear of Sharing Too Early (and Revealing Imperfection)

How open should open research be?

by Lisa Spiro  in Uncategorized  [Edit]

As I strive to be a “digital scholar,” I’m committing myself to making my research as open as possible, sharing my bibliographies and publications online, posting notes on this blog, and offering more polished (but still kinda rough) thoughts about larger issues in my Digital Scholarship in the Humanities blog. By being open, I can try out ideas, get feedback, and, I hope, serve the research community by stimulating discussion and pointing to relevant resources. But when I start exploring an idea, my research notes are often sloppy, cryptic, and all-too-revealing of my ignorance. Does anyone really want to see this stuff—the notes on book work mak and prod igno Altei work read look from wise resu

Jean-Claude Bradley
May 25, 2008 @ 14:23:57 [Edit]

To answer the title of your post I think your research should be as open as you want it to be. Just like in a conversation with a colleague you must couch your statements with appropriate qualifiers. If something is a speculation state that. If you are more confident about other statements then try to back your claims with links to data. Most people will get that.

Ultimately, I think the best reason for being open is very selfish: you get to connect with people who share your thought-space.

http://lisaspiroresearchnotes.wordpress.com/2008/05/24/how-open-should-open-research-be/
Open Access Mandates Signify Commitment & Change Behavior

- NIH
- Harvard
- MIT
- Trinity University
- Bucknell
- Rollins College
- Hope College
- Oberlin College

Open Access Policies

“The goal of university research is the creation, dissemination, and preservation of knowledge. At Harvard, where so much of our research is of global significance, we have an essential responsibility to distribute the fruits of our scholarship as widely as possible.”

Steven E. Hyman
Provost of Harvard University

http://osc.hul.harvard.edu/policies

See Registry of Open Access Repositories
But Attitudes May Be Changing: White House OA Petition

WE PETITION THE OBAMA ADMINISTRATION TO:

Require free access over the Internet to scientific journal articles arising from taxpayer-funded research.

We believe in the power of the Internet to foster innovation, research, and education. Requiring the published results of taxpayer-funded research to be posted on the Internet in human and machine readable form would provide access to patients and caregivers, students and their teachers, researchers, entrepreneurs, and other taxpayers who paid for the research. Expanding access would speed the research process and increase the return on our investment in scientific research.

The highly successful Public Access Policy of the National Institutes of Health proves that this can be done without disrupting the research process, and we urge President Obama to act now to implement open access policies for all federal agencies that fund scientific research.

Created: May 13, 2012
Issues: Economy, Education, Science and Space Policy

https://petitions.whitehouse.gov/petition/require-free-access-over-internet-scientific-journal-articles-arising-taxpayer-funded-research/wDX82FLQ
ACH response to White House RFIs on open access to research

Submitted by nowviskie on Fri, 01/06/2012 – 14:14

Today, the ACH issued a response (PDF) to two Requests for Information made by the US White House Office of Science and Technology Policy.

On behalf of the digital humanities community we represent, ACH strongly advocates open access to federally-funded research and research publications, and the inclusion of humanities voices in these crucial conversations.

We urge ACH members and other interested individuals to respond as well. The OSTP’s deadline is January 12th.

Attachment Size
OSTP RFIs.pdf 115.58 KB
Building Reputational Capital: Open Humanities Press

• Aims to address decline of humanities monograph through open access publishing
• Upholds rigorous peer review standards
• Promotes community, diversity, new forms of scholarly collaboration
• Assembled prestigious editorial board, e.g.
  – Stephen Greenblatt
  – N. Katherine Hayles
  – J. Hillis Miller
  – Jerome McGann

http://openhumanitiespress.org/
How Anvil Hopes to Promote More Open Attitudes toward New Model Scholarship

- Put together prestigious advisory & editorial boards
- Develop and apply rigorous peer review standards, building on prior work
- Advocate for digital scholarship
The (Bizarre) Economics of Scholarly Publishing

- Faculty and grad students (paid by universities and grant funds) perform and write up the research.
- Faculty serve as (unpaid) peer reviewers and members of journal editorial boards.
- Publishers edit, package and distribute the content, selling it to libraries.
- So universities are paying to produce and peer review research, then buying it back.
Scholarly Publishing Math

<table>
<thead>
<tr>
<th>Amount</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 billion</td>
<td>Elsevier’s profits in 2009</td>
</tr>
<tr>
<td>$730</td>
<td>Amount available if you divide Elsevier’s profit by the ~1.5 million articles published annually</td>
</tr>
<tr>
<td>£1.9 billion</td>
<td>Estimated value of time donated for peer review globally, annually</td>
</tr>
</tbody>
</table>

Elsevier’s profit margin in 2010: 36%

Heather Morrison; “Unpaid peer review is worth £1.9bn”
We Have the Money, We Need the Model (and Will)

“there is enough money to do everything that the system does—the publishing, the pre-publishing, the reviewing, and more—if we could figure out how to reconfigure that industry.”

--Paul Courant, University of Michigan, Quoted in Harley and Acord

http://www.flickr.com/photos/sathishcj/303989645/
Some Business Models for Open Access

- **Collective re-direction of funds** (SCOAP 3)
- Publication fees (typically paid by authors, often via grants)
- **Membership fees**
- **Institutional subsidies** (university, funding agency, etc)
- Hybrid OA: some articles are OA, others require subscriptions
- Endowments
- **Crowdsourcing** (e.g. Ungluelt, Kickstarter)
Arguments against Open Access Publishing Falsely Assume It Involves Author Fees

But only around 30% of full open-access journals in the Directory of Open Access Journals charge publication fees (Suber).

Open Access is “open for readers but not for authors. Readers get content free while authors have to pay to publish it.” (Robert Dingwall)
Geffert’s Proposal: Redirect Library Acquisition Budgets to Support Open Publishing

Assumption #3

Combined acquisitions for all Oberlin-Group schools, FY08-09
$100,356,370

$500,000
represents 0.5% of this budget

Hence the Oberlin Group could support a press
if each library contributed
0.5%
of its acquisitions budget.

Bryn Geffert, A Future for Publishing and Scholarly Communication
Shifting Control to Scholars & Libraries: **SCOAP 3**

- Gives greater control to library & science community
- 1000 libraries, research institutions & funders pay into common €10 million fund to cover Article Processing Charges for peer review & editing, redirecting subscription funds
- 12 journals in particle physics (PP) publish SCOAP$^3$ articles as CC-BY; **90%** of articles in PP to be OA from 2014
- Publishers cut subscription fees for participating libraries
- Peter Suber: “the peaceful revolution”
“What is so inspiring about Michigan's experiment is its selfless audacity, its resolve to produce good, free books without waiting for other institutions to reciprocate.” (Bryn Geffert)
Partnerships among Scholarly Societies & Libraries: Open Folklore

“a new model for collection development and scholarly communication for building digital collections of the future. Besides providing open access to research materials, the portal at the Open Folklore project offers full-text searching …. also actively works to encourage partnerships, by encouraging its partners to collaboratively digitize materials, place them in open-access digital repositories and share them with the folklore community” (2010 Association for Library Collections & Technical Services Outstanding Collaboration Citation)

http://openfolklore.org/
Crowdfunding: DS 106 on Kickstarter

**DS106: The Open Online Community of Digital Storytellers**

by Jim Groom

Funded! This project successfully raised its funding goal on April 16, 2012.

164 backers

$12,643 pledged of $4,200 goal

0 seconds to go
How Anvil Approaches Business Models for Open Publishing

• Hybrid model necessary

• Components of strategy include:
  – Keeping costs low
  – Grant funding for starting up
  – Institutional & individual memberships
  – Fee for services
  – Selling derived works, e.g. app versions
How to Go Open

• Retain your rights as author
• Advocate for open access
• Share your work via institutional or disciplinary repositories or your blog
• Share your data
• Participate in open communities
• Contribute to open peer review
• Publish your work with open publishers
• Support collective action
• Embrace openness as an attitude and practice
Why We Should Open the Humanities?

- Enlarge access
- Reach more diverse audiences
- Build community
- Enable computational methods
- Revitalize the humanities
“I think that what we do—striving to understand human experience in a chaotic world—is so crucial that we need to share what we learn, every step along the way. Only then do all the lonely hours we spend tracing sources, reading, and writing make sense.”

(Mark Sample)
What next? Let’s talk…

• Should we open the humanities?
• How can we open up the humanities?
• How can we overcome:
  – Economic barriers
  – Cultural barriers

Slides to be available at Digital Scholarship in the Humanities blog
Bookmarks at http://www.diigo.com/user/lspiro/open-humanities
lspiro@nitle.org
Selected Bibliography (I)

Bibliography (II)


Bibliography (III)


