**Slide 1**

Title page

**Slide 2 Background**

Canterbury Christ Church University (CCCU) began its life as a teacher training college in 1962. It has expanded considerably since then, providing a wide range of courses in education, health, arts, and sciences. It has remained teaching-, rather than research-focussed. Despite this, the university is keen to raise the profile of its research, and the need for further support for research has been recognised. So, when the library teams were restructure in 2016-17 the new post of Learning & Research Librarian (Scholarly Communication) was created.

**Slide 3 Carrots and sticks**

As most of you are probably aware, advocating open access can be a challenge. At Christ Church, because of the focus on teaching, it can be difficult for academics to find time to do their research, never mind adding it to a repository and getting to grips with which version of their paper to include and so on. Without the HEFCE mandate we would have even less success in persuading people to add their research to the repository, but we are trying to steer away from the ‘stick’ approach and remind people why OA is a good thing in its own right – for themselves as researchers, the institution and society as a whole.

**Slide 4 Gary Hall – struggle and critical resistance**

What we really want and need to do is to build open access into the culture of the university, and in order to do this we need to move our focus away from the REF and towards the moral, ethical and radical aspects of open access.

Gary Hall conceives of open access as a continuing struggle – much like the academic life. If we focus on the measures and targets around the REF, we see open access as almost nothing more than a bean counting exercise. But Hall argues that open access is “less a project and model to be implemented, and more as a *process* of continuous struggle and critical resistance

He argues that open access should not merely be about making research accessible, but also needs to address “issues of access, experimentation and self-reflexivity in an ongoing critical manner”, so it should also be about encouraging re-use and experimentation (A&H34).

Open access gives us an opportunity to step away from the status quo, observe it and re-imagine it. Being involved with open access can be a way of critiquing the current mainstream publishing processes, and thinking about the philosophies underpinning open access can help us explore the values and aspirations of our institutions.

**Slide 5 Mission and values**

This is what is says on the “Mission and Values” page of our website:

Although this talk focusses on CCCUs stated values, you can find similar statements on almost any university’s web pages, and particularly those universities that aspire to be values-led. In order to illustrate how open access should be at the core of the university's approach to research, we are going to explore how the moral, ethical and radical aspects of open access can be seen to fit with these values.

**Slide 6 The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual**

We start with the individual. The university is not a single entity, it is made up of individual people, all with different needs and backgrounds, and all of whom are entitled to their dignity and realisation of their potential. When speaking about each person’s “dignity and potential” we need to remember to include academic staff, think about how dignified it is for academics and their work to be treated as commodities.

Over recent years, the HE system in the UK has become more and more market-driven. The language of capitalism and commerce has crept steadily into our everyday speech, thoughts and actions. Academic staff are encouraged to promote themselves as ‘brands’, and think of themselves as commodities. All outputs, even research, must be quantified as “measurable deliverables”. So we now have the concepts of researchers as entrepreneurs, publications as products (outputs) and academia as a global marketplace

**Slide 7** **The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual**

Academic staff want to share their work, but they will often do this on social media sites such as Academic.edu that actually want to commodify their research and the data connected with it. Academia.edu, AKA “Facebook for academics” utilises users’ content and labour under the guise of “sharing”. Not only this, but, as with mainstream social networks, the people who use the site may soon become its products. Its founder has said that he plans to charge “for-profit companies for access to data and insights on which research and researchers are gaining traction”.

Open access (particularly green open access) helps academics step outside the market. They can share their work freely (to a point), without being subject either to the cost of APCs or the hidden costs [of being treated as commodities by] of sharing their work on academic social media.

**Slide 8 The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual**

The current scholarly communications system encourages academics to be selfish – jobs are insecure, competition is fierce, and getting published in the top journals is part of how academics promote themselves, and it closely tied in to career progression. All this, and the stresses of day to day work in HE, means that researchers can easily lose sight of how they could contribute more to the development of a fairer world through open access. Until the way in which we measure academic success changes, it is going to be difficult to persuade academics to change their practices. This is why [fair metrics] is becoming more and more tied in with open access.

**Slide 9 The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual**

In addition to thinking about the dignity of academic staff, we also need to think about the potential of our students. Whilst at university, they can access lots of amazing resources through their library, but what happens after that when they (hopefully) go into the workplace or want to engage in lifelong learning? Making research open access enables people to reach their potential throughout their lives, not just while they are members of the university. It gives people the means to lead dignified lives, with the knowledge they require to do so.

**Slide 10 The integration of excellent teaching, research and knowledge exchange**

Thinking about students, they need to know that universities are doing research. I would argue that research is what makes a university. And this research needs to be present in teaching. Subjects should be taught by experts in those subjects, and this research should be openly available for their students to use. Universities often talk about research informed teaching, particularly with reference to the TEF, and a green open access repository can help make RIT possible: Repositories collate and preserve research, so it's easily accessible to anyone. Students can search for the lecturers’ research, download it, assess it and use it without cost. Although it might be possible for students to go to subscription journals and access this work, this is only the case if their university has paid for access to that particular journal. Having research in the repository also makes it easy for staff to access their own work and use it in their teaching, and to share it with colleagues.

**Slide 11 The power of higher education to enrich individuals, communities and nations**

The Universal Declaration of Human Rights (1944):

“Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits” Article 27, section 1

Making research open access has important implications for social justice and the enrichment of lives; especially lives outside the university. Open access research is available to anyone, not just those who can afford the subscriptions and/or who are members of a university. If we believe in the enriching power of higher education then we have a “… moral responsibility to maximise the benefits of scholarly publishing for the larger society” (Aetal2)

**Slide 12 The power of higher education to enrich individuals, communities and nations**

As well as enriching lives through access to information and knowledge, open access can also be seen as an alternative to the status quo. Advocates of radical open access argue that this is the way it *should* be used:

“Open access publishing, without a concurrent interrogation of the economic underpinnings of the scholarly communication system, will only reform the situation rather than provide a radical alternative”

Part of the power of higher education comes from the fact that it enables people to stand apart from society and the status quo and critically examine it. Open access can be a part of this ‘alternative view’, as it allows people to step outside the system and be part of creating a new one.

**Slide 13 The power of higher education to enrich individuals, communities and nations**

In addition, the radical open access movement argues that open access should not only be about access alone, but also about re-use of, experimentation with and critique of research outputs. This facilitates a richer experience of research. People can not only read the research, but can perhaps experience it in new ways. For example, an open access monograph allows the reader to explore what ‘a book’ is, what it means as a cultural and political object, among other things – is an e-book really still a book? Is how we read a book affected by its physical form?

**Slide 14 The power of higher education to enrich individuals, communities and nations**

Questioning the book has led some to question the “very print-based system of scholarly communication – complete with ideas of quality, stability and authority – on which so much of the academic institution rests”.

For example, what about peer review? What happens if scholars or universities self-publish their work open access – what happens to the ‘traditional’ commercial publishing systems? Who is the author? Open access facilitates the asking of questions, which I believe is one of the primary functions of a HE institution. This leads to richer, more meaningful lives through challenging both tradition and the status quo.

**Slide 15 A just and sustainable future**

The current scholarly eco-system, whereby journals charge for access is unjust and unsustainable.

The number of people in further or higher education worldwide grew almost seven-fold between 1970 (3 million) and 2009 (200 million) due to the sudden expansion of higher education in the developing world. This massive increase in the number of people in higher education was accompanied by a severe lack of scholarly information for these students. (Bodo7)

It is our responsibility as librarians and scholars to ensure that our colleagues in the developing world have access to the same resources as us (and vice versa). It should not matter where we are in the world, or which institution we belong to or are employed by: we should be able to access the research outputs at the point of need, and whether or not we can access research should not depend on our income or indeed the income of our institution.

**Slide 16** **A just and sustainable future**

Within the scholarly publication system itself, we need a focus on non-discrimination, equality and equity in the distribution of costs and benefits, in order to try to create a just and sustainable environment. Yamey (2008), argues that open access publishing is a socially responsive and equitable approach to knowledge dissemination, and subscription fees that exclude the poor from access to scholarly resource are a rights violation.

As Willinsky says: “the right to know is not solely about having access to knowledge that will prevent harm or reduce suffering, rather [it] is about having fair and equitable access to a public good” (146). Interestingly, he also argues that open access to knowledge can enable people to defend and advocate other people’s rights, something which should chime very strongly with our values as a university.

**Slide 17 A just and sustainable future**

How does open access support sustainability? I suggest it does this in [x] ways: Firstly, universities are contributing to their own sustainability by meeting funder mandates for open access requirements. Even though we are trying to steer away from seeing open access in a REF-centric way, it’s important to acknowledge this.

Secondly, open access research helps to facilitate the sustainability of future research and innovation – it enables anyone who wants to access research to read and build upon it. This should mean fewer examples of [repeated] research, and also means that people can see examples of bad research, so they can try to avoid making the same mistakes in the future. In addition, green open access using institutional repositories offers a way of collating and preserving an institution’s research output in an easily accessible centralised place – no more lost manuscripts!

Thirdly, it can be argued that open access publishing systems, such as new university presses and ‘pure’ open access online journals, are more sustainable than the current subscription-based publishing model(s). For example, encompassing justice and sustainability, UCL Press seeks to:

“….change the prevailing models for the publication of research outputs. Grounded in the Open Science/Open Scholarship agenda, UCL Press will seek to make its published outputs available to a global audience, irrespective of their ability to pay, because UCL believes that this is the best way to tackle global Grand Challenges such as poverty, disease, hunger.” <http://www.ucl.ac.uk/ucl-press/about>

In the same way, those who belong to the Radical Open Access Collective seek to “to offer a radical challenge to free market capitalism and its forces of co-option” (ROAC website). This returns us to Hall’s ideas about what open access could/should be: a means with which to examine, critique and disrupt the status quo in an inclusive way, thus contributing to a just and sustainable future.

**Slide 18 Conclusions**

It is important to recognise the limitations of the ‘values-based’ model of advocacy, as well as the [difficulties] of open access as it currently exists in the western world. A major disadvantage of the values-based model is that, unfortunately, people are inherently selfish and it is very difficult to persuade them to do something for the sake of the greater good. They may not see the benefits to themselves, so open access advocates will need to continue to re-iterate the benefits of open access to individual researchers and institutions.

Despite this, I hope I have illustrated how the values of the University are [closely related] to the values of the open access movement. I believe that if we are serious about our values we need to embrace open access as an integral part of the workings of our institutions, and not see it as just another REF-related task.

**Slide 16**

Thank you

**Slide 17**

Bibliography