

LEARNING AND TEACHING CONFERENCE

**Centre for Academic Innovation
and Teaching Excellence**

Knowledge production, library collections and reading lists: Exclusive club or a warm welcome for all?

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This session will ...

- The need for clear and diverse representation in academic resources and library collections
 - To develop more global representation in academic library collections
 - To provide a diversity of voices in academic libraries
 - To better reflect the academic community and enhance learning.
- Acknowledge the importance and impact of student belonging on successful learning
- Note reading lists are the main driver for library collection development
- Audit reading lists and expand the representation of knowledge they offer our students.
- Offer ways to co-creatively diversify reading lists and incrementally decolonise library collections.

Knowledge production: Issues and changes

- Knowledge production sits at the heart of decolonising higher education.
- Operate predominantly eurocentric/northern hemisphere knowledge base
- Established formats of discovery and dissemination attribute value and authority
- Grant access to and give voice within the academy
- Peer review: Quality control, academic discourse and barriers to difference
- Influence funding, league tables
- Need : Room for new media and forum conferring quality, kudos and authority
- Space for new voices in the academy



Library collection: colonial knowledge

Libraries reflect predominant knowledge, bastions of colonial privilege

Subjugation of local epistemes/ epistemicide (Santos 2017)

Othering of voices, , knowledge systems and cultures

Non western knowledge systems

Barriers to research

Language and translations

Colonialism and knowledge

- Santos (2012) notes colonialism prevented Europe from learning from the experience of the rest of the world. Context is essential to knowledge, different knowledges are required for different contexts, the western view can only serve the western context and landscape
- Currently Eurocentric social sciences “do not allow peoples of Africa, Latin America or Asia to represent the world as their own nor to imagine the possibility of transforming it according to their own specifications and aspirations” (Santos 2017, p292).

Colonialism and knowledge

- Global north stuck in a rut which refuses to allow for histories other than its own. Western histories are seen as universal. Calls for framework of knowledge democracy giving space for multiple epistemes. The importance of multiple histories acknowledged, recorded and made accessible. (Santos 2007)
- Edwards (2019) need to acknowledge all formats of knowledge, she illustrates where books and education have become tools to force out indigenous knowledge, where colonisers neither acknowledge nor understand indigenous knowledge systems, ways of recording, formats and tools.

Hall and Tandon (2017)

- Modern Universities work within unequal knowledge hierarchies which favour the knowledge, knowledge production and dissemination of the West/Northern hemisphere.
- Medieval universities closed off their knowledge from the rest of the world creating elite knowledge holders and relegating knowledge outside of the institution's walls as at best common sense at worst folklore, superstition and witchcraft. University walls enclosed an elite of knowledge holders and knowledge producers who exert a form of control over knowledge accompanied by privilege of access to knowledge for leadership and power.(Hall and Tandon, 2017)

Issues and challenges

- Global Academic inequities:
- Dominance of english language, lose nuance, freedom of expression and local context when forced to write in another language from one's own. (Istratti and Hirmer 2020)
- Academic asymmetries: dominance of eurocentric model, "forced" to publish in international journals for recognition and profile (citation metrics, journal impact factor (jif), rankings), less access to funding and institutional support
- Applying for international grants ie. EU, Unesco etc still a very western model, language and terminology puts some geographic locations at a disadvantage and less likely to have institutional support (Istratti and Hirmer 2020)



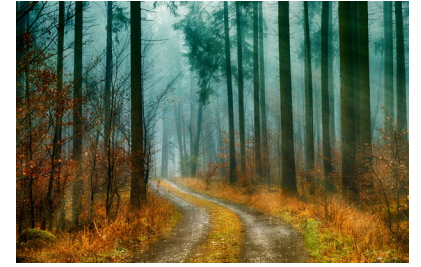
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Issues and challenges

- Open Access (Plan S) still favours western model because of language and financial support. Feeds into metrics and control of core European/North Hemisphere publishers (Istratti and Demeter 2020)
- Preferring international over local research to gain funding and kudos
- Chan (2018) notes former colonial masters positioned as central knowledge producers. He notes the gap in recognised and disseminated knowledge output between Northern and southern hemispheres, the gaps in their funding, resources and support.



Decolonising knowledge production



Hurdles

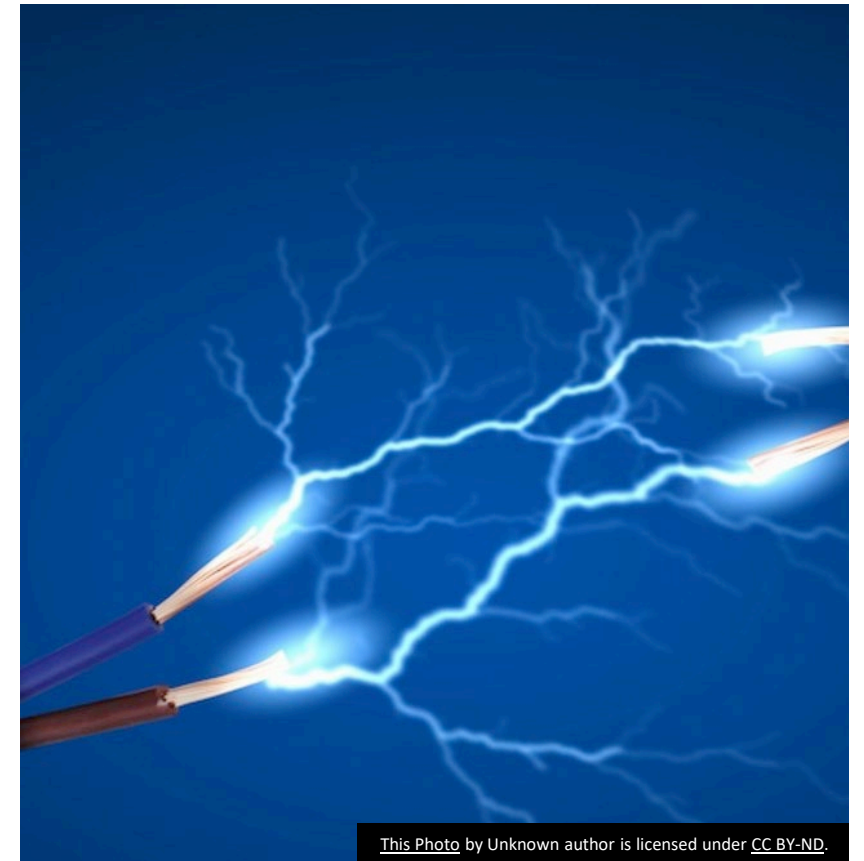
- Publishers' grip
- Eurocentric, northern hemisphere dominance in academic publishing
- Importance of recognition and acceptance in orthodox channels
- Publishing Opportunities or a lack
- Relation between reading lists, academic research and recognised bodies of knowledge
- Academic library collections: reading lists and authority
- Connections, belonging and representation: starting young: children's literature

Pathways

- New channels of discovery and dissemination
- Challenging barriers to publication and authority
- Making room for the new and the different, taking a chance
- What's to gain? Breadth of thought, knowledge, ideas, inspiration, new perspectives and theories, new ways of doing things
- Equality, social justice, role models and aspiration for generations
- Library collections: representation and impact, authority, knowledge, quality

Disrupting the form; the road to decolonising

- More publication in home language
- Role of language in reflecting, constituting and reproducing privilege, discrimination and exclusion.
- More local context research that benefits local situations and people
- Istratti and Hirmer (2020) propound need to actively subvert ethnocentric and racist assumptions developed through colonial epistemological, economic, financial legacies
- Highlight need for new frameworks and the acceptance and acknowledgement of frameworks and structures other than those through a Western lens.

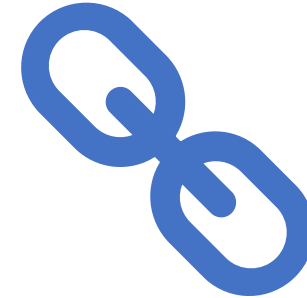


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Knowledge, representation and belonging



Finding yourself in the libraryor not



The wall of invisibility (not there so barrier to access
and lack connection research shows link to motivation,
belonging , learning)

Getting more voices into the library and the curriculum

- Reading lists and acquisition
- Purposeful selection
- Visibility and displays
- Engagement
- Benefits: belonging, learning, visibility, connection, insight into other cultures, other representations, other voices and ideas: inspiration curiosity, understanding, multiple voices of life and the workplace



What can I
do?
Avenues
for
exploration
and
discussion

Intersectionality matrix (Stockwell and
Sweeney 2019)

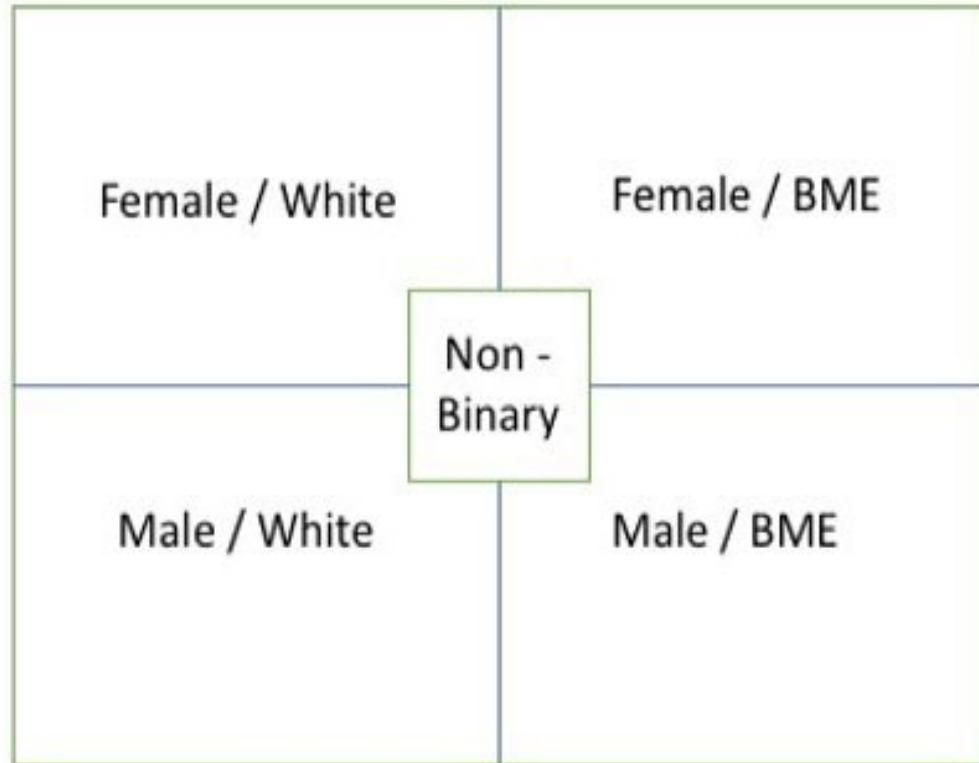
Dip samplestudents?

Cultural awareness stock analysis
framework

Student generated reading list

Ask student to find one source that is non
western or from the southern hemisphere

Intersectionality matrix: Have a go....



- Think of up to 8 key theorists in your discipline
- Grab some paper and a pen, draw the matrix, add your theorists to the relevant box
- Does the completed matrix reveal bias or diversity?
- A tool of co-creation and discussion
- Stockdale, K. J. and Sweeney, R. (2019) *Exploring the criminology curriculum* , Papers from the British Criminology Conference vol. 19

Self-Review of
Citational
Practice By:
Angela Okune M
ay 2019
Attribution-
NonCommercial-
ShareAlike (CC
BY-NC-SA)

- This set of questions was developed with the conceptualized use of going through each question for an already written draft paper to pay attention to the works cited (and edit appropriately as you determine necessary).
- The intention is to help you note patterns in terms of publication venues, diversity of sources, where the authors are from geographically, institutionally, intellectual genealogy, categories of race, gender, other intersectional categories.
- Note: I would not wish for this set of questions to be translated into a quantitative “rating” that gives a measure of progressive citational practices. Rather, I intend for these questions to help foster a reflective practice of focusing one’s own attention to important aspects that should be considered when writing and citing.

Self-Review of Citational Practice By: Angela Okune May 2019 Attribution- NonCommercial- ShareAlike (CC BY-NC-SA)

- Why am I writing this piece? Who do I want to read it and what do I want to convey to someone who is looking at my bibliography?
- Where am I planning to publish this? In what form and with what kind of licensing? Why? Who do I want to cite this work and why?
- Whose voices did I point to for “theory”?
- Whose voices were foregrounded in the piece?
- Which institutions are the scholars I cite situated in intellectually and geographically?
- In what forms/genres were the works that I cited? Did I cite anything outside of the journal article format?
- Which European, Asian, African intellectuals have I cited? Why/How/Where (in the work)? Have I made clear how their contributions have been generative for my own arguments?
- Do my citations include relevant material by indigenous scholars, African women, non-gender binary scholars?
- Were the works cited published Open Access? If not, are there other ways to access the work (e.g. a pre-print hosted on a non-commercial platform?) If yes, cite the pre-print, non-commercial version. NOTE: ResearchGate and Academia.edu are for-profit commercial ventures funded by Venture Capitalists.
- Where were the articles I am citing published? Is this a journal outside of the “big five” corporate publishers (Elsevier, Springer, Wiley-Blackwell, Taylor & Francis and Sage)?
- Am I citing works published in university presses or scholarly society journals based in/from the regions I am working in?

LLS: What are we doing?

- Advocacy, guidelines and displays
- Purposeful selection
- Decolonising the reading list
- Dip sampling
- Cultural awareness stock analysis framework
- Critical Librarianship

Kimberlin dip sample: June 2022: Sample and findings by Daljit Kaur Rai, Library Trainee

- **305.896073 Ethnic and national groups, African and people of African descent in America: Sample:** 45 books ,49 authors, editors/contributors were explored


Author gender	Author generic ethnicity	Percentage representation in sample stock
Male	Black	41%
Female	Black	16%
Male	White	35%
Female	White	8%

Kimberlin dip sample: June 2022: Sample and findings by Daljit Kaur Rai, Library Trainee

- Feminist theory (**305.4201**) Total of 76 books, excluding multiple copies 43 books by 56 individual authors

Author gender	Author generic ethnicity	Percentage representation in sample stock
Female	White	96%
Female	Asian	4%
Male	White	4%

Stock audit for diversity and representation (Decolonising DMU) using DMU Resource lists
Module code : for example ARCH XXXX

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- Note for ethnicity please use <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups> the framework should show the spread of Black, Asian or Minoritied Ethnic authors and white authors. The frame seeks to give a measure of representation/diversity of material and authors

- Note for items with multiple authors complete one row per author

Book details (Author, title, publisher, date of publication)	Author ethnicity (Person of colour, white)	Title (plus edition if appropriate)	Subject approach: Eurocentric/Global Country/culture specific	Place of publication	Geographic location of content/knowledge production	gender

Active thinking points:
How does knowledge
production impact:

- Research
 - Library collections
 - Student experience
 - Your discipline
-
- How can we disrupt the form?
 - How can we redress the balance?
 - How do we make students aware?



Any Questions



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