flow or conversation about a particular topic. Compare this to a monograph on the Roman Empire in the first century BCE or a study of the evolving reception of Boccaccio in the English-speaking world. I spend a great deal of my professional time studying how much it costs to create an article or a book, and the cost of book-creation is far, far higher than most people suppose, even if the publisher is not paying an author a large advance. When all costs, including the appropriate allocation of overhead, are taken into account, a book requires an investment of around $50,000. Some people have put that number lower (you will hear figures as low as $15,000), most put it around $25,000. For my purposes here, it doesn’t matter which end in the range you determine is closest to the truth, as even $15,000—or $5,000, for that matter—is a very big number when the economic model is Gold OA.

And here we see a very important limit for Gold OA: it is very hard to implement for works that are longer than an article. This is because the author has to pay for everything, whereas in the traditional model, the costs are shared by all the customers. Some journals charge as much as $3,500 to make an article OA; PLoS ONE charges $1,350 per article. Those figures are a fraction of what it costs to make a book, even if the book is published only in a digital edition. (As a rule of thumb, the cost of print comes to about 20% of a publisher’s net receipts. Many suppose that this figure is much higher.) For Gold OA to fully embrace long-form scholarship, it is going to have to much higher. For Gold OA to fully embrace digital edition. (As a rule of thumb, the cost of print comes to about 20% of a publisher’s net receipts. Many suppose that this figure is much higher.) For Gold OA to fully embrace long-form scholarship, it is going to have to much higher.) 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Although the benefits of OA publishing are broadcast regularly (speed to publication, free access to disadvantaged people, the establishment of community-based forms of review, the availability of texts for large-scale data-mining, etc.), the limits are less frequently identified. But Gold OA has them, and they include not being able to provide services for all disciplines, difficulties in working with longer texts, disadvantaging scholars whose primary language is not English, a need to attack the cost structure and the editorial regime that is associated with it, and, most importantly, the requirement of a human factor to resist submissions by inferior authors and the need to assert a brand to reflect the presence of that human factor. I don’t see that any of these limits are a reason not to support Gold OA publishing, but they do argue for continuing to support traditional publishing at the same time.

What we need to minimize these limitations, or at least to understand them better, is to study them and to talk about them. There is a place for an online review or multiple reviews of OA services, for which Beall’s work is only the beginning. PLoS should be put under the same scrutiny that we now see for Elsevier. This is not to denigrate Gold OA publishing but to improve it. The practices of OA publishing should be treated in the same way as the articles in OA publications—that is, openly.

Endnotes
1. Peter Suber’s general introduction to OA remains the best place to get an overview of the varieties of OA, including the all-important distinction between Gold and Green OA: http://legacy.earlham.edu/~peters/fos/overv.htm.
6. This article can be found at arXiv: http://arxiv.org/abs/1302.1105.

Core Competencies of Electronic Resources Librarians Adopted as NASIG Policy

The NASIG Board approved and adopted “Core Competencies of Electronic Resources Librarians” as NASIG policy at their June 2013 meeting in Buffalo, New York.

Sarah Sutton, former chair of the Core Competencies Task Force (CCTF), notes that she and the CCTF have high hopes that both library and information professionals and LIS educators will find the document a valuable resource upon which to base their work. Sarah writes, “I am so gratified that many practitioners have already used the draft document, which circulated in the professional community over the past few months. It has sparked much interest and use, as evidenced by the wonderful sessions at the recent NASIG Annual Conference. I think the document supports NASIG’s Vision to promote dialogue and professional growth, to provide learning opportunities, to advocate for its constituents, to challenge assumptions and traditions, and to take a leadership role in the information environment.”

“Core Competencies of Electronic Resources Librarians” is available in the Continuing Education section of the NASIG Website, http://www.nasig.org.

Sanjct Mann and Sarah Sutton for the Core Competencies Task Force. ✩