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Session: Open Access, Labor, and Knowledge Production

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Session 1, 9:30-10:30:

Open Access, Labor, and Knowledge Production

Notes: Emily Drabinski

Moderator: Korey Jackson

We spent some time problem-setting:

- How do we surface the labor of peer review?
- How are labor questions in open access dealt with? Are there connections to open source work and how labor is valued there?
- What is the distance between rhetoric around open access and the work required to do it?
- Open access is spun as an idea that will change the world, but when you scratch the surface, it's just traditional publishing but without a revenue model. How do we make more systemic change?
- Green open access requires labor, but that labor is also not recognized. People assume deposit "just happens."
- Open access requires end user instruction that needs to be folded into a labor analysis.
- There are a number of promotion and tenure concerns: variable acceptance of OA work, lack of support for digital humanities or OER work, etc.
- How can we separate OA from the notion of "free," which it isn't
- When the library is asked to provide an OA subvention, the costs can sometimes be even higher.
- Are there models that replace royalties for content producers who don't have institutional support for knowledge production?
- Textbooks and journals as formats are historically contingent. Working to simply reproduce them for free without a change to the model of communication won't change the terms of our work.
- Libraries are not a solution for all users. Not everyone has access to a library, and scholars outside the U.S. are additionally challenged?
- What role does time play, both time for knowledge production and time for students to engage with that knowledge
- When we move money away from educators, who becomes responsible for creating those OERs?
- What role do bookstores play in producing the
- How do we deal with predatory OA vultures, publishers, Copyright Clearance Center

In thinking about how to frame solutions, the group framed analysis through audience. Who are the audiences for our labor?

- Peers/academics
- International scholars
- other academics with limited resource access
- Students
- Public/non-academic audiences

What are models that are (kinda) working?

- PSU open textbook program (using stipends to support faculty textbook creation). (But why are we still making textbooks?)
- Can OERs be embargoed to pay for themselves?

What can a critical librarian bring back to campus that can change the work we do?

- We need to explain the economics of knowledge production to stakeholders. How do we help students and faculty understand the ways that scholarly communication is not outside of capitalist modes of production?
- Student money and time incentivize them to understand these structures/systems.
- How do we turn stakeholders who are also voters into people who can work for policy changes?
- Can we connect higher education issues to the corporatization of K-12 education?
- Should we rethink information literacy as an opportunity to teach students about scholarly communication and knowledge production issues?

Final thoughts:

- Teach students how to steal work!
- Don't confuse the tool for a goal. Don't confuse DIY with "getting other people to do things for you for free"
- How does adjunctification prevent adoption of OER and OA work?
- Picture is big and it's tempting to think about improving what we have. We need to think bigger about what our real goals are and how to build systems that meet those goals?
- How do we balance productive systemic breaks with liberatory projects?
- Faculty need to be apprised of their rights and assisted in exercising them.
- Plug for students as citizens and future scholars. We need to make efforts to connect those students to these issues, as well as to the resources they need.
- Concerns around the digital divide as a problem for push for OERs/OA textbooks.

- Make better connections with academic societies and associations. They are our allies!
- Distance between faculty expectations for student interaction with scholarly/academic discourses and what librarians can enable.
- LIS students are a necessary audience for addressing these issues.
- Thinking about what an ideal curriculum would be for a critical information studies approach to our teaching roles.