

2018

# Opting Out Is Not an Option: Why All Academic Librarians Must Understand Open Access

Jill Cirasella  
*CUNY Graduate Center*

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### Recommended Citation

Cirasella, Jill, "Opting Out Is Not an Option: Why All Academic Librarians Must Understand Open Access" (2018). *CUNY Academic Works*.  
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# Opting Out Is Not an Option

Jill Cirasella  
The Graduate Center, CUNY  
@jillasella

Slides: [bit.ly/optingout2018](https://bit.ly/optingout2018)

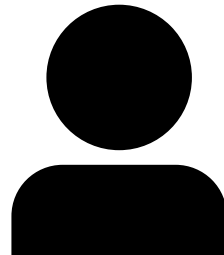
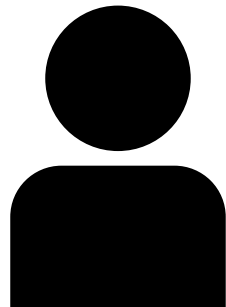
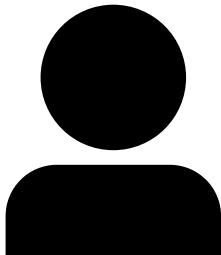
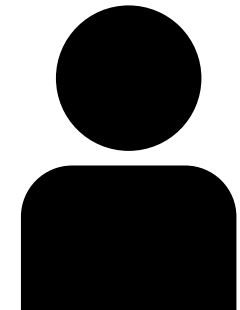


# Opting Out Is Not an Option

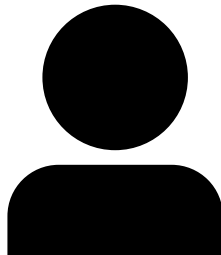
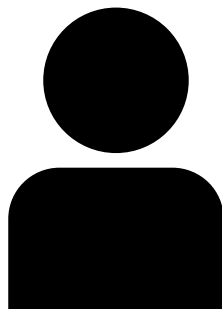
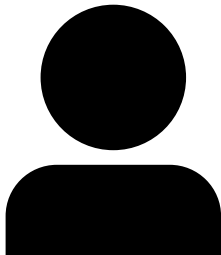
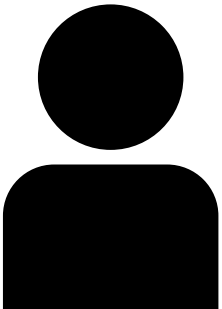
**Why All Academic Librarians  
Must Understand Open Access**

# Opting Out Is Not an Option

**A Manifesto**



Not it!





Not it!

Not it!





Not it!

Not it!

Not it!







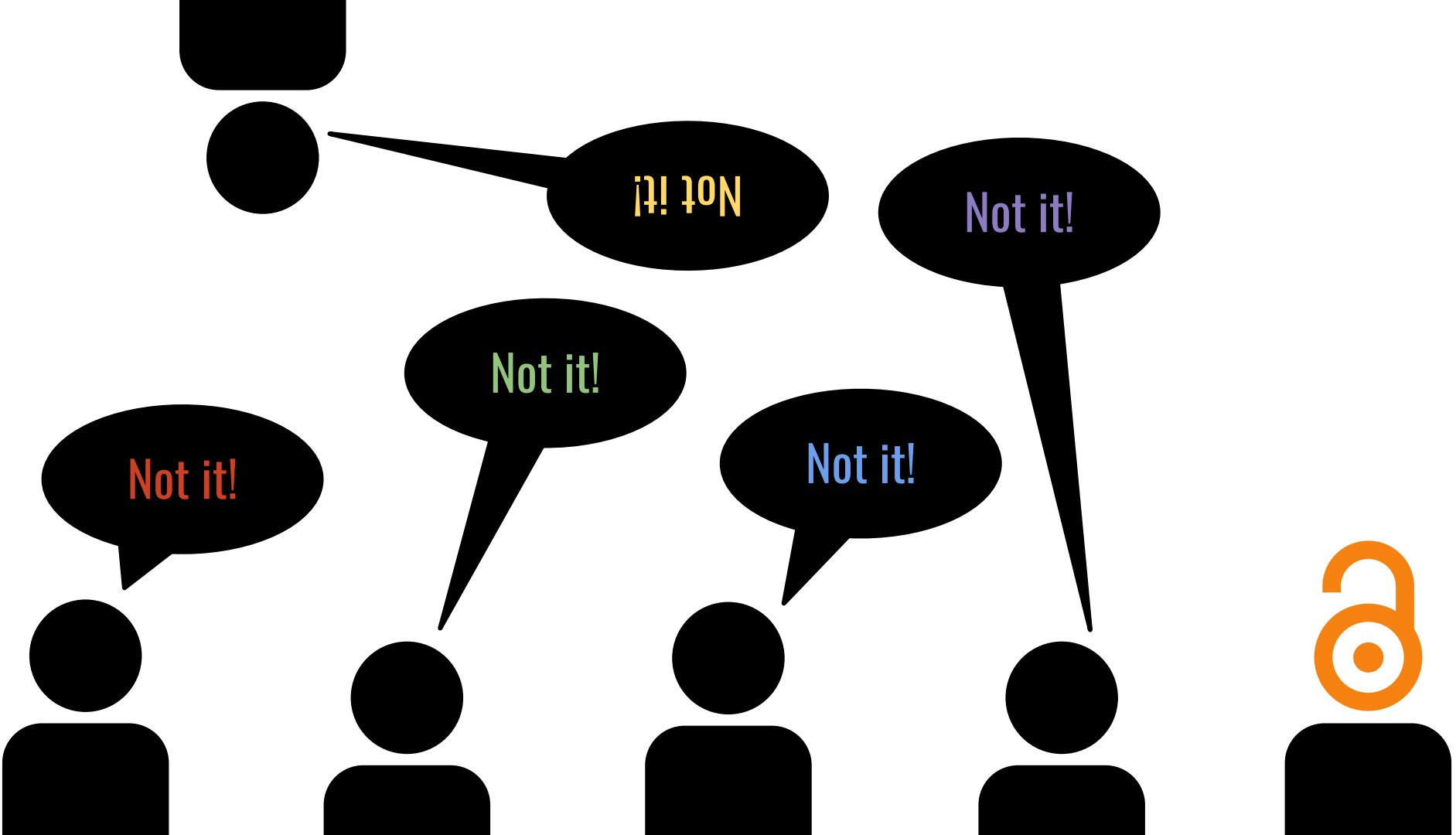
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Not it!

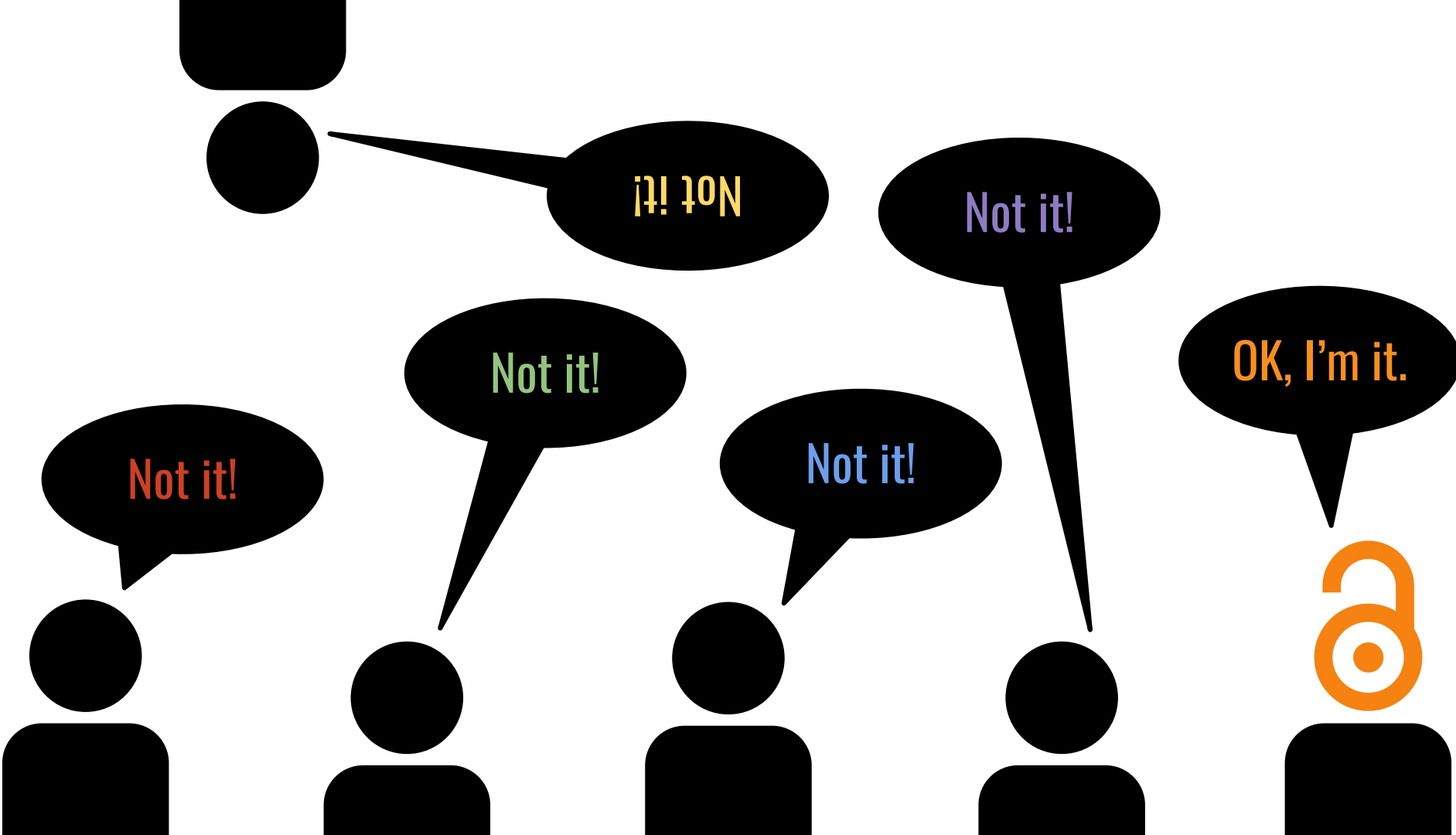
Not it!

Not it!

Not it!

Not it!





Not it!

Not it!

Not it!

Not it!

OK, I'm it.

Not it!



# Analyses of Job Postings: ScholComm Ascendant!

- Cooper, I. D., & Crum, J. A. (2013). New activities and changing roles of health sciences librarians: A systematic review, 1990-2012. *Journal of the Medical Library Association*, 101(4), 268-77.
- Detmering, R., & Sproles, C. (2012). Forget the desk job: Current roles and responsibilities in entry-level reference job advertisements. *College & Research Libraries*, 73(6), 543-555.
- Finlay, C., Tsou, A., & Sugimoto, C. (2015). Scholarly communication as a core competency: Prevalence, activities, and concepts of scholarly communication librarianship as shown through job advertisements. *Journal of Librarianship and Scholarly Communication*, 3(1).
- Kawooya, D., Veverka, A., & Lipinski, T. (2015). The copyright librarian: A study of advertising trends for the period 2006–2013. *Journal of Academic Librarianship*, 41(3), 341-349.
- Xia, J., & Wang, M. (2014). Competencies and responsibilities of social science data librarians: An analysis of job descriptions. *College & Research Libraries*, 75(3), 362-388.

# Future Core Competency

“We may predict, given our data, that scholarly communication will soon be considered a core component of academic librarianship, alongside the traditional pillars of the trade (references and instruction, collection development, cataloging).”

— Finlay, Tsou, & Sugimoto, 2015, p. 22

# Current Core Competency?

“Scholarly communication literacy has become a core competency for academic librarians.”

— Bonn, 2014, p. 132

Bonn, M. (2014). Tooling up: Scholarly communication education and training. *College & Research Libraries News*, 75(3), 132-135.

# Analyses of Job Postings: Silent on ScholComm

- Hartnett, E. (2014). *NASIG's Core Competencies for Electronic Resources Librarians revisited: An analysis of job advertisement trends, 2000–2012*. *Journal of Academic Librarianship*, 40(3-4), 247-258.
- Tang, Y. (2013). Distance education librarians in the United States: A study of job announcements. *Journal of Academic Librarianship*, 39(6), 500-505.
- Todorinova, L. (2018). A mixed-method study of undergraduate and first year librarian positions in academic libraries in the United States. *Journal of Academic Librarianship*, 44(2), 207-215.

# ScholComm on Core Competency Lists

## **Not mentioned:**

ALA Core Competences of Librarianship (2009)

[bit.ly/alacorecomps](http://bit.ly/alacorecomps)

## **Mentioned:**

ACRL Roles and Strengths of Teaching Librarians (2017)

[www.ala.org/acrl/standards/teachinglibrarians](http://www.ala.org/acrl/standards/teachinglibrarians)

## **Mentioned:**

Medical Library Association Competencies for Lifelong Learning and Professional Success (2017)

[www.mlanet.org/d/do/7992](http://www.mlanet.org/d/do/7992)

## **Mentioned (duh):**

NASIG Core Competencies for Scholarly Communication Librarians (2017)

[bit.ly/nasigcorecomp](http://bit.ly/nasigcorecomp)



# Current Core Competency?

“Scholarly communication literacy has become a core competency for academic librarians.”

— Bonn, 2014, p. 132

Bonn, M. (2014). Tooling up: Scholarly communication education and training. *College & Research Libraries News*, 75(3), 132-135.

# Current Core Competency for Subject Librarians

“The instructors frequently shared job advertisements from throughout the library profession with students. . . . [W]e are seeing a heightened expectation that librarians who support disciplinary scholarship are fluent in the language of scholarly communication and can address its opportunities and challenges. Scholarly communication literacy has become a core competency for academic librarians.”

— Bonn, 2014, p. 132

Bonn, M. (2014). Tooling up: Scholarly communication education and training. *College & Research Libraries News*, 75(3), 132-135.

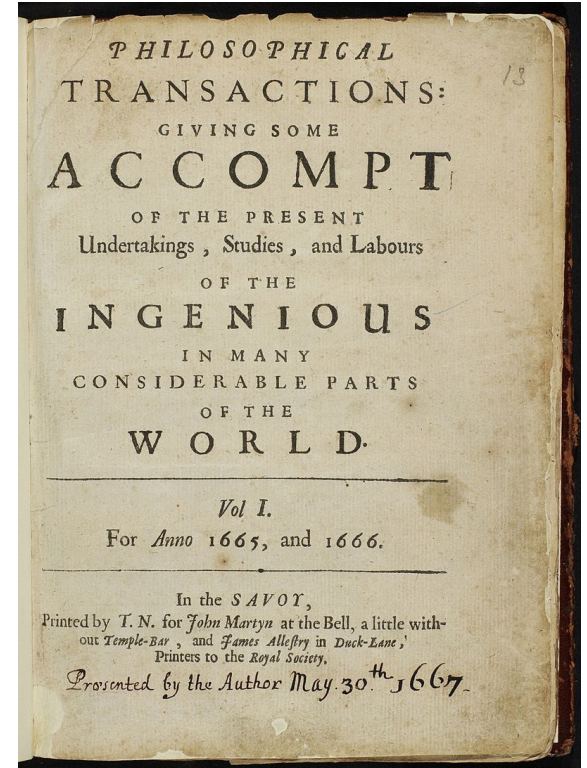
**What about academic librarians  
not planning to re-enter job market?**

**Should they have scholcomm competencies?**

**Academic librarians have always  
had scholcomm competencies.**

# ScholComm in Academic Librarianship

- scholarly journals
- peer review
- journal evaluation
- citation counts
- university presses vs. trade presses
- etc.



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All academic librarians should have moderately current scholcomm competencies.

What's the big scholcomm trend of past 10+ years?





All academic librarians should have  
open access competencies.

# How Much Knowledge?



# How Much Knowledge?



All academic librarians should be conversant in OA.

# What about Ossified Librarians?



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**Do I dare say it?**

I'm going to say it...



Academic librarians who opt out of OA  
are not good academic librarians.

**Opting out is not an option!**

# OA in Liaison Work

- science librarian
- health sciences librarian
- social sciences librarian
- arts librarian
- humanities librarian
- etc.

Kirchner, J. (2009). Scholarly communications: Planning for the integration of liaison librarian roles. *Research Library Issues: A Bimonthly Report from ARL, CNI, and SPARC*, 265, 23.

## Scholarly Communications: Planning for the Integration of Liaison Librarian Roles

Joy Kirchner, Librarian for Collections, Licensing and Digital Scholarship,  
University of British Columbia Library

*Note: Joy Kirchner was seconded from some of her other duties so that she could focus more fully on scholarly communications in the role of Project Manager for Scholarly Communications from late 2007 to March 2009.*

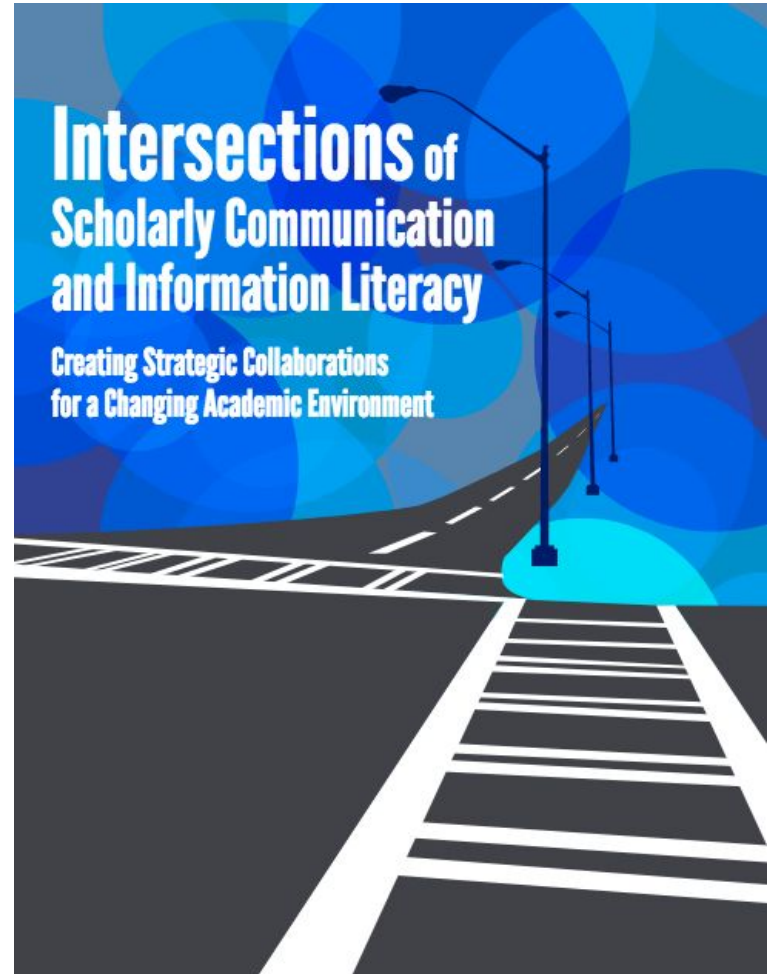
The University of British Columbia designated Scholarly Communications as one of its major focus areas from late 2007 to spring 2009. To this end, we seconded a Project Manager and a project team to develop a formal scholarly communications project plan. The aim of the project was to develop a set of recommendations to define the Library's role in scholarly communication, to conduct formalized discussion and education of these issues with campus stakeholders, and to begin to identify recommended and sustainable service models.

The project first identified campus stakeholders, including faculty, researchers, administrators, library, and publishing constituencies and constructed a Steering Committee made up of representatives from these stakeholder groups to help guide the project. As the front line librarians to our researchers and faculty, the Steering Committee identified liaison librarians as a key stakeholder group to not only help us engage with our community as we began the process of formalized discussion and education, but also to help us and the Library to develop a picture of scholarly communications activities on our campus at the discipline level. Since the major thrust of the project was concerned with information gathering for future planning and decision making, liaison librarians' disciplinary networks could be crucial to formulating a picture of changes at the system level and in bringing that back to the Library. With such information we believed we could also better understand how liaison roles could potentially shift to meet new scholarly practices and research behaviour.

# OA in InfoLit

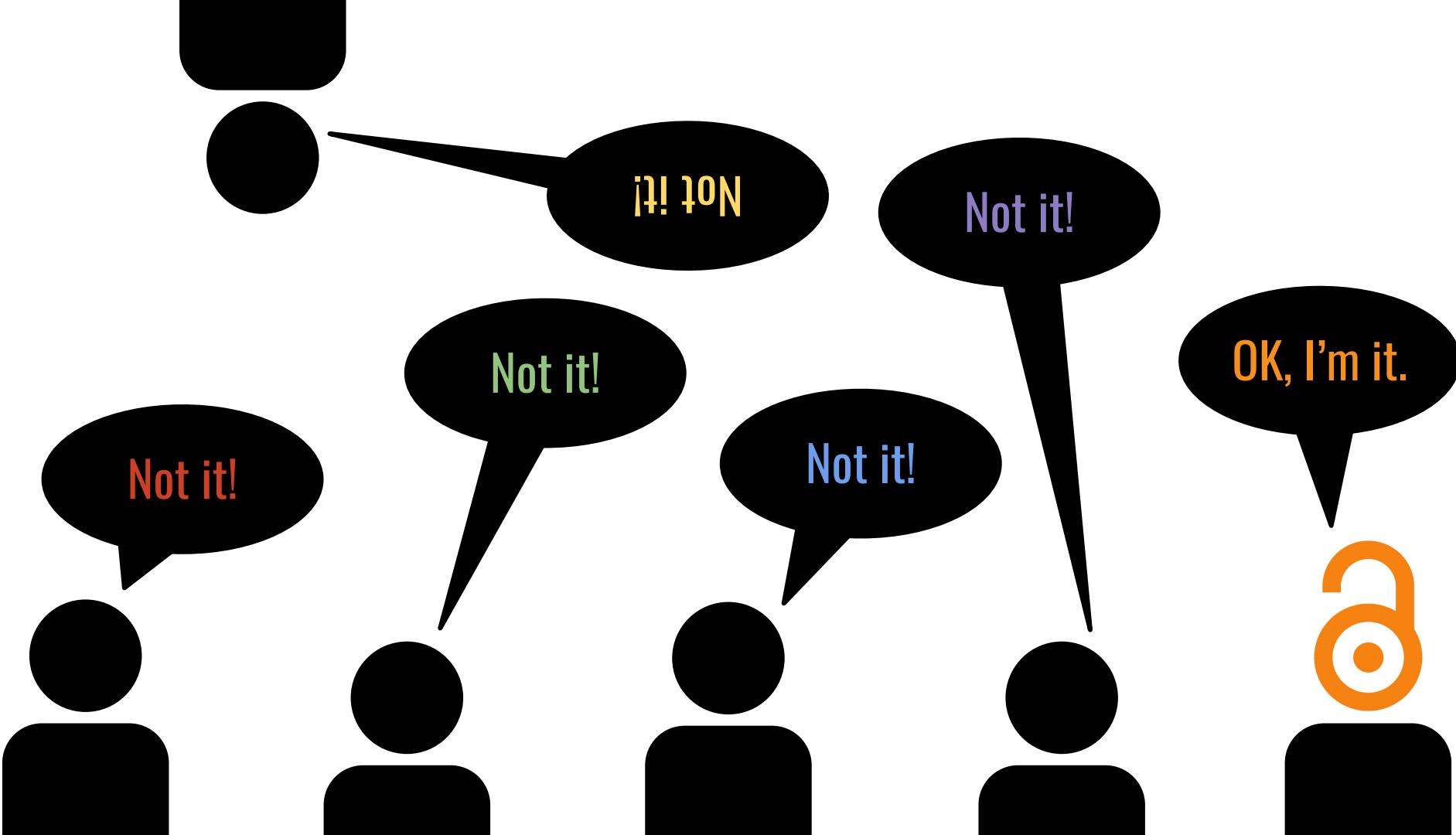
- instruction librarian
- information literacy librarian
- teaching and learning librarian
- etc.

Association of College and Research Libraries. Working Group on Intersections of Scholarly Communication and Information Literacy. (2013). *Intersections of scholarly communication and information literacy: Creating strategic collaborations for a changing academic environment*. Association of College and Research Libraries.



# OA in Other Roles? Think – Pair – Share

- Systems librarian
- ILL librarian
- Serials librarian
- E-resources librarian
- Library director
- Collections librarian
- Acquisitions librarian
- Metadata librarian
- Instructional design librarian
- Discovery services librarian
- Outreach librarian
- Map librarian
- Emerging tech librarian
- etc.



Not it!

Not it!

Not it!

Not it!

Not it!

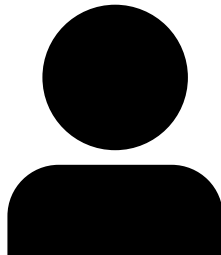
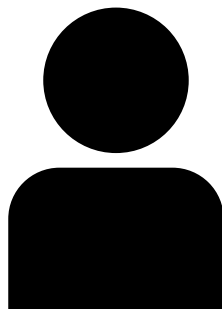
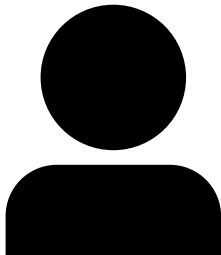
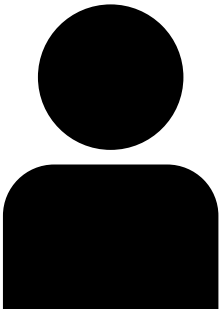
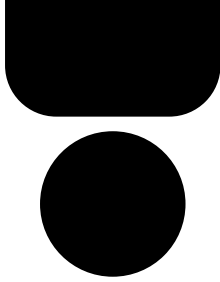
OK, I'm it.





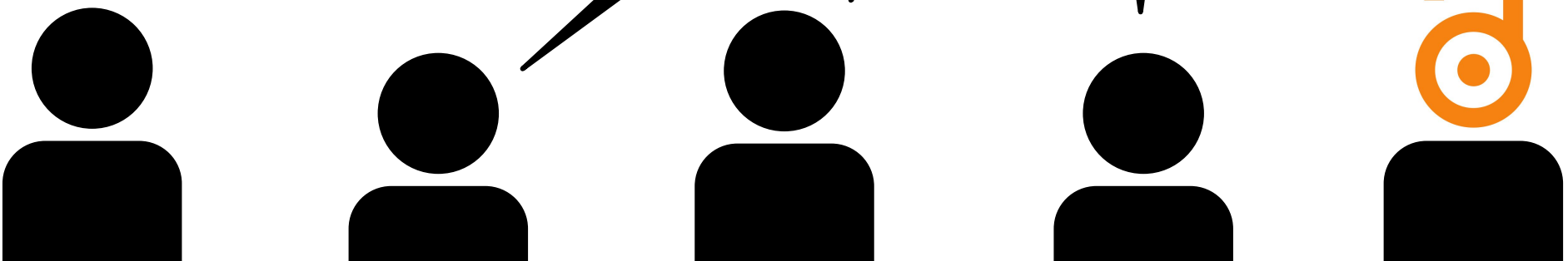
**You're it!!!**







We're all it!



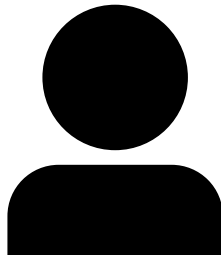
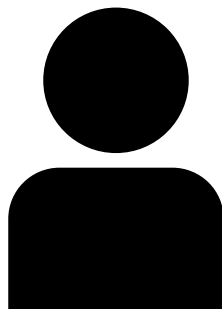
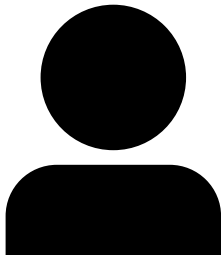
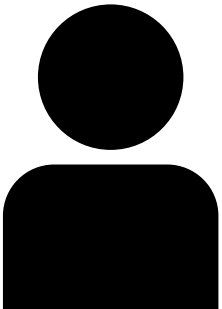


**...for the basics,  
anyway.**





...and I'm always here  
for the OA complexities!



**We must foster conversancy!**

# We Must Foster Conversancy

“Before librarians can effectively educate the rest of the academic community about the issues of scholarly communication, they must bring their colleagues and staff on board.”

— Newman, Blecic, & Armstrong, 2007, p. 14

# How Can We Foster Conversancy?

Think – Pair – Share

# How Can We Foster Conversancy?

- Presentations for colleagues
- Workshops for colleagues
- Upload-a-thons (or even Upload-a-thing)
- Invite colleagues into consultations
- Think of library as one of our liaison responsibilities
- Don't actually call anyone a bad librarian!

# Let's chat!

Slides: [bit.ly/optingout2018](https://bit.ly/optingout2018)

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