

# Rekindling Interest in Open Access: How to Keep Enthusiasm Alive

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Open Access Un/Conference: Promote, Impact, Assess  
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# Maintaining Momentum: Putting the Mojo Back in the Movement!

1. A. Ogburn's stages of change  
B. Programs, strategies, methods  
C. Gauging your library: Interactive exercise
  
2. A. Social movement defined  
B. Media frames  
C. Reactions to change  
D. Activism in the workplace: Compromise and co-optation
  
3. Resistance revisited: Conclusion

# Ogburn's Stages of Change

“Defining stages is one method used to understand personal, social, or programmatic evolution or change. One could argue that scholarly communication programs . . . will advance through a series of stages before achieving real and lasting change.” –Ogburn, J. L. (2008).

Defining and achieving success in the movement to change scholarly communication. *Library Resources & Technical Services*, 52(2), 44-53.

# Assessing Our SC/OA Programs

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“Defining and applying the concept of stages to scholarly communication can help establish and guide a program by setting directions and goals, tracking progress, identifying landmarks, and noting achievements” --(Ogburn, 45).

# Ogburn's Stage 1: Awareness = Serials, \$, Library

- **Defined:** Conscious knowledge of issues
- **Systemic view:** Librarians may point to publishing practices, but complexities are not addressed; issues limited to high prices and constrained budgets, mainly focused upon serials
- **Non-librarians' view:** Faculty and administrators see it as a library-centric problem
- **Action:** Limited to conversations

## Ogburn's Stage 2: Understanding = We Need to Educate in Order to Change "The System"

- **Defined:** Deeper knowledge and appreciation
- **Systemic view:** Widens from "serials crisis" to recognition that authors are integral to problematic publishing practices
- **Non-librarians' view:** Scholars begin to make connections within their own disciplines; but problem still seen as library-centric
- **Action:** Campus forums and library programs initiated

# Stage 3: Ownership = Beginner-Level Advocacy, “Enlightened Self-Interest”

- **Defined:** encompasses commitment and obligation, increased engagement with issues
- **Systemic view:** Librarians realize that they contribute to system dynamics and they start advocating for change at their institutions
- **Non-librarians’ view:** Faculty become aware of problems within their discipline and that they impact the system; administrators lead discussions and provide support for change
- **Action:** SPARC formation, professional society meetings/task forces

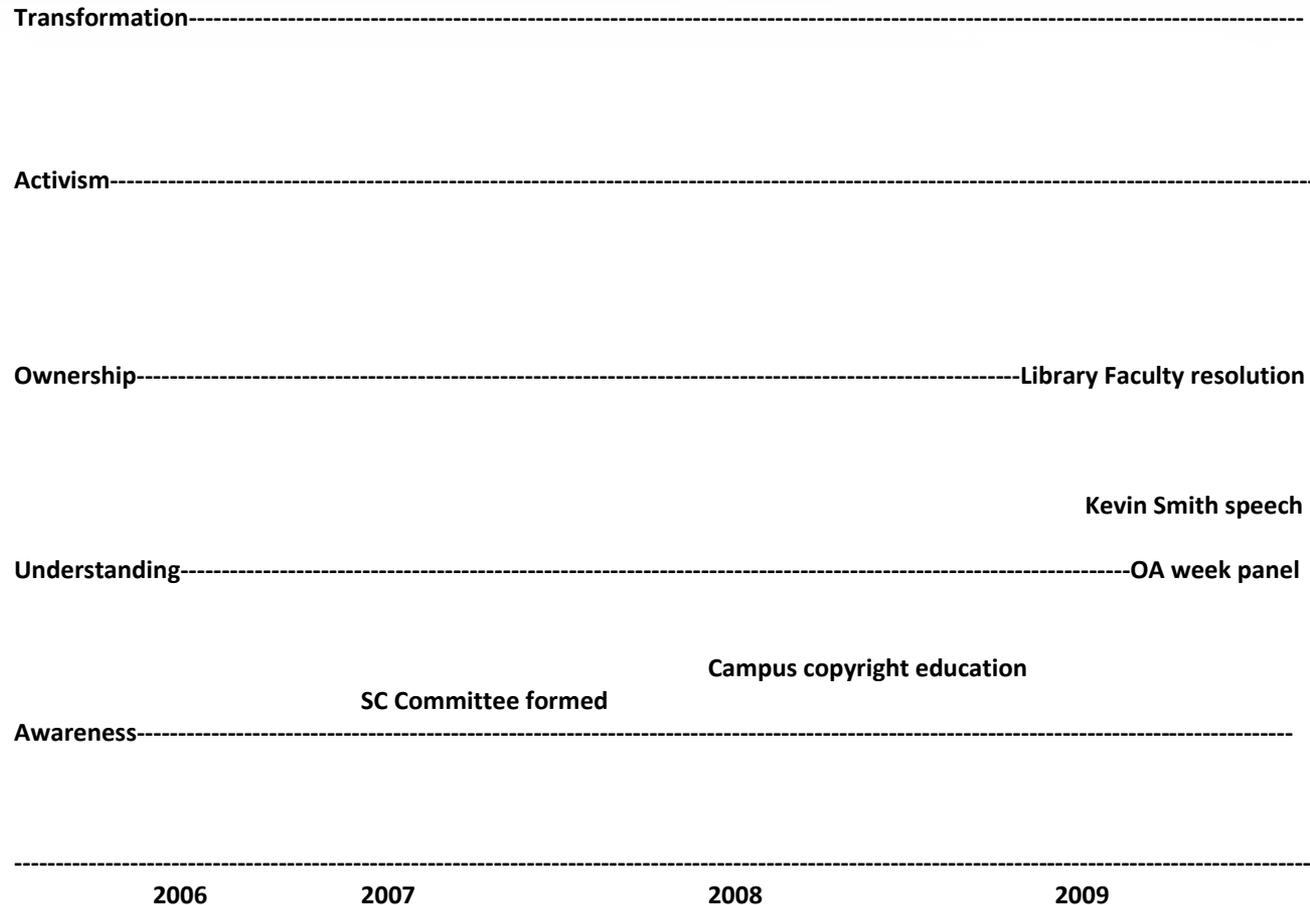
# Ogburn's Stage 4: Activism: External & Concerted Actions, Overtly Political

- **Defined:** Embodies goal-directed, concerted, and purposeful action; creating new models; taking responsibility for change
- **Systemic view:** Recruitment of external allies, collaborative actions
- **Non-librarians' view:** Positive changes made as authors and editors, plus support for library actions that challenge status quo
- **Action:** Vendor negotiations, joining Berlin group, retaining author copyright, lobbying

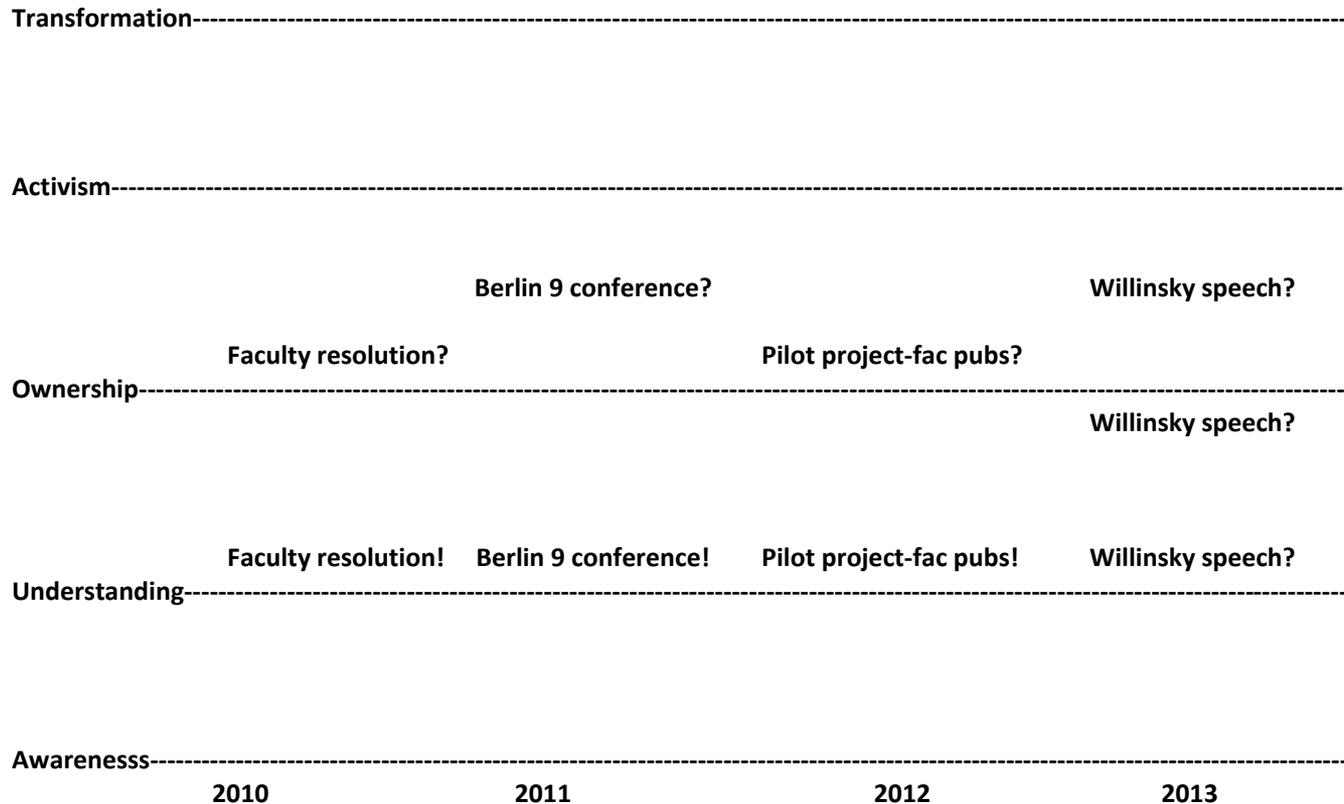
# Ogburn's Stage 5: Transformation = Nebulous Nirvana?

- **Defined:** Profound, systemic, far-reaching change, both local and global
- **Systemic view:** new models of creation and dissemination; ownership of knowledge shared by many; benefits all stakeholders
- **Non-librarians' view:** same as librarians' view
- **Action:** creation of inclusive and nurturing publication process (as opposed to exclusive)

# 2007-09: Trajectory of Steady Growth



# 2010-13: Plateau



# Ogburn's Strategies for Success

- Create a cohesive program (leadership)
- Develop a unified vision (leadership)
- Foster ongoing and productive conversations (communication, outreach, education, advocacy)
- Forge new relationships (advocacy, coalition building)
- Conduct research, assessment; allocate resources
- Maintain momentum

--Ogburn, J. L. (2008). Defining and achieving success in the movement to change scholarly communication. *Library Resources & Technical Services*, 52(2), 44-53.

# Ogburn's Methods for Success

- Creating a Web site, developing talking points
- Planning campus forums (educational)
- Monitoring developments and sharing (research)
- ID-ing/cultivating faculty editors & advocates
- Establishing presence in campus publications
- Creating coalitions with governing groups, UPs
- Collective, consortial vendor negotiations
- Allocation of resources (internal priorities/power)
- Lobbying legislators (coalition building)

--Ogburn, J. L. (2008). Defining and achieving success in the movement to change scholarly communication. *Library Resources & Technical Services*, 52(2), 44-53.

# Time to Gauge Your Library

- Make a chronological list of the major accomplishments of your scholarly communications/open access program
- Then rank them within the stage model on the handout; note the patterns you see

# Assessing Your Strategies & Methods

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- Re strategies, make a note of how well your library is implementing the strategies; e.g., do you have a unified vision, and so on?
- Re methods, check off and make notes about each of the suggested methods; e.g., do you have a Web presence, and so on?

# Identify the Points of Resistance

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- Note where the trouble spots are, where your organization is stuck, what challenges crop up, recur
- Share your assessment with the group
- Why do we encounter resistance?

# Is the Change Really Radical?

- Ogburn's article uses the word "change" (or changed or changes) 49 times.
- These adjectives are used to describe the types of change: "Revolutionary, fundamental (twice), real, lasting (twice), widespread, profound, systemic, far-reaching;" this adverb is used to describe the act of changing: "radically"

# Yes, It's Radical (and Political)!

“For decades librarians have engaged in what is essentially a social movement to enact radical change in scholarly communication.” –Ogburn, J.L. (2012). The movement to change scholarly communication has come a long way – how far might it go? *Journal of Librarianship and Scholarly Communication* 1(1), 1-3.

# A Sociological Definition

“[A] social movement . . . consists of a **sustained challenge to power holders** in the name of a population living **under the jurisdiction of those power holders** by means of **repeated** public displays of that population's worthiness, unity, numbers and commitment.”—Tilly, C. (1999). From interactions to outcomes

in social movements. In M. Giugni, D. McAdam, & C. Tilly (Eds.), *Why Social Movements Matter* (pp. 253-270). Minneapolis: University of Minnesota Press.

# Similarities of Tilly & Ogburn

Tilly's "Sustained effort" and "challenge to power holders" concepts are rhetorically muted in Ogburn's language:

Ogburn: "As with any social movement, success cannot be taken for granted and **issues can remain contentious for some time**" –Ogburn, J.L. (2012). The

movement to change scholarly communication has come a long way – how far might it go? *Journal of Librarianship and Scholarly Communication* 1(1), 1-3.

# Similarities, cont'd

- Tilly: “. . . repeated public displays of that population's worthiness, unity, numbers and commitment.”
- Population's worthiness: belief in/value of public good, democracy, openness—are these values assumed by Ogburn to be universally held by librarians and academe?
- Tilly's unity = Ogburn's unified vision
- Tilly's numbers = Ogburn's coalitions
- Tilly's commitment = Ogburn's third stage of growth

# Media Framing: Central Organizing Idea + Condensing Symbols/Shorthand

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- Framing is dialectical process: no frame without a counter frame
- Collective action frames consist of (1) injustice, (2) agency, and (3) identity
- Frames are largely unspoken and unacknowledged

--Davis, P. (2009). How the media frames "open access." *Journal of Electronic Publishing*, 12(1).

# Media Framing of Open Access Movement—Let Your Values Hang Out

- Pro-Open Access: context of transparency and public accountability—clear argument for a moral imperative for social change
- Anti(?) -Open Access: complex and nuanced arguments against specific business models—argument less clear—their view toward open access not elucidated. —Davis, P. (2009). How the media frames “open access.” *Journal of Electronic Publishing*, 12(1).

*Electronic Publishing*, 12(1).

# Advocating Open Access

- Davis' sample revealed the following arguments that advocated FOR open access (in descending order):
  - Public accountability
  - Public good
  - Transparency
  - Personal incentive

--Davis, P. (2009). How the media frames "open access." *Journal of Electronic Publishing*, 12(1).

# Opposing Open Access

- Davis' sample contained the following arguments that advocated AGAINST open access (in descending order):
  - Quality
  - Sustainable business models
  - Barriers to participation
  - Government intrusion
  - Unintended consequences

--Davis, P. (2009). How the media frames "open access." *Journal of Electronic Publishing*, 12(1).

# Local Anecdote: Pro-Business

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- Audience reaction to socialistic Willinsky model—concern for profit-making enterprises
- Resistance to open access could be a basic difference of political stance toward economic system

# Satire Arises from Turmoil?

- In her satirical article, “How to Scuttle a Scholarly Communication Initiative,” Dorthea Salo’s states that it “derives from **many, many** sad and infuriating stories told me by treasured professional colleagues and former students.”
- “Proper librarians know that the current system is obviously the most sustainable, since it’s lasted this long and provided so much benefit to libraries and profit to organizations as diverse as Elsevier, Nature Publishing Group, and the American Chemical Society, as well as their CEOs.” –Salo, D. (2013). How to scuttle a scholarly communication initiative. *Journal of Librarianship and Scholarly Communication* 1(4):eP1075. <http://dx.doi.org/10.7710/2162-3309.1075>

# Librarian Attitudes about Open Access

Palmer's 2009 survey about academic librarian attitudes about open access found that "while attitude responses were largely positive, there were differences in levels of support related to respondents' job descriptions . . .". —Palmer, K.L., Dill, E., and

Christie, C. (2009). Where there's a will there's a way?: Survey of academic librarian attitudes about open access. *College & Research Libraries* 70(4), 315-335.

Acquisitions librarians were most negative—  
why?

# Palmer's Results

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Palmer's survey revealed that 77% (202) of the librarians surveyed either agreed or strongly agreed that "the principles of open access relate to the purpose of academic libraries."

# Clues, Conjecture about Our Colleagues' Open Access Attitudes

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- Can we infer that 23% of librarians feel there is little or no affinity between values underlying open access movement and academic libraries' missions/values, and does this mean they are “anti-” open access?
- What can we infer, if anything, about acquisitions librarians' lower scores?

# Is It Resistance to Change or Specifically Anti-Open Access?

- Psychological/organizational basis:
  - Personal psychological limits, fearful/intolerant of change or work-avoidant
  - Organizational limits, e.g., lack of resources
  - Workplace dynamics (loyalty to vendors, academic politics); or disagreement about the methods used, speed attempted, or extent of change desired
  - Etiquette that activism is improper in the workplace
- Anti-open access (values-based):
  - Basic difference in values/beliefs/politics; e.g., a belief in an unfettered free market, privatization

# Activism within the Workplace

- “Activism within a workplace context is therefore complex because of the very closeness of the power that is contested” —Scully, M. and Segal, A. (2002). Passion with an umbrella: Grassroots activists in the workplace. *Social Structure and Organizations Revisited* Vol. 19, 125-168
- “Changes may be necessarily piecemeal,” --Ibid.

# Differences in Method

- Be a bold leader? “Transformation . . . demands collaboration, matured and advanced by earlier stages, by many stakeholders to achieve a shared vision.” --Ogburn
- Or be selectively assertive? “Initiating a campus-wide open access policy is an effort best left to university administration and faculty senates.” --Cryer, E. and Collins, M. (2011). Incorporating open access into libraries. *Serials Review* 37, 103-107.

# Co-optation within the Workplace

- “Activists’ mobilization, framing, and outreach . . . involved a balancing act between nimbly using their insider status versus having goals **coopted** or diminished by this insider language and logic” (Scully, 159).

# Co-Optation = Necessary Compromise?

- Need for reform recognized
- Appropriation of language & technique; dismissal of values, redefinition of terms
- Power sharing, legitimation, greater availability of resources
- Assimilation of members, priorities, goals
- Routinization and standardization

--Coy, P.G. and Hedeem, T. (2005). A stage model of social movement co-optation: Community mediation in the United States. *The Sociological Quarterly* 46, 405-435.

# ROARMAP Refuses to Be Co-Opted

## Campus Open Access Resolutions Open Access Archivangelism

Wednesday, October 6, 2010

### Campus Open Access Resolutions

On Tue, 5 Oct 2010, [identity deleted] wrote:

Hi Stevan,  
We are happy to inform you that [university identity deleted] senate passed a campus open access resolution...

[Here] is the text of our open access resolution. We are not sure if we should register it to ROARMAP since it is not a policy or a mandate. Do you have any guidance for us?

Thanks, [Identity deleted]

Hi,

Congratulations to your university for taking a stance on OA, but I'm afraid there is nothing yet to register in [ROARMAP](#) on the basis of this kind of resolution (encouraging OA), for the following reasons:

(1) Ten years of evidence on which kinds of policies succeed and which fail have shown that encouraging deposit simply does not work. Baseline deposit rates remain about 15% of university research output, even with encouragement, recommendations, invitations, and requests.

(2) If the encouragement is accompanied by relentless activism, contacts, incentives and assistance from library staff, the deposit rate can be raised [somewhat higher \(c. 30%\)](#).

(3) But only a deposit requirement (mandate) can raise the deposit rate to 60%, from which it approaches 100% within a few years (especially quickly if deposit is officially designated as the sole procedure for submitting publications for [performance assessment](#)). Neither encouragement nor activism will accomplish deposit rates of that order, no matter how long the policy remains in place.

So I am afraid that your university is now destined to have to discover for itself -- by losing several more years of research uptake and impact while other institutions ([over 100](#) now) adopt a deposit mandate -- that encouragement alone simply does not work.

I also think it is a mistake to foreground the recommendation to publish in open access journals ("Gold OA"): Unlike "Green OA" -- i.e. depositing (in the institutional repository) articles that have been published in subscription journals (which still constitute about 90% of journals today, and still include virtually all the top journals) -- publishing in Gold OA journals cannot be required; it can only be encouraged. So as a means of providing OA to all the university's annual research output, publishing in Gold OA journals should clearly be portrayed as merely a [supplement](#) to a [deposit mandate](#). Your faculty resolution puts the encouragement to publish in OA journals first, followed by an encouragement to deposit. Not only is the crucial [requirement](#) to deposit missing altogether, but the priorities are counterproductively reversed.

Last, I have to point out that your resolution's statement regarding deposit is so hedged by apparent legal worries that it is virtually just a statement to the effect that "We encourage you to deposit if and when your publisher says you may deposit!"



[EnablingOpenScholarship \(EOS\)](#)

[EOS](#)

[Federal Research Public Access Act \(FRPAA\)](#)

[FRPAA](#)

[Alliance for Taxpayer Access \(ATA\)](#)

[FRPAA](#)

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**Materials You Are Invited To Use To Promote OA Self-Archiving:**

• [PPTs -- PDFs](#) about Green OA Mandates and Metrics

**Videos:**

• [OA Policy & Management \(Brussels 2011\)](#)

• [OA Impact Metrics \(Uppsala 2010\)](#)

• [2010 UNT Green OA Mandate Policy Symposium: Keynote](#)

• [2010 E-Democracy: 5 Questions](#)

• [Access2009 \(Prince Edward Island\)](#)

• [3.ª Conferência sobre acesso livre ao conhecimentos](#)

• [ELPUB 2008 mandates &](#)

# Colbert's Co-optortunity

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# Colbert's Co-optortunity, Part 2

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# My Mojo Returns

- Enthusiasm: Ogburn's confidence in librarians' leadership abilities is inspiring
- Realism: I now realize the enormity of the task ahead of us
- Compassion: For myself and others, re our fears of change and the ways in which we need to grow
- Perseverance: I'll continue to search for root causes of resistance and signs of support
- Humor helps us enjoy the journey!

# Conclusions, New Perspective?

- If you agree that the open access movement is a social movement advocating for fundamental change in power relations, what are the implications?
- How does this change your perspective about your institution's place in Ogburn's continuum of stages?
- Does this help to bring your mojo back, to regain momentum? How? And why or why not?

# Thank you!

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