

## Tearing Down the Paywall: Open Access, Education, and Conversation

Interview Transcript with Mona Ramonetti, Christine Fena, and Matt Hono

**Matt Hono:** [00:00:00] Hi, everybody. Welcome to the first-ever RhetComp blog interview slash multi-media piece. RhetComp is a writing minor run blog here at Stony Brook that focuses on all things related to writing rhetoric composition. We also focus on the issues and institutions surrounding research writing.

Today we are having a conversation regarding open access research, what it is and why we should care about it with two university librarians. So yeah, you guys can introduce yourselves.

**Christine Fena:** Okay, I'll go ahead first. I'm Christine Fena. I'm an undergraduate success librarian here at Stony Brook. I also liaise with the writing program and I enjoy teaching a lot of information, literacy instruction sessions and helping undergraduates with their research.

**Mona Ramonetti:** Hi, I am Mona Ramonetti, I'm head of scholarly communication here at Stony Brook university libraries. I'm also the liaison to the life sciences departments [00:01:00] and biomedical engineering.

But my main focus really is all things scholarly communication really. Thank you for inviting us.

**Matt Hono:** Perfect. Yeah, that's a great intro. So anyone can take this first question, could one of you walk us through the traditional journal publishing model, who bears a cost, who profits, and then what are some general issues.

**Mona Ramonetti:** Okay, I'll go ahead and I'll try to be as brief as possible. Yeah. So basically how we get these articles and journals to the campus community: we as the library has to subscribe to various publications and in order for us to get access we have to pay the publishers to get access to it. However, [00:02:00] the whole process starts with a lot of the research being funded by the public with public funds. So researchers and faculty members, apply for grants. They obtain these grants. These are taxpayer dollars that are paying for these grants that are being awarded.

So they win these grants, they do the research and then they need to publish the results. So they're published in various journals. These journals are actually owned by private publishers. So in order for us to access this information, the taxpayer dollars have funded, we now have to go and pay the publishers to get access to this information.

So we are actually paying twice. The [00:03:00] taxpayers are paying twice. So, that is an unsustainable model for us to upkeep because every year the publishers are saying, well, you know, you guys need this information. So, you're going to have to pay this amount more to get access to it. We're talking billions of dollars within the SUNY system, we are talking millions of dollars as well. Every year the taxpayer dollars are funding twice. So as you can guess, it's a very unsustainable model.

**Matt Hono:** Yeah. It seems like it's a cycle between the people paying for the research are also the people paying to access it. So it seems, it's super unsustainable, and I think what really interested me as well is how did this traditional publishing model [00:04:00] start. Did it make sense at the time when it was first introduced? And has it grown out of sense?

**Mona Ramonetti:** Okay. Well, I mean, if you really go back to it, a lot of scholarship was for the privileged. I think it was the editor of the Journal Nature. I think there's only been, and I think this is recent, it's first female editor in chief. And I think she might've been a co-editor in chief. I don't think they handed the whole thing to her. So when you go back and you look at it, historically, this was designed for a certain sect of the population. And then as education became more accessible to the masses, [00:05:00], it still was designed to keep the masses in their place, in their position within academia.

So there is a huge social justice issue that permeates academia, and it is demonstrated very aptly in the publishing industry.

**Matt Hono:** Yeah, that makes a lot of sense. And also when I was doing research on open access, I found that it used to cost a lot more to disseminate and spread academic knowledge, like costs for printing, processing, and spreading, while those costs are no longer really relevant because of digitalization.

**Mona Ramonetti:** Well, in that yes. In that format, because it has evolved into an online platform that is readily available digitally, but the publishers have now said, well, you know we're no longer adhering to these different [00:06:00] challenges or whatever has been set in place, but we need to make up the difference somehow. So really the publishers are not suffering in any way, shape, or form. They're sort of evolving with the environment and using, the excuse of, well, we were no longer doing a print thing. So we need to get money and it costs a lot to digitally support it. So, at the end of the day, they want to make sure they get the money that they are due.

So, they evolve, but they are still out to get whatever it is that they need to get. Fiscally speaking.

**Matt Hono:** Yeah, there they are profit-driven organizations.

**Mona Ramonetti:** It's a business issue and very, very successful a business worldwide.

**Matt Hono:** Yeah. And the next question I had was, maybe you guys can walk us through [00:07:00] some of the issues you guys have had as librarians, trying to find research, buying articles, looking through how expensive journals are, and the struggles associated. I know students have trouble finding articles, but, have you guys been paywalled often as well? ,

**Mona Ramonetti:** Well, in terms of the issues that we deal with, as they relate to access, we have to negotiate various packages with publishers and platforms in order to get the information that we think is relevant for our communities, our constituents.

So it comes down to what we can afford. So when we are examining what we would have. You have to think about budgeting. Where we can get the best bang for our buck and it [00:08:00] more often than not, we're not subscribing to just one particular source.

It's usually a package deal with various publishers. It isn't just one specific source. And that becomes very unwieldy for us fiscally because these packaged deals are humongous, millions and millions of dollars. So with that in mind, we cannot subscribe to everything. So, yes, from the user standpoint, now there is that level of frustration.

Yes. You know, supposedly we have access to it, but it's limited and it's based on what we could afford. In terms of the funds that are allotted to the library to support the purchasing or the subscribing to these resources. So, yeah, there's a lot of frustration [00:09:00] with that, but it's basic budgeting and negotiation skills that we have to employ every single year to get what we need, but we think is valuable for our customers.

**Matt Hono:** Yeah. And I think Stony Brook is a giant research university, we are ranked very top, top in New York state. And as well, what I looked at a lot during my research was, finding that not all institutions have the same access. And it, that goes back to what you were saying about funding, smaller universities, universities that have smaller donations, have less access to these journals. And I was going to say, how does that impact the education of students and the ability of teachers to teach.

**Mona Ramonetti:** Well, there are workarounds for this, simply, there's no library in the world that can afford all the resources. So we have systems in [00:10:00] place to help supplement things that we do not have. And we belong to various library consortia where we can share, we share our resources with each other for those institutions with economic restrictions. Let's speak for the SUNY system, a lot of the community colleges are part of this consortium. And so they're able to get access to a lot of things that they cannot afford from the onset of their collection development for the fiscal year.

**Matt Hono:** Okay. So it requires a lot of collaboration with other universities.

**Mona Ramonetti:** Absolutely.

Absolutely. Yeah. And this, this it's actually and from the user standpoint, it's interlibrary loan. It's known as an interlibrary loan. So say you're, you know, you find an article and it comes up that we don't have access to it. You can [00:11:00] hop onto our interlibrary loan.

So right here where I'm hovering over the link to interlibrary loan. So you can just click on this and then when you first get onto it, you can create an account. It takes, I don't know, two minutes, if that long, and then you can request the article or the resource that we don't have.

And then we reach out to the members of our various consortia to see if they could get it to us. And this is free of charge. This is a service that your tuition is paying for, so that's a really good workaround that a lot of institutions worldwide employ to help supplement resources that they cannot afford.

**Matt Hono:** Yeah. I think that definitely plays into what you're saying, how these bundles cost multi-million dollars. And then it requires a lot of [00:12:00] interleaving between and collaboration between different universities to really make sure that the students and teachers and researchers can get the resources they need.

**Mona Ramonetti:** Yeah. Absolutely.

**Matt Hono:** So my next question is what is open-access, and how did the movement get started?

**Mona Ramonetti:** Open access. It's actually, it's a social justice driven movement. And it started 20 plus years ago, actually in Europe and a lot of European institutions recognized what was going on, where publishers were benefiting really hand over fist.

They were making just phenomenal profits at the expense of taxpayer dollars, and they thought, you know what? Look, we have to do something about this. Aside from that a lot of institutions [00:13:00] recognize that, and this is something not a lot of folks are not aware of, that a lot of institutions within, third world countries because they physically cannot afford to subscribe to these publishers. They don't have access to the new, the relevant, and the most up-to-date information, and we're talking from medical journals within the stem field, humanities, you know, the whole gamut of academia. A lot of these institutions cannot benefit from this. And the movements stated that we need to make sure that everybody has access to this information free of charge.

We cannot have it so it's where [00:14:00] a large part of the world is benefiting and then another part isn't. So it really was an equity-driven movement as well, and so a lot of institutions throughout the world, including the United States jumped on board. I think MIT was one of the first institutions to be part of this.

And you know, it isn't without its challenges, don't get me wrong, but it has taken some time for it to take shape. And it's still, I wouldn't say it's in its formative years. But there's still a lot of progress that needs to be made. And one of the things that. I think we still struggle with it is, you know, we have this tenure and promotion system that's in place within academia.

And, you know, the idea that you, we should be [00:15:00] publishing in a certain caliber journal. And a lot of these journals are not open access. So folks are more apt to want, of course, they're more prestigious. They would want to publish their articles, their research, in these more prestigious, so-called prestigious journals.

And I'm saying that now because there are lots of open access platforms that are generating some meaningful and relevant information. But there we're still fighting the stigma of maybe, you know, we're not as prestigious as say a Nature or Science, Landset. And so academics are still sort of caught in this dilemma of, should we be supporting the open up access movement by [00:16:00] publishing in these open-access journals?

Or should we really be publishing in more prestigious ones because that's, what's going to help us attain tenure, and you know, the prestige that goes along with all of that.

So, I think we're gaining a lot of ground in terms of that. But even within the open access publishing models, and we have 3 main ones, I wouldn't get into it because open access publishing is not free actually. And I don't want to get into the weeds with it. So there's also that additional challenge. And so it's, again, it's a really evolving, movement that I think we've gained a lot of ground on, but there's still a lot more to go.

**Matt Hono:** Yeah. Would you say that the idea of journal reputation and, professors and [00:17:00] researchers wanting to get rewarded for really exceptional work and pushing into these really reputable journals like Nature, that is working against the open-access movement?

**Mona Ramonetti:** It is, it is. But I, again, I said initially when this started, that was a huge concern for a lot of academics and researchers, but we've gained a lot of ground in terms of building up the reputation of open access journals as well. So, you know, the fact of the matter is this model has been in place, this publishing model in terms of how it's tied in with tenure and promotion has been in place for a long time.

So we're essentially trying to shake it up and human nature is such that if it ain't broke don't fix it, that sort of thing. And, you know, in terms of understanding the reasoning behind open access, but the practicality of [00:18:00] it in terms of prestige and job security, all of these things have to be considered.

**Matt Hono:** Yeah. I think change is always going to get pushed up against, so it's going to be hard and it's going to take a lot of years to move towards that change. I was going to say out of curiosity, do you know how much research coming out of Stony Brook is going into the open access journals, or has Stony Brook been focusing more on those more 'reputable,' established journals?

**Mona Ramonetti:** I cannot speak in terms of quantitatively. I don't think we have the numbers for that. I will say that there are more faculty and academics uploading their materials to academic commons as a platform in which we host all of these openly available materials.

So I've seen more traffic, so that's good, than [00:19:00] when we first started this in 2017, 2016. But yes, quantitatively I can show you what we have, I'll show you our platform.

**Matt Hono:** Yeah. I think the number that I was looking at nationally said it was something 60%, 40%. 60% is standard publishing and then 40% is more open-access. But yeah, I'm sure that that varies.

**Mona Ramonetti:** Yeah. I cannot and I will not give you a solid number because I can't. There are so many things to consider. The open-access environment is such that not everything appears the way people have envisioned these things to appear.

**Matt Hono:** Yeah. Is that regarding the different types of open access?

**Mona Ramonetti:** Yes so, it's a tricky thing. So here is our platform.

This is [00:20:00] academic commons. And actually, I could just show you, let me go backtrack quickly. This is how you get around quickly. It's right up here. This is the platform on which we host all of these openly available materials. And the bottom of it is a map of the number of downloads of the materials that we have on our academic commons. So to date, we have 135,821 downloads from our platform, which is great.

And in the past year, 51,932. We have a number of folks that are uploading their papers or their datasets to academic commons. In total, we have over 2000 [00:21:00] individual resources, openly available resources, that are hosted on our platform.

**Matt Hono:** That's really amazing.

**Mona Ramonetti:** So, yeah on this particular platform we host not only journal articles, but we host open educational resources and datasets. We also host three openly available journals, and we publish them. We're among the first within SUNY to do so. So we're getting there.

**Matt Hono:** Yeah. Stony Brook is paving away a little bit in pushing for more open access. Another question I wanted to ask was regarding the terms "free to read" and "free to reuse". Could you walk us through what the difference between "free to read" means and what "free to reuse" is?

**Mona Ramonetti:** Okay. So [00:22:00] free to read, free to read will be you have access to it. You can read it. Now free to reuse, that gets into the open educational resources arena. So let me, let me just put things in context for you. Open access. And I told you that there's this idea that, the concept that scholarly materials should be available openly to everybody.

So that's one aspect of it. Another aspect of it is instructors have realized that, and it's not even just instructors, institutions, the administration, recognize that students cannot afford textbook materials, they're costly. And a number of instructors [00:23:00] have said, look, why don't we create our own course materials, from materials that are openly available.

And so that's free to reuse. I'll get to that in a second, or I could make it from scratch. We could make it from scratch. And these materials are called open educational resources. And that's another part of the open access movement. So at Stony Brook here, and many institutions throughout the world, instructors are now saying look, you know, I would like to create my own course materials and not just use a prescribed way that a textbook has been telling us to do it. And I would like to create it where it's digital, so the students can get access to it free of charge.

And so that cuts out a huge burden for students. So [00:24:00] some of them can actually create these materials from scratch and some of them go on to various openly available material platforms or repositories. And I could actually show you a few of them. And they can go on to them and pick whatever materials they find that are appropriate for the manner in which they would like to present the material. So that's the free to reuse aspect of it.

**Mona Ramonetti:** Let me go back quickly. Let me just share this with you so you can see where you can go to. Okay. So on the library's website, [00:25:00], right here under the umbrella of scholarly communication, this is where you're going to find all things open-access, and under here, open education. This is what I'm talking about, open educational resources, and right under here, we have, well, there's a description of what it is.

Okay, let me go up here quickly right here, finding OER. So these are various platforms or repositories, one of them is MERLOT, I'm not sure if you're familiar with it, OER commons. So all of these things. I think a lot of folks in high school are actually using Khan academy resources.

So they're open access. They're part of the open access movement here. [00:26:00]

**Matt Hono:** Yeah, I just recently enrolled in an edX course about social advocacy writing. And yeah, I think Khan Academy is super popular even in college for things like organic chemistry. And really high-demand courses.

**Mona Ramonetti:** Exactly. So a lot of these materials, their creators wanted to make this material openly available. So that's why they are on those platforms. And instructors can go on there and I'll click on MERLOT. It's actually multi-disciplinary, so they can go on there and find, I don't know, DNA.

So these are, they can be textbooks, they can be courseware, syllabi, and you just search for whatever is relevant to you and what you'd like to include within [00:27:00] your coursework. And this is from the instructor's standpoint, of course. And so you can pick and choose, and you can reuse it.

However, you have to make sure that... not everything on these platforms are really fully openly available. And what I mean is we get into the discussion of copyright. Folks are under the impression that when people say it's open, it's open all the way, and that's not necessarily the case. There are various types of open, there are various types of copyright licenses.

So you have to be aware of it. And you could click on it and you can see, and I'm not going to go through all of this because I don't want to use up all of your time on this particular thing, but I would like to show you quickly what I'm [00:28:00] talking about.

So right here on the home page. And here's the reuse thing, the right to reuse the content and its unaltered and verbatim form. Or you can use a revision of it, you can remix it, these are the different ways to work with openly available materials.

But getting back to the licenses. There are various licenses that you should be aware of that are attached to these types of materials, openly available materials. This one here, CCBI. If you see that, that means that it's openly available and you need to make sure, of course, that you put the right attribution on it.

"This was created by...", whatever format you want to use, [00:29:00] or what you should be using. And then they have different ones. So you can get a sense of it, if you click on it, creative

licenses, they show you exactly what the licenses are all about. Anyway, you can explore that at your leisure. But here are the ones that are most relevant to what we're talking about right now.

**Matt Hono:** Yeah. So creative commons is an open-access resource too, right? So creative commons, a lot of educators, and a lot of researchers can put their content on there for open access.

And well, doing my research as well, I found that there are a lot of different kinds of licenses, depending on the open-access journal, or what the researcher or publisher wants. How open they want their open access to be. Do they charge an author a [00:30:00] user fee to access? Do you have to cite them? Is it free just to read or is it also free to reuse? So there's a lot of different variability in the type of licenses attributed to these.

**Mona Ramonetti:** Absolutely. And I think the major concern is to make sure that the material is used in the fashion that its creator envisioned. And a lot of it has to do with being used by a student and being used for educational purposes. A lot of folks don't want private companies getting access to this and exploiting, using this material, to make a profit off it.

So that's why there are a [00:31:00] lot of licenses, and the main drive behind it is to make sure that they're given credit, but also that this material is used in the manner in which they wanted to be used.

**Matt Hono:** Yeah, that makes sense. The instructor doesn't want their work to take a mind of its own, or used in a way that doesn't reflect their values.

**Mona Ramonetti:** Right, right. Absolutely. There are many cases that really are in the system, the court system right now, as they relate to these particular issues because you know this material is out there.

And a lot of companies who see and would like to capitalize on the data, the research, and the results that a lot of research has garnered.

**Matt Hono:** Yeah. So going back to the [00:32:00] idea of "free to reuse", does open access help science progress? Does it promote collaboration? Compared to the traditional model of publishing, does it help researchers share data more easily?

**Mona Ramonetti:** Absolutely. My pre-library life, I was actually in molecular biology research. And so I was part of the old way of doing things, and we're talking in the 80s and early 90s, where collaboration was there, but it was limited. Because you know, we're talking about a different way of communicating. We had the fax machine, we had some computers. And the internet wasn't the rage, it wasn't as, you know, ubiquitous as it is right now today. [00:33:00]

So, yes. Open access has allowed, or I should say, technology has allowed open access to help, to support a more collaborative working environment globally. It's been wonderful in the sense of, and I'll get back to what I was first talking about, countries who didn't have access to a



lot of the more up-to-date information. Open access has allowed that to not be the case. So it is meeting that particular need, in some way, shape, or form.

**Matt Hono:** Yeah. And in a lot of research I found, there was a lot of discussion about how open access allows for researchers to do more data mining work, [00:34:00], and set up algorithms and code that goes through a lot of different articles, and helps really compile information.

**Mona Ramonetti:** Right, yes, absolutely. But you know, there's also the other side of the coin where there's too much information also. So now you have to deal with the curation of and understanding of what it is that we have. So it is an ever-evolving, very, very dynamic environment.

**Christine Fena:** And I'll just throw in real quick, if you just look at the conversations surrounding developing COVID vaccines and whether to patent, and whether to share this really just in terms of adding that conversation about, does this help advance science? There's probably a lot of interesting material out there you could find about how that unfolded throughout COVID, as we were trying to create research to help people as quickly [00:35:00] as possible in the role of freely available datasets in that conversation.

**Mona Ramonetti:** Right. Perfect.

**Matt Hono:** Yeah, I think open access allows researchers to adapt quicker to really pressing emergencies, to things that really require the whole global community working on it. I was also going to ask when compared to the traditional model, who really owns the research articles from open access?

**Mona Ramonetti:** Who really owns it all depends on the agreement that you make with the publisher, open access or not. You have to read the fine print.

**Matt Hono:** Yeah. So there are a lot of variabilities.

**Mona Ramonetti:** Yes. So whenever you are looking to [00:36:00] publish, open access or not, you have to make sure you're looking that you're not signing your rights away. And that is something that every academic struggles with.

**Matt Hono:** Yeah, not owning the thing that you spent years on to research and really flesh out seems horrible. You have to make sure that you're not signing away your ownership of that research, so that it can be used in a way that you don't agree with.

**Mona Ramonetti:** Right. Yes. And that's why, you know, Stony Brook itself has its, you know, legal department also. Yes. We have to be cognizant of our rights in terms of what we, you know... Folks are so, especially starting out in the field, they're so enthused that this journal has accepted their article and, you know, they're just happy to be part of the process and get through it.

But many make the mistake of signing away without reading. And even sometimes the most experienced relief, you know, they make a mistake and realize that they've signed stuff over that they didn't want to.

**Matt Hono:** Perfect. Yeah. So, let's say a student, right, is listening to this conversation and is starting to get really passionate about open access research, talking about the benefits we see and how it could be seen as the future of journal publishing; is there any...is there anything a student could do to try to promote more access to research and how can they try to bring about the change that they want?

**Mona Ramonetti:** Okay. In terms, because again, I have to sort of parse out open-access publishing and OER, the open educational resources.

Now open-access, and I'm just thinking from the undergraduate standpoint, and this is not something that undergraduates are locked into because there are a number of undergraduates who do publishing, so the open access publishing itself, the researchers in academia and academics are the ones that are more entrenched in this aspect of open access, right?

The PIs of the laboratories, et cetera. So, for a student, if a student is working with a researcher, they could question, and I mean, if they're doing a lot of work and they are going to be part of the paper, the article that's being generated, they can actually ask the primary author or authors: "Can you, would you consider publishing this on an open-access platform?" If it isn't being published. If that consideration is not being taken, you can start with that.

**Matt Hono:** Starting to have those conversations with your PIs.

**Mona Ramonetti:** Absolutely. Yes. You know, the fact of the matter is a lot of PIs know where they want this to be published, but it doesn't hurt to, you know, plant a seed and maybe it might be a consideration, you never know.

So, from the student's standpoint, you can do that, by all means. In terms of the open educational resources, we have a number of open educational resources, resource courses, that Stony Brook university instructors have created, and our office of institutional research have tagged, they've tagged a lot of these courses already as open, as using OER.

So you can go ahead and take these courses, knowing that, and this is ideally speaking, knowing that your output, your fiscal output, for taking this course in terms of its course materials would be zero to 50% of what it would have been originally. You can ask your instructor, are you using open educational resources? You have a right to ask that.

And, you know, if you find something that can supplement whatever it is that the course materials that are being used there, you can bring it to your instructor's attention.

One of the other things that we do, we do many things in terms of promoting open educational resources and an open access movement, we have an open access symposium that we put on in October of every year. And we bring in, I mean, I've had students also on panels, you know,

talking about using OER that we know the instructors created and using it in the classroom using it in the laboratory. We welcome student voices, in fact, I think we had about 4 to 6 students last fall in our open-access symposium giving testimonies on using these materials.

So we're putting these things out there. We want you to come in and hear what it is that your instructors and the library, what we're doing, to help support you in this particular fashion. And, on some campuses, and actually here too, we've had students help their instructors to create their OER.

So they've given feedback and then changes have been made to these materials as well. So it's a very dynamic and fluid environment and students should understand that they have a voice, they have a voice, and we're not here to try to dismantle what is in place.

We are here to supplement and have an impact also. Ideally yes, we would love it to have everything free, but the fact of the matter is, no. It's not realistic, but if we could have a place at the table that is deservedly relevant and useful to many students, yes, by all means, jump on board and support this.

**Matt Hono:** Yeah. We're using student voices to promote that option, the open access option. So my last question as well was, and I think we talked about this a little bit by going on to the library website and looking at all those OER resources, but how can students find more of these open-access resource articles and Christine?

I don't know if you could also talk about that, about what resources and what organizations to support? I know creative commons is a great one. Are there any other ones, any websites, or sources where you could really start looking for open-access materials?

**Mona Ramonetti:** Well, you can start with the guide that I showed you because really it is fairly comprehensive, the finding of OER, because it is, you know, there's a lot of stuff there and these are the ones that are very well-established. In addition to that, we have just revised this copyright because these things are intertwined so, you have to make sure that you know what you're doing in terms of not stealing somebody's work. So this guide is a good way for you to get started on OER. Instructors use this guide all the time. When they're getting started and even when they're entrenched in creating and working with OER, it has really been wonderful too.

So we've taken a lot of time to put this all together for students, so they don't have to go and start from scratch.

**Matt Hono:** Yeah. And going back to that resource page, that page has a lot of different sources for all kinds of disciplines as well. It's not just focusing on more STEM-based fields, but also every different major can find something there.

**Mona Ramonetti:** Right. And, I'll have to be honest with you, in terms of the open access movement, really, its origins were steeped in STEM. So you're more apt to find more STEM materials than materials in the social sciences and humanities. They're there. And thankfully, a lot of it has been recognized that there is a void that needs to be filled.

And then this is throughout the world. Folks are trying to fill that void as it relates to the social sciences and humanities. But yes, you are more apt to find more STEM materials.

**Matt Hono:** Okay. Perfect. So, that's all the questions I have, but any final thoughts for our listeners right now?

**Mona Ramonetti:** Well, I am happy that you know, you give us this opportunity to talk about this because, you know, this work is repetitive in the sense that we have a new cohort every year of faculty and students and researchers.

And we do not make the assumption that everybody is in the know. So this is a wonderful opportunity for us to spread the word and really that's how open-access has been able to take shape and find its place at the table. It's by these opportunities to really talk and these outreach opportunities.

And I'm happy to see that students are taking the initiative to reach out and ask: what is this? How can we be part of it? This is wonderful to see. So thank you for this opportunity, Matthew.

**Christine Fena:** Yeah, thank you so much for your interest, Matt, and you asked such wonderful questions and one with answers that are so complete and so comprehensive.

So thank you so much, Mona, for taking the time to answer Matt's questions too.

**Mona Ramonetti:** I forgot to mention there's an OER colloquium that is every year, it's in October as well. And we've had a lot of students participate in there in terms of giving their testimonials of working with OER and working with their instructors who are creating and implementing the OER as well.

So, you know, look out for it. It's usually late October.

**Matt Hono:** Perfect. Yeah. So that's the first step someone could take to learn more about open access and get more involved. By going to these events in October and also going into the guides and finding those sources and exploring them.

**Mona Ramonetti:** Yes, I have to impress upon you: Make sure you look at the copyright stuff.

**Matt Hono:** Yeah. I think a lot of people might assume that open access is: oh, I can do anything I want with this and I'm just going to reuse it, it's completely free and everything. It's freer, but it's not completely free. I can't do anything. Have to look at those copyright guides.

Cool. All right. Thank you so much.