Assumptions About Labor in Open Education

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OPEN TEXAS KEYNOTE
### Gains from the Morrill Act

<table>
<thead>
<tr>
<th>Year</th>
<th>Land Grant Assigned</th>
<th>Share of Morrill Act Grant</th>
<th>Acres Received</th>
<th>U.S. Paid for Indigenous Title</th>
<th>Endowment Principal Raised from Grant</th>
<th>Endowment Return on Payments to Tribes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1871</td>
<td>100%</td>
<td>180,217</td>
<td>$4,177</td>
<td>$173,942</td>
<td>42:1</td>
<td></td>
</tr>
</tbody>
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**Source:** LandGrabU Project: [https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities](https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities)
Part 1: Why Teachers Are Quitting

The past two years have thrust teachers and public schools to the center of pandemic debates and culture battles. What happens when educators decide it just isn't worth it?

By Nic Querolo, Olivia Rockeman, and Ella Ceron
September 2, 2022 at 5:00 AM EDT
Keynotes appear like the work of one person, but they are inspired by many
What does labor in open education mean to you?

When you think of the politics of labor in open education, what issues surface?

What more do we need to discuss?
Ash Barber
@AshTheLibrarian

Replying to @ProfJasmine @TanyaSpilovoy and @Bali_Maha

“Labor in Open Ed” immediately makes me think about the difficulties associated with adding OER/P duties to an already very full role as a librarian instead of creating dedicated OER/P Librarian roles where the work can really thrive.

#oer #oep #librarians

Abbey Elder
@OpenAccessElder

Replying to @ProfJasmine and @Bali_Maha

A couple of things come to mind. The labor of:
- instructors - whether the work they do preparing teaching materials (open & otherwise) is valued;
- OE professionals - whether their work supporting OE is a standalone position or folded into an existing one
Then there is: IT professionals - managing platforms & services for long-term use / hosting open source solutions (whether orgs will fund that labor or outsource it). Students - are we supporting student authors doing open pedagogy & ensuring that they are educated on copyrights?

2) current uni-system is a growing gig-economy that divides & fractures so all of us in this learning experience are increasingly removed & disempowered (again-faculty/librarian/IT/students/staff): the answer to this problem is communication & organization: how do we do that?

Definitely this. Librarians and instructional designers and technologists. Even if it's their job, their name and opinion aren't central to the intellectual property conversations. When we convince creators to go OER, we are "University resources" that give the institution rights.
What assumptions do we make about labor in open education?

How do we challenge those assumptions?
Assumption 1: Labor is just about labor
Dr. Heather Miceli
@hsmiceli

Replying to @hsmiceli @ProfJasmine and @Bali_Maha

The adjunctification of higher ed comes into play here - with the expectations of adopting/creating OER ever increasing. It adds extra work to people teaching many courses, likely at several institutions, making very little in wages to make it worth it.
I think of the ever expanding roles of especially librarians, but I think could apply to other positions as well, where OER is added to their already full plate of work, and the push for OER can be strong with high expectations. Little support to make a miracle happen, etc.
Dr. Maya Maiko Hey
@heymayahey

Replying to @ProfJasmine and @Bali_Maha

I think about unpaid, unacknowledged and undervalued labor, usually by folks in already precarious positions (POC, early career, grad/student).

Lately I've been thinking about how the labor of OE is *on top of* my labor as researcher, instructor, mentor. And I am but one person.
Assumption 2: 'Open' has to mold to traditional academic structures to succeed
Dr. Karen Cangialosi
@karencang

Questioning the labor of open always makes me think more broadly about our work as educators. What is the work that we should be doing anyway? Why is open often considered ancillary to our "more important" work? Maybe we can stop thinking of our work in Open as an add-on.
What would it look like for 'open' to be centered in your work and its practices?
Assumption 3: 'Open' is an absolute disruptor
Black Feminist Roots in Open Education

"The foundational works of Black Feminist scholars like bell hooks and Regina Austin are both intellectual foremothers to many concepts in contemporary Open practice.

Their work also provides inspiration on how Open practitioners of all professional roles might engage with OER as a space for liberatory praxis for both students and teachers/faculty."

-Marco Seiferle-Valencia, presentation at 2020 Open Education Conference
Equity-Care Matrix (Bali & Zamora, 2022)
Labor is radical
Labor is personal
Labor is revolutionary
Labor is communal
Labor is service
Thank you!

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Feel free to follow me on Twitter @ProfJasmine