Library Publishing and Open Educational Resources: challenges and opportunities for teachers

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This presentation discusses concerns and difficulties related to library publishing with focus on books and monographs considering that this activity is not common in the University of São Paulo (USP) - Brazil.

The university community is unaware of the concept of this activity, namely the set of practices that can be implemented and developed by a centralized publication service among professors, researchers, graduates, undergraduates and even librarians and editors.

It is well known that researchers are eager to have their works read and discussed within and outside the academy. In this sense, the diffusion of the library publishing makes it possible to know what academics want to publish digitally and how they may understand the success of their publications (FENLON, 2017).

Most commonly publication in Brazilian universities is focused on academic journals to different areas of knowledge following good publishing practices based on principles of transparency disseminated by associations such as COPE, OASPA and others, and exemplified by an open platform USP Journals Portal.

Concomitantly, library publishing activities are not associated with the university press that faces the challenge of meeting the demand for teaching material. In 2016, the press of university EDUSP in partnership with the Pro-Rectory of Graduation, launched the 'Incentive Program for the Production of Didactic Books for Undergraduate Education' (PIPLDE), with the aim of collaborating with university education through the production of didactic material. Of the 200 applications received from 32 teaching and research units, 48 were selected in the areas of humanities, arts, science and technology, health and life sciences, and the first 6 textbooks were launched in 2018.

However, it must be pointed out that Brazilian funding agencies favor scientific dissemination in journals over that in books.

In Brazil, the national agency Coordination of Improvement of Higher Education Personnel (CAPES) 'encourages the qualification of the faculty of public universities' by furnishing resources and contributing to the development of a system of evaluation of graduate courses with internationally accepted standards of quality. Simultaneously, CAPES promotes the evaluation of publications by committees through the establishment of a set of qualifiers (BALBACHEVSKY, 2005) in order to guarantee quality.

With respect to the evaluation of the intellectual production of books, which is equally relevant in the different areas of knowledge, what is required is the development of criteria and new instruments that take into consideration their singularities.

In 2009, the Technical-Scientific Council of Higher Education approved a guide for the classification of books called Qualis-books, using circulation criteria, editorial management and impact in the area, among others, for the evaluation of graduate programs (CAPES, 2016).

Although the limitations of Qualis-books are recognized, scoring of books and chapters is by a system of strata for the purpose of evaluating the productivity of graduate programs. The strata take into account:

- Conceptual characterization of the book;

- Classification of works;

- Evaluation criteria: linkage of work to the area of concentration, field of research project to establish the type of work; characteristics of authorship; editorial; additional characteristics of the work; qualitative evaluation of content.

Thus, it is fundamental that the publication service directed toward monographs be strengthened in the university by linking librarians and editors in order to overcome doubts and reservations of potential authors regarding, for instance: author's participation in the proposal and during the editing process, dissemination of content on specific platforms, content metrics analysis, use of licenses, etc.

Anderson (2019) emphasizes the researcher's interaction and doubts with respect to the publication and points out the importance of involving both teachers for indicating solutions within the ecosystem of academic communication, as well as librarians and related editors as advocates of open access.

When USP Open Books Portal was launched in 2016, by the Integrated Library System, teachers' interest was proved by the subsequent demand for publication of books indicated by the Commissions of Culture and Extension of the colleges and institutes in order to integrate teaching, research, culture and extension.

The sum of efforts of the university community encouraged for the integration of library publishing as an important activity that may be consolidated through thematic meetings, identification of capacities for discovery, orientation and adoption of publication procedures focused on this goal.

In addition to those actions, using Open Educational Resources (OER) can significantly contribute to the referred ecosystem and to the pursuit of those goals. Thus, we follow the UNESCO (2012) definition of OER, meaning:

> "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work."

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That is to say, most of the fears that teachers, as others, might face with regard to OER can be tackled since the authorship of the work is not at stake. Instead, authors, including teachers, benefit from such a dissemination of their works, as it enhances its wide Reuse, Redistribution, Revision, Remixing, and Retention, commonly known as the 5 "Rs" (cf. e.g. CARDOSO & PESTANA, 2018; AMIEL, 2013; TONKS, WESTON, WILEY & BARBOUR, 2013; WILEY, 2013, 2010 and 2007; WILEY & GREEN, 2012; DOWNES, 2006). Moreover, adopting OER can frequently impact on reducing the costs, or it can even mean no cost for users, due to an open license that guarantees such an access (open and free). Therefore, policies and incentives should be developed in order to strengthen the shift towards openness, and make it effective and sustainable.

In this context, it is worth noticing the case of *Universidade Aberta* (UAb, Open University Portugal). Its institutional repository[1] - *Repositório Aberto* - is supported by an Open Access Institutional Policy, by the UAb, which is in turn aligned with the Open Access and the Open Science policies, namely the National Open Science Policy (NOSP)[2], by the Portuguese Government and the Portuguese Ministry of Science, Technology and Higher Education. The NOSP is a "reinforcement of the *European Open Science Agenda* through concerted actions at a European level (e.g. *Open Science Policy Platform*)"[3]. Other European projects, like OpenAIRE[4], FOSTER[5] or OPERAS[6], can be tracked by the motto "Knowledge belongs to all and is for all", followed by the previously mentioned NOSP, which can still be further aligned with the UN Sustainable Development Goals[7], in particular that of "Quality Education".

We conclude by recognizing that OER can contribute to address the topics of quality, innovation, access, cost and dissemination, among others, posed by library publishing… including for teachers!

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[1] https://repositorioaberto.uab.pt/?locale=en
[2] https://www.ciencia-aberta.pt/home
[3] Our translation; cf. the original "reforço da *Agenda Europeia de Ciência Aberta* através de ações concertadas no plano europeu (e.g. *Open Science Policy Platform*)" at https://www.portugal.gov.pt/media/18506199/20160210-mctes-ciencia-aberta.pdf (07-03-2019).
[4] https://www.openaire.eu/
[5] https://www.fosteropenscience.eu/
[6] https://operas.hypotheses.org/
[7] https://www.un.org/sustainabledevelopment/sustainable-development-goals/

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