A Focus on Open Education

Heather Joseph
Executive Director, SPARC
COASP 2019
Royal Danish Library
Copenhagen, Denmark
September 25, 2019
SPARC’s mission is to set the default to “open” in research and education.
We advocated for Open Access in order to address:

- spiraling costs
- lack of access
- lack of utility
- limited inclusion of voices
- concerns over consolidation
“I end up doing my research on what I have access to, rather than what I might need to know…”
“...But what’s worse, I end up teaching my students what I have access to, rather than what they might need to know.”

- Dr. Gary Ward, University of Vermont
“Open Access will 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.”
Open Textbooks & Open Educational Resources

Nicole Allen @txtbks
Director of Open Education

SPARC

except where otherwise noted
see slideshare.com/txtbks
Striking similarities between the issues in the textbook market and the journal market.
Library budgets, journal prices, and the Consumer Price Index

[Graph showing trends in serial expenditures, serial unit cost, monograph costs, and prices.]
CONSUMER PRICES

COLLEGE TEXTBOOKS

ALL ITEMS

Data Source: Bureau of Labor Statistics

SPARC
Captive Market

- Student
- Publisher
- Professor

Money → Publishers

Textbooks → Professor

Decision → Student
3 commercial companies control ~85% of the U.S. college textbook market.
This semester, I spent $500 on textbooks, when I could have spent it on bills.

#textbookbroke
2 in 3

Students say they decided against buying a textbook because cost was too high.

Source: USPiRG
Students say they have taken fewer courses because textbook costs were too high.

Source: Florida Virtual Campus
<1 in 2

Students purchase a current edition of their textbook

Source: Book Industry Study Group
Students can’t learn from materials they can’t afford.
Use “open” as an enabling strategy to make textbooks available to all students.
OPEN
FREE + REUSABLE

5Rs

Reuse
Revise
Remix
Redistribute
Retain
With a very few exceptions, OA and OER have not captured attention of Higher Education Institution leadership.
However – this is now changing.
The academic publishing market is changing.
https://sparcopen.org/our-work/landscape-analysis/
Major players in the industry are rapidly moving from content-provision businesses to data analytics businesses.
New business models involve **infrastructure** that is critical to conducting the **end-to-end** business of the university.
Infrastructure is important, but it's really about the data...
...and about the transparency (or lack thereof) of the algorithms used to analyze the data.
This has profound implications for Higher Education Institutions’ control of their missions, finances, and operations.
We now have the **attention** of Higher Education Leaders.
What can we **do** about this?
There are immediate actions that higher education institutions can and should take, and many of them center on using ‘open.’
# A roadmap to lock open the academic infrastructure

<table>
<thead>
<tr>
<th>Algorithms</th>
<th>Risk Mitigation</th>
<th>Strategic Choices</th>
<th>Community Solutions</th>
</tr>
</thead>
</table>
|            | - Data coordination  
|            | - Data policies  
|            | - Privacy policies  
|            | - Open procurement | - Tasks automation (admissions, grading, etc.)  
|            |                  | - Commercial exploitation of research data | - Commercial exploitation of research data  
|            |                  |                  | Infrastructure plan |
| Metrics    | - Data coordination | - Metrics review | |

**Timing for launch**
- ASAP
- 3-12 months
- TBD (9-18 Months?)
Higher Education Institutions need to:
Consider data as a **strategic asset**, and revisit and **revise** institution-wide data policies.
Establish central point of data coordination; i.e., Chief Data Officer/Data Coordination Committees, etc.
Develop **principles** to help guide purchase of research and education infrastructure and services.
Good Practice Principles for Scholarly Communication Services

COAR and SPARC have developed seven good practice principles to ensure that scholarly communication services are transparent, open, and support the aims of scholarship. These principles can be used by users to make decisions about which services they will contract with, and by service providers to improve their practices and governance.

GOOD GOVERNANCE

The service has strategic governance that allows community input on the direction of the service and operational governance with community representation and decision making power.

OPEN STANDARDS

The service uses open APIs to enable interoperability, and adheres to open standards. Ideally, the platform is based on open-source software, but in cases where it is not, user-owned content is managed according to well-established, international standards.

FAIR DATA COLLECTION

Only data necessary for the service's provision are collected from users and the type of the data collected and how they are used is clearly and publicly articulated.

TRANSPARENT PRICING AND CONTRACTS

The service's contract conditions and pricing are transparent and equitable, with no non-disclosure agreements included.

EASY MIGRATION

User-owned or generated content can be easily migrated to another platform or service upon termination of contract, without any additional fee from the service provider.

SUCCESION PLANNING

If the service is a nonprofit, the organization’s bylaws state the conditions and terms governing how the organization may be transferred or wound down. If the service is provided by a for-profit entity, the contract/agreement should not be assignable to another entity without the client’s express permission.

OPEN CONTENT

Content, metadata and usage data are immediately, openly and freely available in machine-readable format via open standards, and using licenses (like CC0 or similar) which facilitate reuse.

These principles are informed by Principles for Open Scholarly Infrastructure-v1 by Bilder G, Lin J, Neylon C (2015) © 2019 COAR and SPARC, subject to a Creative Commons Attribution 4.0 International License.
Review and revise infrastructure procurement and contracting process to ensure appropriate ownership and use of all institutional data.
Use adherence to principles to make sure contracting terms and conditions are aligned with institution’s values and mission.
• No NDAs
• Retention of data ownership
• Open/transparent algorithms
• Affordable/timely Data migration
• Perpetual post-cancellation rights
• Preference for open source solutions
• Prohibition of disclosure of individual data to third parties
• And more…
Goal is to lock this emerging market open for competition – including “born open” infrastructure.
March 27, 2019

JANET NAPOLITANO, PRESIDENT

MICHAEL T. BROWN
PROVOST AND EXECUTIVE VICE PRESIDENT

Re: Concerns Regarding the Use of Research Information Management Systems (RIMS)

Dear Janet and Michael,

At its March 20, 2019, meeting, the Academic Council reviewed the attached report and recommendations from the University Committee on Academic Computing and Communications (UCACC) and the University Committee on Library and Scholarly Communication (UCOLASC) concerning administrators’ use of research information management systems (RIMS) to assess faculty.

The UCACC and UCOLASC report echoes concerns expressed by UCAP last year about campuses’ use of Academic Analytics, one RIMS that collates quantitative data on faculty research productivity. The report details broad concerns about RIMS that relate to 1) the use of data analytics for faculty advancement, strategic priority-setting, and resource allocation; 2) issues with the quality, reliability, and transparency of the data and algorithms used by RIMS for evaluation; and 3) the continued encroachment of commercial third party systems into core university operations and data without well-defined policies governing their use and appropriate safeguards.
The SPARC report concludes:

“We believe there is still time for the academic community to act, and now is the time to do it. By taking stock of the situation, asking the right questions, and choosing the right course of action, the academic community can prevent itself from winding up in a position where it is obliged to follow a path out of its control and harmful to its future.” pg. 41

We therefore propose that this report and a resolution on behalf of the Academic Senate that endorses the above recommendations be sent to the President.
Open Education is a process.
Creating a comprehensive strategy to catalyze progress towards a research and education ecosystem that is truly open and equitable for all.
Looking forward to our discussion.
Thank You.