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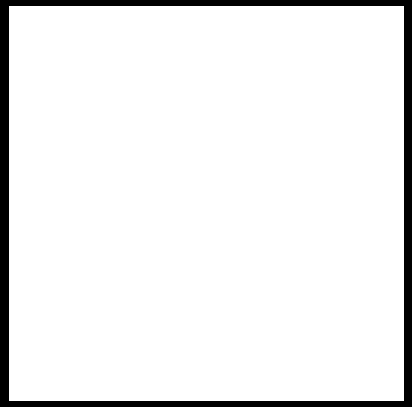
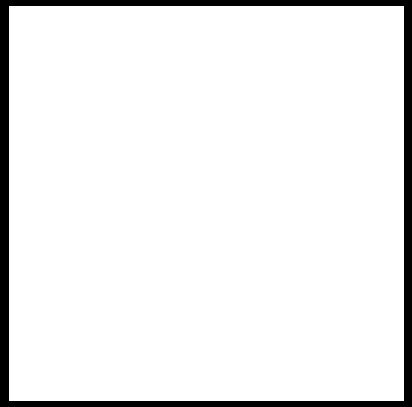
Globalism, diversity, exchange: diversity and collections

Jess Crilly, Associate Director, UAL Library Services

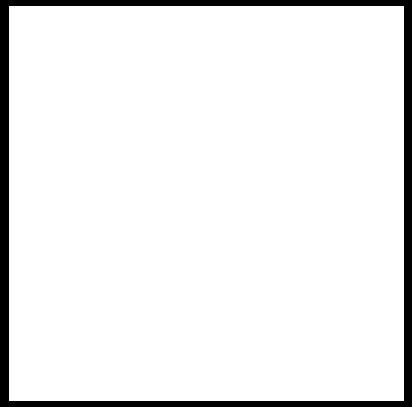
ARCLIB conference, Venice, May 2019



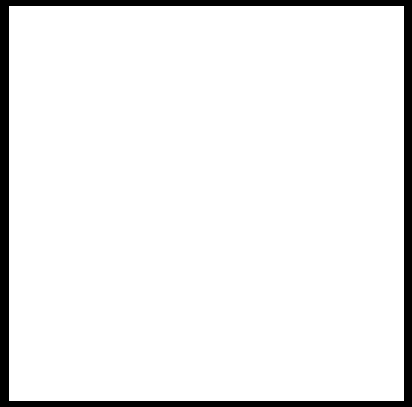
introduction



Contexts



definitions



Globalism

Diversity

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Student Equality, Diversity and Inclusion Report 2018
Placing equality, diversity and inclusivity at the core of what we do

Problems with Diversity

By putting diversity in writing, as a commitment, performance or description, such documents can be used as supportive devices, by exposing the gap between words, images and deeds.

Sara Ahmed (2007).

Diversity and libraries

Article

On "Diversity" as Anti-Racism in Library and Information Studies: A Critique

David James Hudson[1]

Critical librarianship

Critical librarianship seeks to bridge the gap between theory and practice in LIS. It uses a reflexive lens to expose and challenge the ways that libraries and the profession "consciously and unconsciously support systems of oppression" thereby pursuing a socially just theoretically informed praxis.

Nicholson and Seale (2018)

Diversification and Decolonisation

Globalism, diversity, exchange, ARCLIB conference May 2019

Coloniality

Coloniality survives colonialism, it is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and in so many aspects of our modern experience.

In a way, as modern subjects we breathe coloniality all the time and everyday.

Maldonado-Torres (2007)

Eurocentrism

… it does not refer to all the modes of knowledge or all Europeans and all epochs. It is instead a specific rationality or perspective of knowledge that was made globally hegemonic, colonizing and overcoming other previous or different conceptual formations as much in Europe as the rest of the world.

Quijano and Ennis (2000)

The canon

… Ultimately curriculum reform for racial equality must begin by de-centring dominant ‘grand European narratives’ that constitute the visual arts as white property and developing programs of study that bring all racialized groups into the center of the curriculum and recognise them as key contributors to present-day artistic knowledge […]. .

O’Rourke (2018)

The zero point…

A detached and neutral viewpoint or point of observation from where “the knowing subject maps the word and its problems, classifies people and projects…”

The zero point is the site of observation from which the epistemic colonial differences and epistemic imperial differences are mapped out.

Mignolo (2009)

pluriversity…

A process of knowledge production that is open to epistemic diversity. It is a process that does not necessarily abandon the notion of universal knowledge for humanity, but which embraces it via *a horizontal strategy of openness to dialogue among different epistemic traditions*

Mbembe (2016)

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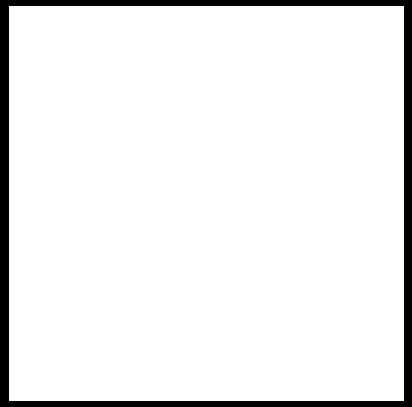
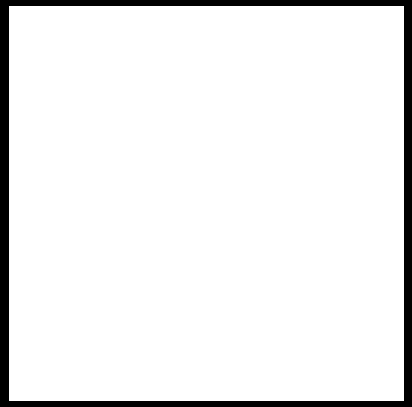
Checklist

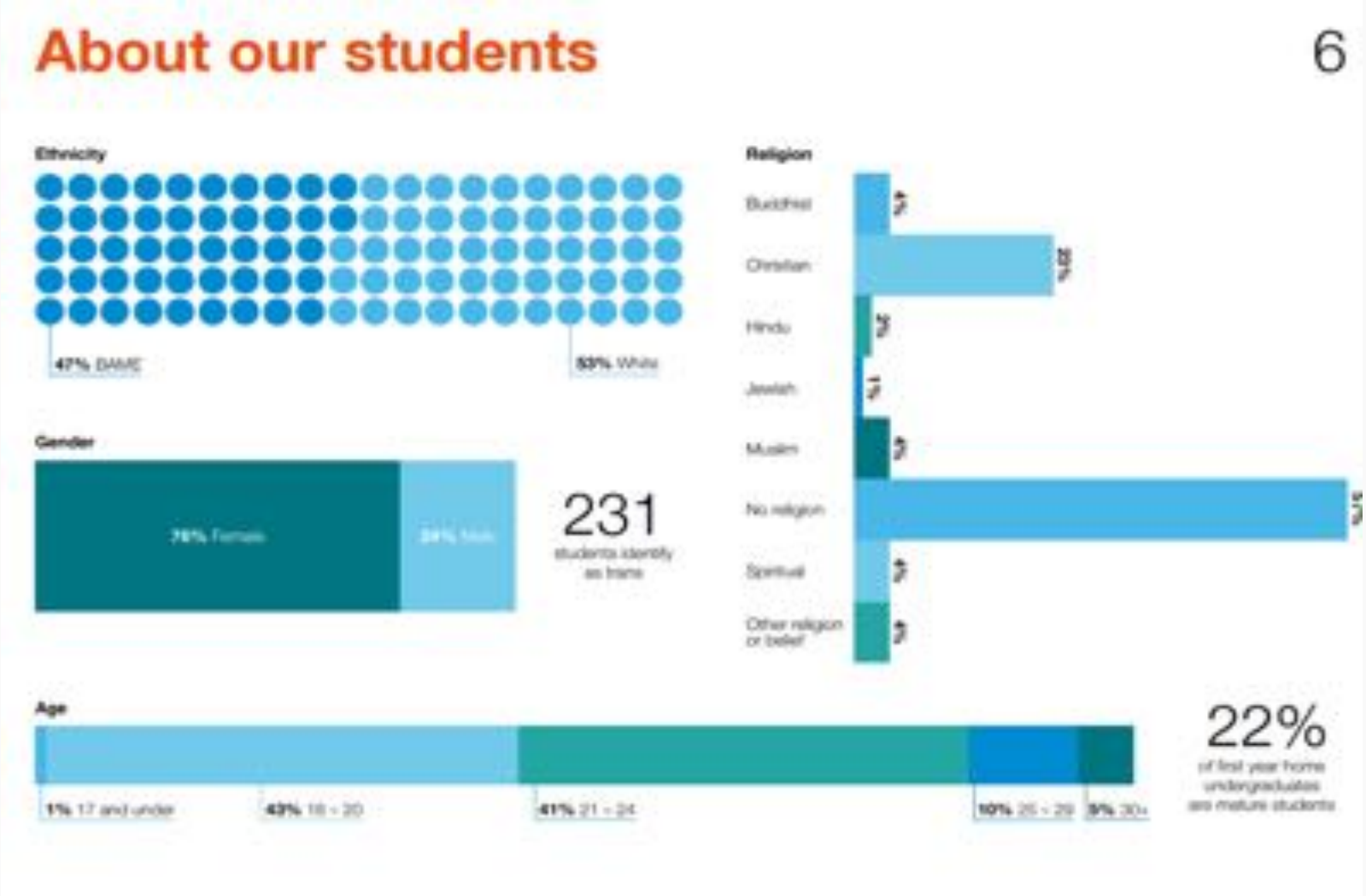
- Authorship and identity
- Intersectionality
- Geographic coverage
- Place of publication
- Voice and ownership
- Date
- Language and translation



research



University of the Arts London



UAL RAS research

Previous +

RAS Research Programme

About RAS

RAS Conference

RAS Exhibition

Inclusive Arts Education Forum (IAEF)

Research & Publications

Educational Activities & Training Events

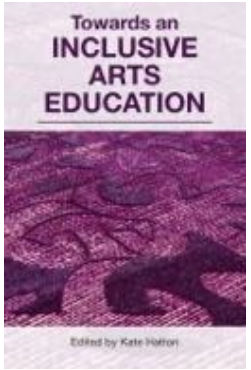
RAS Research Programme

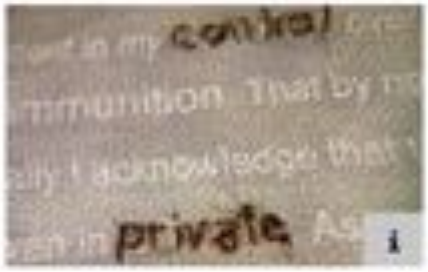
Staff across UAL have been taking part in the RAS (Retain, Achieve, Succeed) Research Programme.

Staff have led research projects exploring the disparity between the levels of degrees attained by home Black, Asian and Minority Ethnic (BAME) and home white students.

The institution and the curriculum in different subject areas are the focus of the study, rather than the student body as such.

Here we provide an overview of the RAS research programme, conference, exhibition, the Inclusive Arts Education Forum (IAEF), research and publications, and education and training activities.





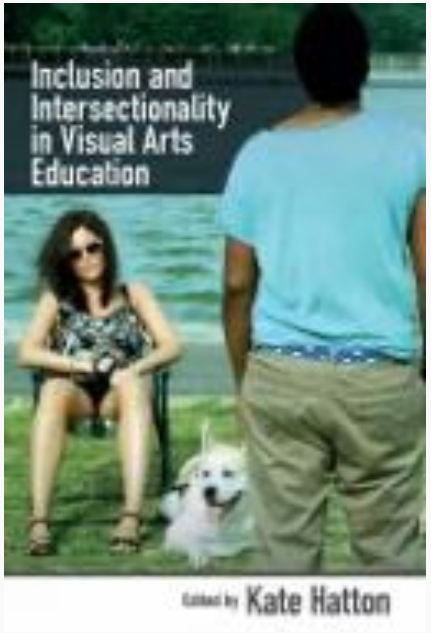
About RAS

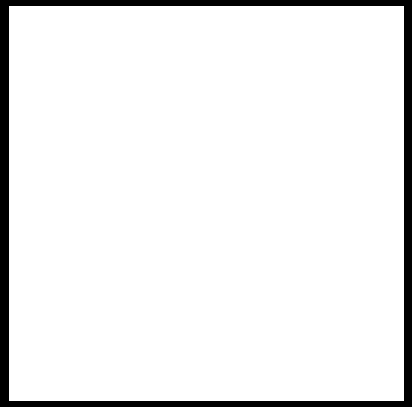
Conference

RAS Exhibition

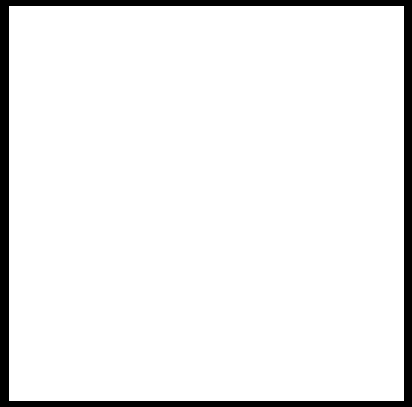
Library collections and diversity: part of the problem or part of the solution?

- Theoretical context – looking for the library
- The experience of library staff interpreting “diversity”
- Finding, buying, describing, engaging…
- Academic processes
- Library staff perspectives
- Student perspectives





practices



Collection development

Collection development

Decolonising the arts curriculum

Decolonising the arts library?

Globalism, diversity, exchange, ARCLIB conference May 2019

The *de* in decolonisation

- The Printing Historical Collection
- Provocations:
    - Cultural misappropriation
    - White centring
    - Labelling

Creative spaces..

And so perhaps the project of decolonisation is less about seeking out authentic culture as such but more about the opening up of creative spaces to facilitate the production of culture informed by indigenous thinking and doing

Gurnam Singh (2018)

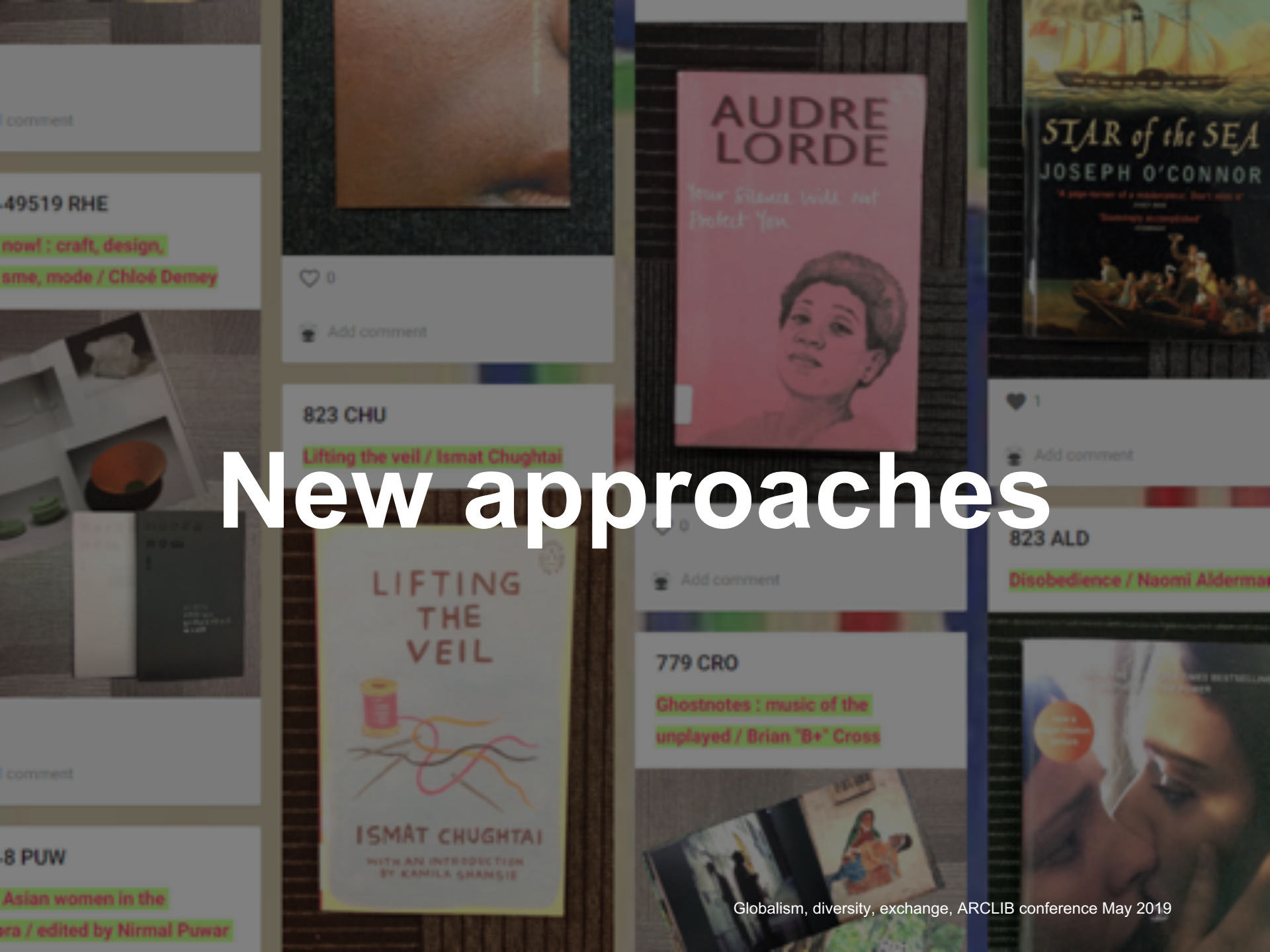
Guest curations

Mary Evans, My Library

The Old Library, Chelsea College of Arts
January-August 2019

Black Skin, White Masks

New approaches



Workshops

Hacking your library: challenging labels

Reading collections

Reading lists

LCC LIBERATING THE CURRICULUM STUDENT-STAFF COLLABORATION

Image by Alhsa Khanna

LCC Liberating the Curriculum project is an **open call for students and staff to champion and celebrate the liberating effect of books, text and resources.** We hope that, through this initiative, staff and students across a course will be encouraged and inspired to explore wider sources to enhance in their studies or scholarship.

The project team will ideally be made up of students from across the course, a nominated member of the academic course team, UAL Educational Diversity Technologist as well as the course academic support lecturer and librarian.

Students will receive £200 award for their participation.

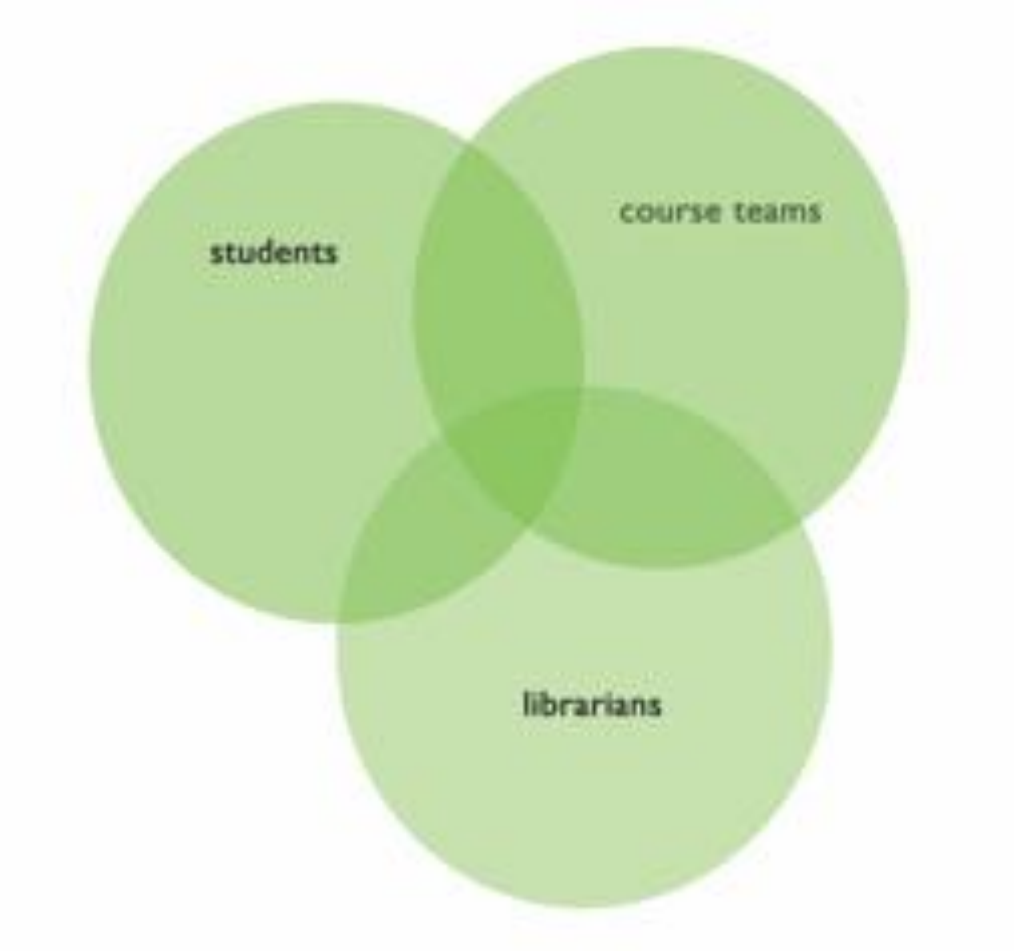
***** STEP BY STEP GUIDE TO THE PROJECT *****

Phase 1 - Project meeting to agree auditing framework/timelines
Phase 2 - Students audit unit level reading lists/resources
Phase 3 - Meeting to discuss findings/ area for enhancement
Phase 4 - Project team explores alternative resources
Phase 5 - Meeting agrees revised reading lists
Phase 6 - Revised reading list/resources published

Student can submit expression of interests here
or contact z.sukabill@lcc.arts.ac.uk

The project, is funded by LCC's Teaching innovation and Learning found and is inspired by the Arts Student Union campaign which seeks to ensure a fair representation of ethnically diverse, queer, disabled and feminist thought in all courses.

Reading lists



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Library Services

Collection Development and Management Policy

Re-envisioning the library

As George Sefa Dei notes, the recognition of indigenous knowledge as legitimate in its own right requires that we rethink institutional spaces in which philosophy is done and envisage new “non-hierarchical” spaces of knowing.

Gurnam Singh (2018)

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Thank you for listening

Questions ?

References

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Credits

- Images of Camberwell College of Arts Library, UAL by Ana Escobar
- Student Equality Diversity and Inclusion Report 2018. UAL
- Zines image by Taeyeon Kwon
- Liberate my curriculum bookmark by Nia Hefe Filiogianni
- Hacking your library, slide by Viv Eades
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