

SILS 490
Open Access for Library & Information Professionals

Summer Session 1 2021

Class Hours: asynchronous

Instructor: Jennifer Solomon
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Office: Zoom/Phone
Office Hours: By appointment

Course Description and Goals

What is diversity, equity and inclusion and how does it relate to Open Access?

In this course, we will explore the current state of diversity, equity and inclusion (DEI) efforts in the Open Access movement, examine best practices for library services, and develop strategies to prepare for the future. Throughout the course we will learn about the human, technical, and structural challenges to Open Access, and also why DEI is an integral part of scholarly communications. This course aims to provide an intensive opportunity to become conversant in foundational topics related to DEI and Open Access, including effective communication, emotional labor management, and empathy.

To facilitate students' professional development, the majority of the course will be devoted to applied learning situations, creative projects, and discussions. By the end of the course, students will be able to define and explain core concepts related to DEI and Open Access. Students will critically engage with the Open Access movement, tackling issues such as underrepresented voices, accessibility, and labor. Last, but not least, this course aims to help students become more comfortable engaging with a topic that is dynamic, timely and rapidly evolving.

Academic Work During COVID-19

Like you, I am at home and working during this pandemic. For me, that means I'm in Chapel Hill, but I know that for some of you, that is not the case. Please let me know about any challenges you face with internet access, technology, personal space, care-giver responsibilities, and I will work with you to make accommodations. As the COVID-19 situation progresses, we will follow any updates to the University guidance.

Honor Code

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read the provisions of the Honor Code (<http://instrument.unc.edu>), making certain you understand and adhere to them, and ask me to clarify any questions you have

regarding the Code. The Honor Court is a terrible process for everyone, but I will pursue if there are any issues with plagiarism.

Course Page

Available on Sakai:

Texts

There are no textbooks for this course. All reading assignments are listed by week and are available online as Open Access resources.

Evaluation

Your course grade is based upon the following assignments:

1. Reading Notes (20%): Five Sets

Due: Your choice of 10 weekly sets of notes. The purpose of the reading notes is to help you apply your experiences (through work or other courses) to the issues discussed in the readings. There is no page limit, but I would estimate 5 pages per set of notes.

- For each week, I will pose several questions that you can use for your reflection, but you may also choose to focus on a question of your own.
- Each point you reflect on should include the **quote** and **page number** from the reading, so that I am clear which sections you are critically analyzing. In your reflections you can relate the reading to your own life, compare it to another reading we've done, or take a specific point raised in the reading and respond to it.
- I will return them to you within one week and provide feedback on your thoughts and questions. I hope that these notes will be valuable for you as another method of communication with me, a resource for course discussions and activities, and helpful to you in planning your course project.

Please email me your reading note each week by Friday at 5 pm.

Optional: If you would like to share your reading notes with your classmates, please do so in Sakai!

2. Three Recorded Sessions: Think, Pair, Share (40%)

Throughout this course, we will engage with challenging topics and materials, and my goal is for you to become more comfortable speaking up about important DEI issues. This can be an exercise in vulnerability and trust, but it is very important that you attempt each scenario with an open mind. I will assign you to small groups by Week 2.

- You will then schedule a time to create a short audio or video recording of your conversation. Each recording will be 8-10 minutes (maximum) and should include the following elements:

- Introduce yourself
 - Identify the topic and why it is important to DEI
 - Ask and answer 2-3 questions thoughtfully. By this, provide enough context that a viewer/listener could understand the purpose and meaning.
 - Provide a link or reference to a resource or material that helped you think about this issue.
- Tips:
 - Write and share your questions ahead of time.
 - Bring your notes and any resources you would like to have on hand.
 - Plan for the recording session to take 30 minutes, you don't want to be in a rush.
 - Recording:
 - Audio – you can use your phone or audio recorder
 - Video – you can use Zoom, Google Hangouts, your phone, etc.
 - Sharing:
 - Upload your recording to Sakai by the due dates on the syllabus.

3. Final Project and Presentation (40%):

As this is an inquiry-based course designed for your professional development, you will work on a project individually or in groups throughout the semester. In this project, you will explore an area of Open Access that is of particular interest to you and develop either an OER module designed to teach ILS students, develop an outreach strategy for a particular Open Access initiative, or design an innovative field experience plan. I expect that diversity, equity, and inclusion will be woven throughout your project, and will look for both tacit and explicit knowledge.

For example, you could create an OER module about critical features in selecting and deploying an institutional repository and discuss the impacts and effects of user stories. Another example would be to develop a strategy for providing Open Access support to faculty in a specific department that has a historically underrepresented author population in OA. A third option would be to design a field experience that focuses on Open Access publishing or instruction and DEI. During the final exam period, you will deliver a short presentation about your project. I will share more information about the projects and presentation expectations during Week 3.

Grading Scale

At the end of the term, you will receive a letter grade for undergraduate students (A, B, C, etc.), and High Pass, Pass / Low Pass / Fail for graduate students.

Course Schedule

Week	Topic	Assignments
1: May 19-21	What is Open Access? What makes it OA? Why is OA important?	<p>Readings:</p> <p>The Syllabus!</p> <p>Open Access by Peter Suber, Chapters 1-3</p> <p>Framing Open Educational Practices from a Social Justice Perspective by Maha Bali, Catherine Cronin, Rajiv S. Jhangiani</p> <p>Watch: What is Open Access? (3 mins)</p> <p>Complete the survey to indicate your availability and interest in Zoom office hours (I will send this via Doodle on Friday, May 21)</p> <p>Due: Friday, May 21 Introduce yourself to me, in whatever way makes sense to you (email, video, photograph, etc.) You can include any information that you would like me to know, such as:</p> <ol style="list-style-type: none"> 1. Why you are taking this course 2. What you hope to learn in this course 3. Experience or interest with OA 4. How things are going in life due to COVID-19, graduation, etc. 5. Learning styles and/or accommodations <p>Also, please indicate if you are comfortable sharing your introduction with the class via Sakai.</p> <p>Do you have any questions for me?</p>
2: May 24-28	How do I do OA? Institutional Repositories, Green vs. Gold, Author Addendums, OA Policies	<p>Readings: Pathways to OA by University of California Libraries, pages 1-40</p> <p>Fostering Bibliodiversity in Scholarly Communications: A Call for Action by Kathleen Shearer, et al.</p> <p>Flipping to Open Access for Survival by Emily Drabinski</p> <p>Our commitment to diversity, equity, and inclusion in OpenStax textbooks by Anthony Palmiotto and Symphonie Swift</p>

		<p><u>Why Sharing Academic Publications Under "No Derivatives" Licenses is Misguided</u> by Brigitte Vézina</p> <p>Week 1: Slides/notes</p> <p>Reading Notes #1 Due: Consider the following questions or use your own.</p> <ul style="list-style-type: none"> --Which strategy interests you the most? What seems the most cost-effective? --How would you explain publishers' OA policies to a faculty member? <p>Discuss projects and presentation (due on the final exam date)</p>
3: May 31- June 4	Publishing Values and OA	<p>Readings: Roh, Charlotte. "Library publishing and diversity values: Changing scholarly publishing through policy and scholarly communication education." College and Research Libraries 2016. Available at: https://crln.acrl.org/index.php/crlnews/article/view/9446/10680</p> <p>Ezema, Ifeanyi J. & Onyancha, Omwoyo Bosire. "The Open Access Movement and the Future of Africa's Knowledge Economy." Available at https://www.codesria.org/IMG/pdf/ezema_onyancha.pdf</p> <p><u>Community-led Open Publishing Infrastructures for Monographs</u></p> <p>Watch: <u>Diversity, Equity, Inclusion Panel at OpenCon 2017</u></p> <p>Week 2: Slides/notes</p> <p>Reading Notes #2 Due</p> <ul style="list-style-type: none"> --How can OA help transform diversity, equity, and inclusion strategies? --What are specific actions that you can take to enhance diversity, equity, and inclusion in your own work? <p>Submit final project plans</p>
4: June 7-11	What are OERs? How are OERs connected to OA?	<p>Readings: <u>What is OER?</u> <u>Defining the "Open" in Open Content and Open Educational Resources</u></p>

		<p>Hilton, J. Education Tech Research Dev (2016) 64: 573. https://doi.org/10.1007/s11423-016-9434-9</p> <p>Addressing the Affordability Crisis for International Students by Rahul Choudaha (2020): https://www.ojed.org/index.php/jis/article/view/1969/1062</p> <p>Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England by Liz Thomas (2020) https://studentsuccessjournal.org/article/view/1455/884</p> <p>Week 3: Slides/notes</p> <p>Reading Notes #3 Due</p> <ul style="list-style-type: none"> --What are the challenges of OER? Why has it not become the norm? --What are the advantages of student-created OERs?
5: June 14-18	OA Outreach	<p>Readings: Otto, J.J., (2016). A Resonant Message: Aligning Scholar Values and Open Access Objectives in OA Policy Outreach to Faculty and Graduate Students. <i>Journal of Librarianship and Scholarly Communication</i>. 4, p.eP2152. DOI: http://doi.org/10.7710/2162-3309.2152</p> <p>Yang, Z., & Li, Y. (2015). University faculty awareness and attitudes towards open access publishing and the institutional repository: A case study. <i>Journal of Librarianship and Scholarly Communication</i>, 3(1). https://doi.org/10.7710/2162-3309.1210</p> <p>Hathcock, A. (2017, June 20). Women working in the open. <i>In the Open</i>. Retrieved from http://intheopen.net/2017/06/women-working-in-the-open/</p> <p>ACRL Scholarly Communication Toolkit: Open Access Policies & Publishing</p> <p>Week 4: slides/notes</p> <p>Reading Notes #4 Due</p> <ul style="list-style-type: none"> --What do faculty need to know about Open Access for their discipline? --What challenges do students face when publishing OA?
	Open Data and Schol Comm	<p>Watch:</p> <p>Open that Data! https://youtu.be/jba0ikz7lv4</p>

6: June 21-23		<p>Play: ScholCom202X (interactive fiction game/learning resource)</p> <p>Week 5: Slides/notes</p> <p>Reading Notes #5 Due</p>
		Final Projects Due June 23