

Institutional racism
~~decolonisation~~

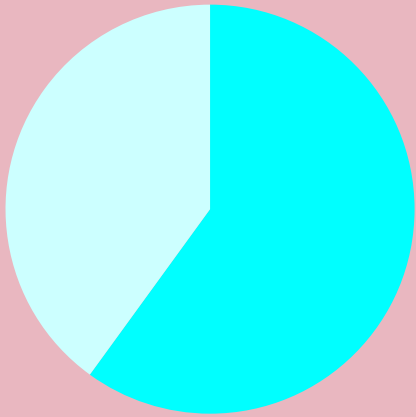
Approaches to ~~diversity~~ and
globalization in ~~London~~
~~architecture~~ libraries

U.K.

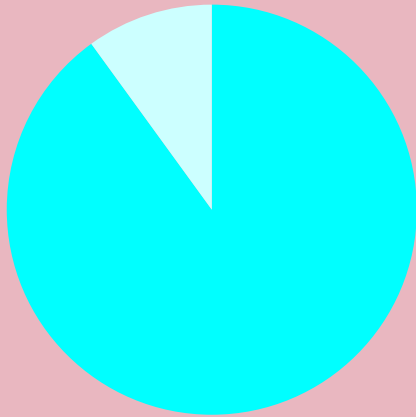
arts

Why bother?

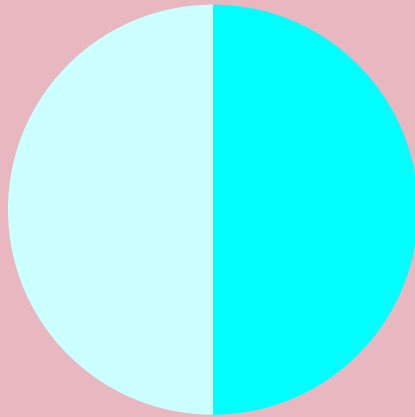
AA



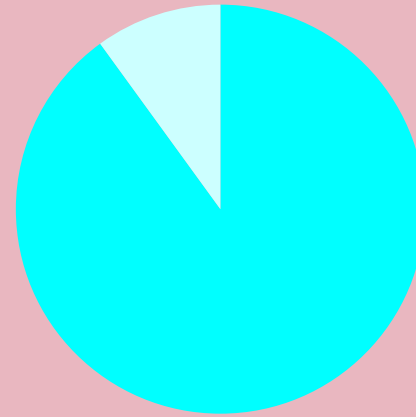
London Met



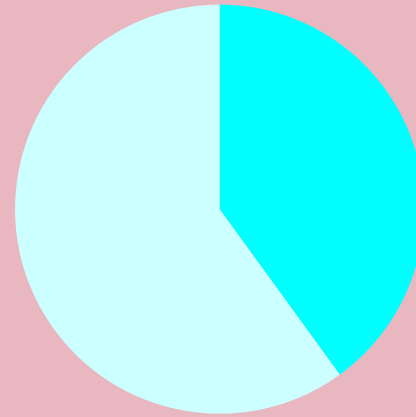
Westminster



RIBA



Bartlet



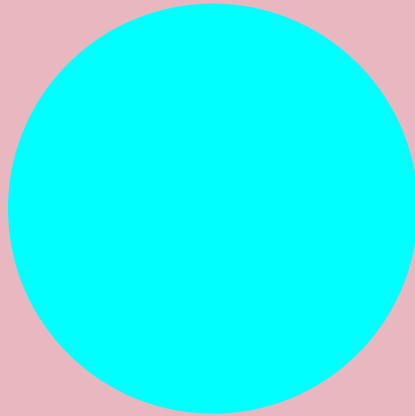
RCA



UEL



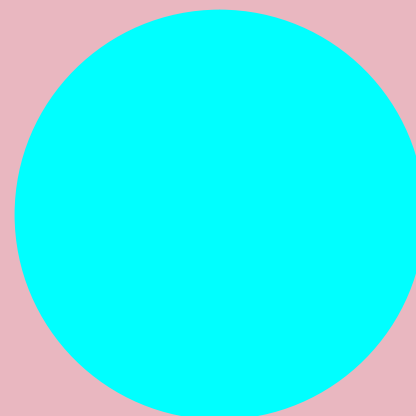
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



UAL



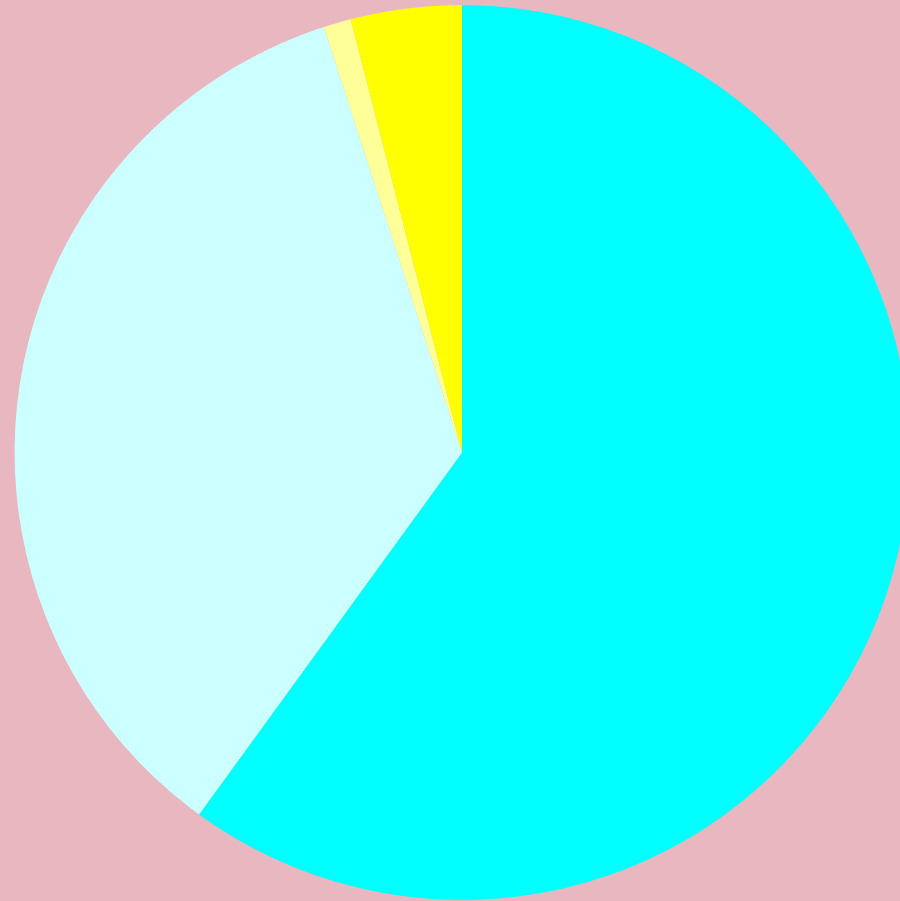
Goldsmiths



 = White male
 = White female

 = BAME male
 = BAME female

Total



 = White male

 = White female

 = BAME male

 = BAME female

The language of diversity and decolonisation

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).

ual:

Globalism, diversity, exchange, ARCLIB conference May 2019

7

- Crilly, Jess ‘Diversity and collections’ paper presented at the ARCLIB & CNBA Conference, Università Iuav di Venezia, 9 May 2019.

Sara Ahmed



“The institutional preference for the term ‘diversity’ is a sign of the lack of commitment to change and might even allow organizations such as universities to conceal the operation of systematic inequalities under the banner of difference. [...] A document that documented the racism of the university became usable as a measure of good performance.

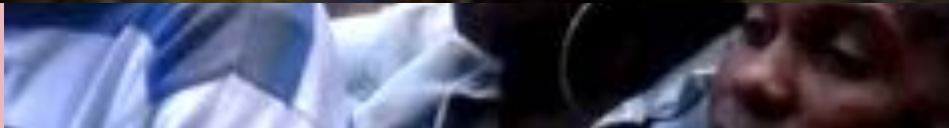
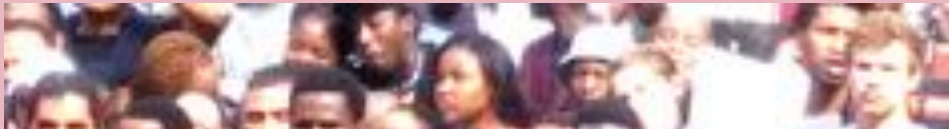
We are right to cringe in such moments.”



Rhodes Must Fall



Rhodes Must Fall



Rhodes Must Fall Oxford



Rhodes Must Fall Oxford

“[Aims] to remedy the highly selective narrative of traditional academia - which frames the West as sole producers of universal knowledge - by integrating subjugated and local epistemologies... [creating] a more intellectually rigorous, complete academy.”

Telegraph

Student forces Cambridge to drop white authors

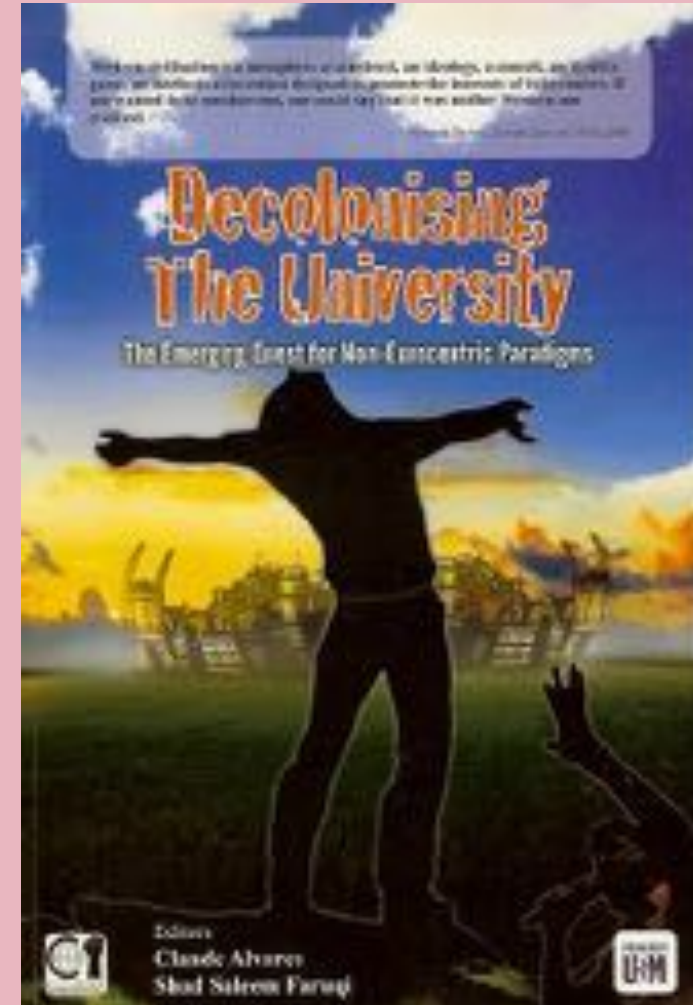


Corrections and Clarifications

Cambridge University

An Oct 25 article incorrectly stated that under proposals by academic staff in response to an open letter from students on "decolonising" its English Faculty, Cambridge University will be forced to replace white authors with black writers. The proposals were in fact recommendations. Neither they nor the open letter called for the University to replace white authors with black ones and there are no plan to do so.

Decolonising the university



This isn't new

“Underlying the suggestions is a basic assumption that the English tradition and the emergence of the modern west is the central root of our consciousness and cultural heritage. Africa becomes an extension of the west, an attitude which, until a radical reassessment, used to dictate the teaching and organization of History in our University. Hence, in fact, the assumed centrality of the English Department, into which other cultures can be admitted from time to time, as fit subjects for study, or from which other satellite departments can spring as time and money allow.”

Ngugi wa Thiong'o - *On the Abolition of the English Department* (1972)

Libraries

Goldsmiths

Liberate our Library



How the Library is engaging with the Learning, Teaching, Assessment Strategy (LTAS) to support Goldsmiths 'Liberate our degrees'

As part of the Library's strategy we will engage with the aims of LTAS commitment to 'Liberate our degrees'.

- We will work to diversify our collections, to de-centre Whiteness, to challenge non-inclusive structures in knowledge management and their impact on library collections, users, and services
- We will take an intersectional approach to our liberation work to encompass the many parts of a person's identity

How we are doing this

We are working alongside Goldsmiths Students' Union to ensure access, inclusion, and robust learning support for all our students.

Resistance Researching 2: Inclusive Citation

Practical approaches to decolonising library research practice.

Suitable for all students.

Format:

This is a 40-minute workshop. This workshop is the 2nd part in the series Resistance Researching, suggesting practical steps we can take to decolonising our library research practice. Students are welcome to attend individual sessions or all three.

This 40 minute workshop aims to enable participants to understand that academic references and citations have a purpose (and a power) beyond plagiarism, and provide practical tips on how to resist privileging dominant voices by engaging in a practice of inclusive citation.

By the end of the workshop participants should be able to:

- Understand how citation practices can privilege certain voices whilst marginalising others
- Critically review their research process for "inclusive citation"
- Navigate and evaluate citation trails using Library Search, and databases such as Web of Science
- Establish an ongoing practice of "inclusive citation" in their own research as a means to effect change

This workshop supports the Liberate our Library initiative, as part of Liberate Our Degree.

📅 Dates:

1:00 PM on Tue, 11 June, RUTHB 102 - [Book here](#)

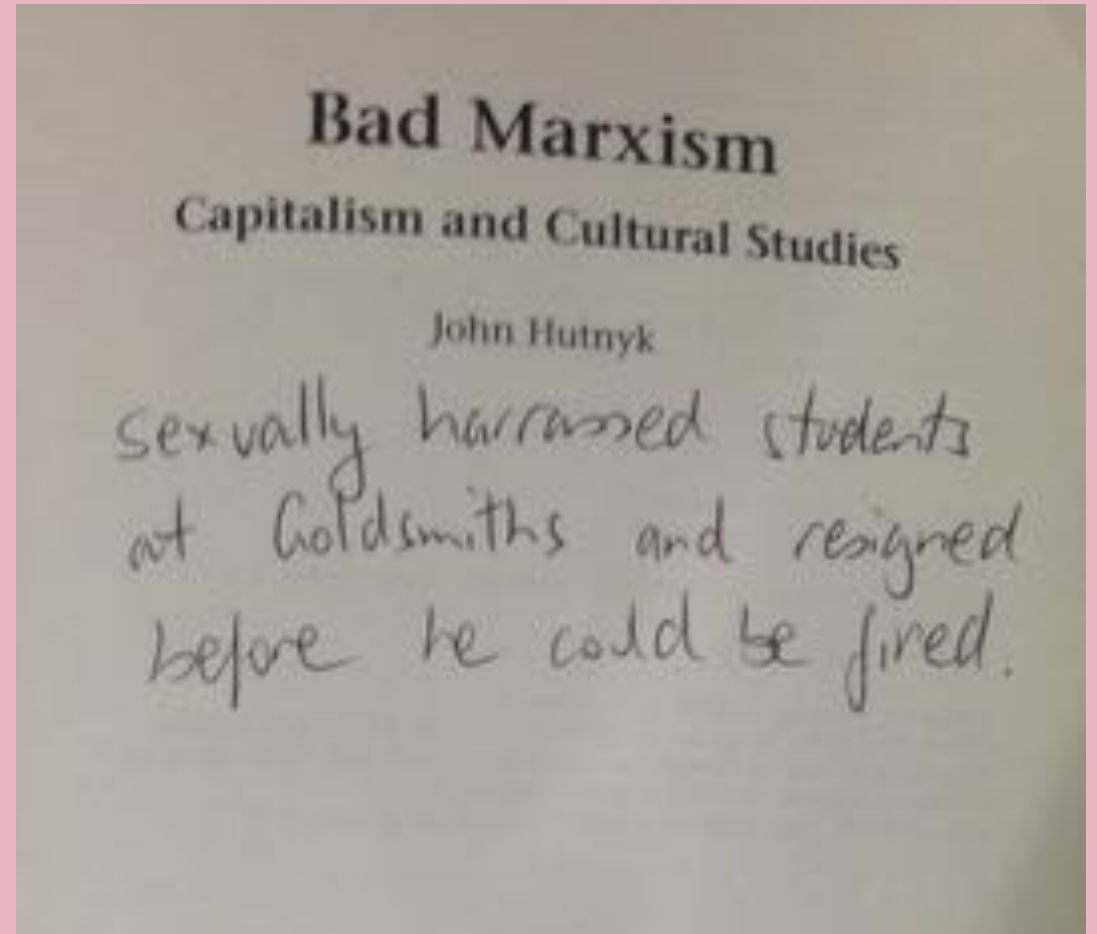
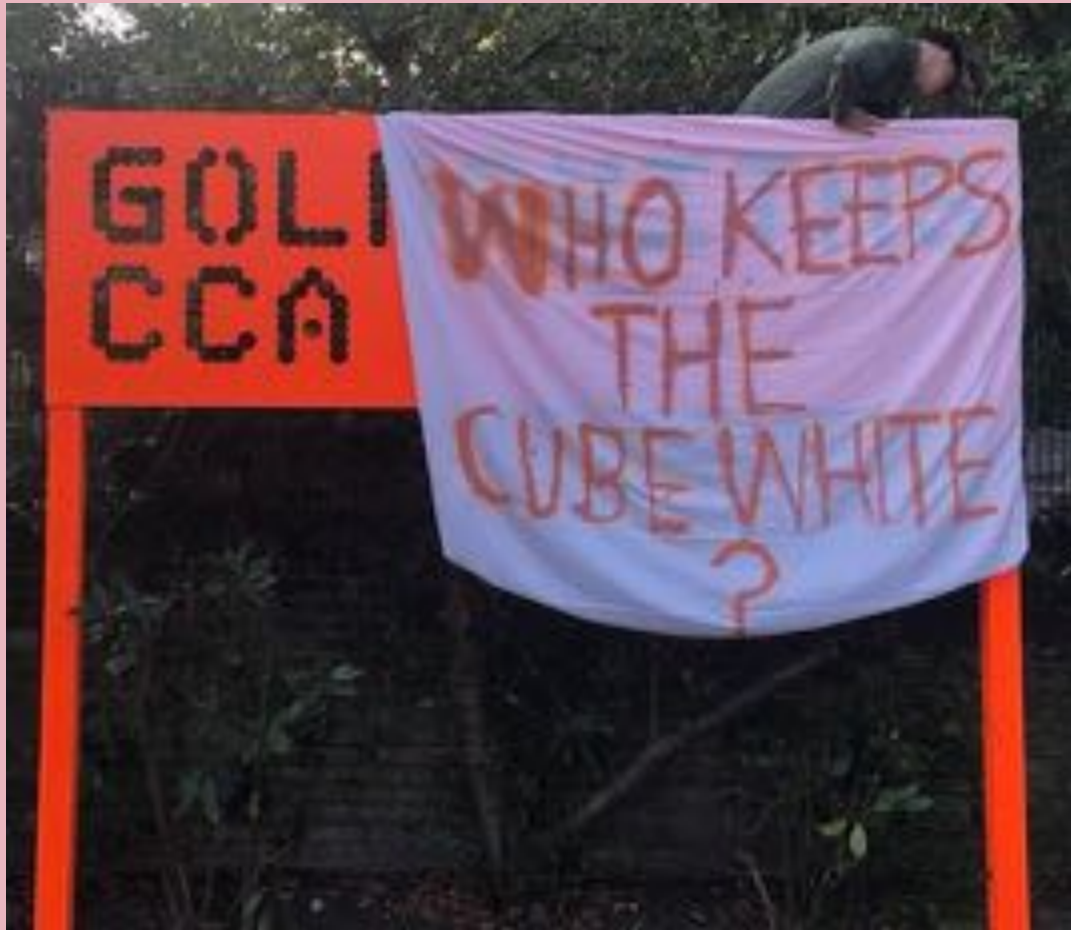
Goldsmiths



Goldsmiths



Goldsmiths



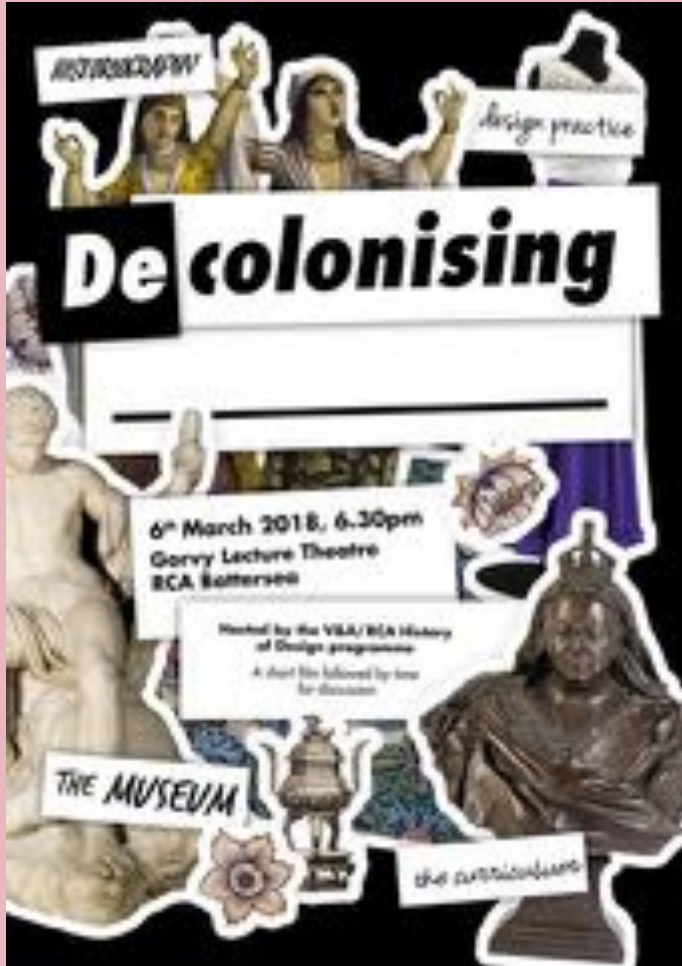
Royal College of Art

Women writing about architecture reading list

SEPTEMBER 15, 2017 ~ DR HARRIET HARRISS, HEAD OF MPhil/PHD RESEARCH PROGRAMMES,
SCHOOL OF ARCHITECTURE, ROYAL COLLEGE OF ART

Each academic year, architecture and interior design students are issued reading lists that are largely dominated by male writers, leading them to assume that the key voices of authority within the discipline of architecture are male. This list seeks to partially address the problem by featuring women writers in architecture across a whole range of architecture-related subject areas: from planning to pedagogy, technology to professional practice. Its aim is to provide a useful resource to address reading list imbalances – for institutions, educators and students alike.

Royal College of Art



MA DESIGN HISTORY

Re-imagining fashion herstories/histories: 'Decolonising' Fashion History in the RCA Library

STEP 1: Use one of the sampling methods (Rose 2005, p. 57-66) outlined below to select 30 fashion history books:

- **Random:** number each book from 1 onwards and use a random table to pick out a significant number of books to analyse.
- **Stratified:** choose subgroups that already exist such as books published from a certain time frame such (1990s); a topic like accessories; publishing house.
- **Systematic:** select every third or tenth or nth book.
- **Cluster:** Choose groups at random and sample from them only.

STEP 2: Count how many _____ are in each of the following categories (and devise new categories if necessary)

category: _____

jobs.ac.uk

[Find a Job](#) [Find PhDs](#) [Careers Advice](#) [Jobs by Email](#)

[← Back to search results](#)



Royal College of Art

Scholarly Communications Librarian

Royal College of Art - IT, Library & Technical Services (ILTS)

Location:	London	Placed On:	17th April 2019
Salary:	£36,772 to £39,920 per annum pro rata	Closes:	13th May 2019
Hours:	Part Time	Job Ref:	034-19
Contract Type:	Permanent		

★ [View Employer Profile](#)

[Apply](#)

The Royal College of Art is the UK's only entirely postgraduate art and design university. In 2019, the College will have some 2,300 students registered for MA, MRes, MPhil and PhD degrees and

Senate House



Senate House

Participants:

This workshop is aimed at non-library card holders, whether students or otherwise, looking for an opportunity to explore Senate House Library's collections. We particularly encourage attendance from anybody who has found the idea of using an academic library daunting or unwelcoming. With learnt information and print techniques on offer from practitioners and Senate House librarians, you will take away your own publication and transferrable print skills.

School of Oriental and African Studies



Governance and Compliance Directorate

Decolonising SOAS Vision

As agreed by Academic Board, November 2017

Vision

SOAS will continue to address the need for decolonisation by:

- › Supporting further recognition and debate about the wide, complex and varied impacts of colonialism, imperialism and racism in shaping our university.
- › Embedding within our policies and practices a deeper understanding that these impacts produce and reproduce injustices and inequalities within education.
- › A stronger commitment to actively make redress for such impacts through ongoing collective dialogue within the university and through our public obligations.
- › The provision of institution-level support to embed this understanding in SOAS's contribution as a public university in the service of the wider world.

SOAS
Decolonising SOAS

Learning and Teaching

Learning and Teaching Toolkit
for Programme and Module Convenors

The image shows a slide from a presentation. At the top left is the SOAS logo and the text 'SOAS Decolonising SOAS'. Below that is a white bar with the text 'Learning and Teaching'. The main part of the slide features a background image of a blue-patinaed statue of a person's head and shoulders. Overlaid on this image is the title 'Learning and Teaching Toolkit for Programme and Module Convenors' in large white text.

School of Oriental and African Studies



School of Oriental and African Studies

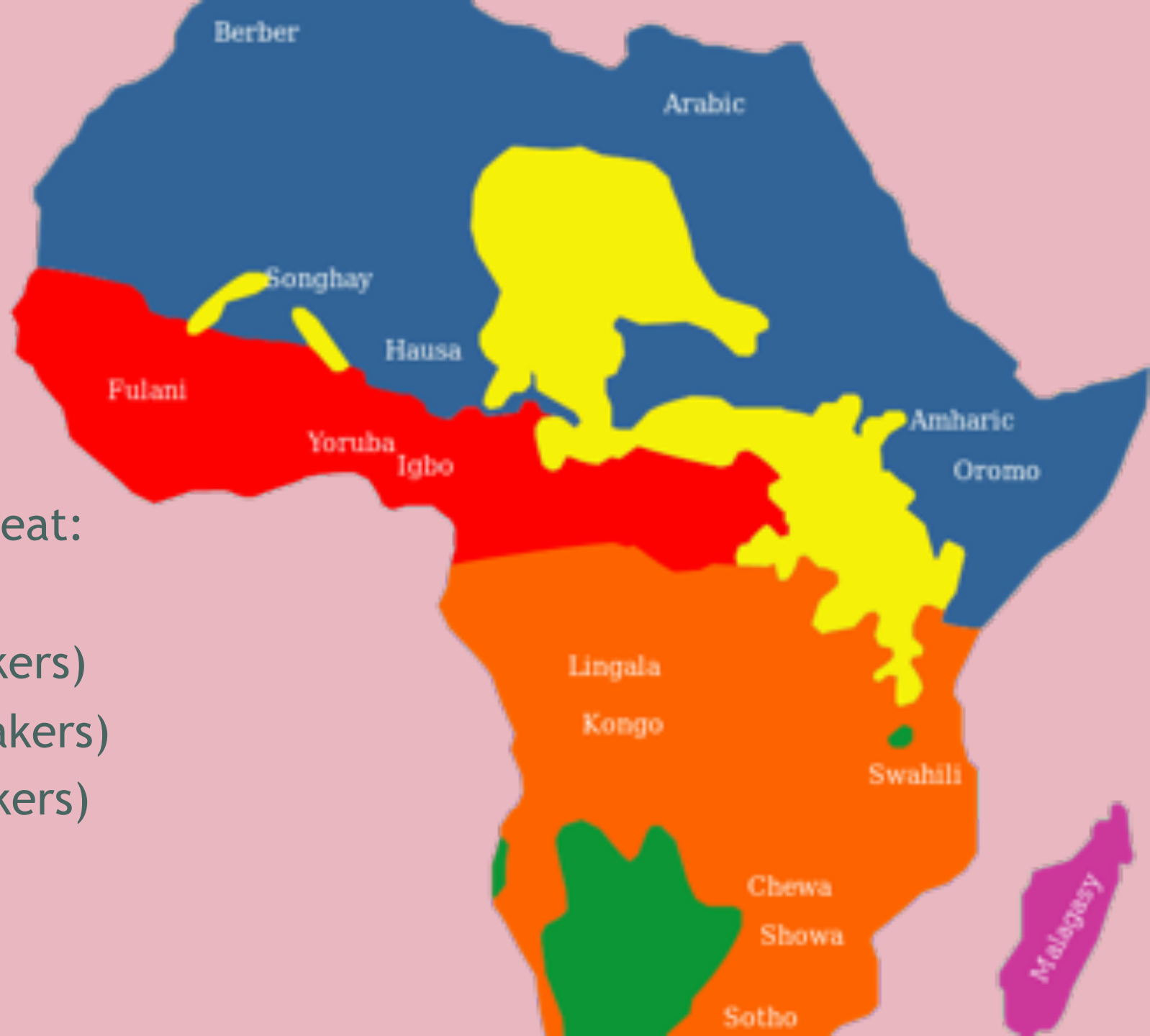


SOAS management says:	SOAS Library Staff responds:
<p>“Q Aren't you cutting 25% of posts?</p> <p>A We currently have a staff of 41.78 FTE and the proposals are for 36.1 FTE posts in the new structure.”</p>	<p>13 staff have been told they are being 'dis-established', including 4 FTE Subject Librarians, 2 FTE E-Services Team, and 2.5 FTE Special Collections. This figure was stated by the Library Change Manager in November 2018. There are currently 55 Library staff. The new structure has a total of 42 posts. The proposed cuts of 13 staff therefore equate to nearly 25 % of Library staff (23.63% to be exact). Library staff understand that we may not be losing 25% of the <i>total of the number of staff hours worked each year</i>, but our point is that <i>13 of 55 current staff are clearly being lost</i> when the new structure is compared to the current one.</p> <p>In addition, it is not clear how management have calculated the FTE numbers used in their claim here. It is likely they are omitting a number of posts that have not been filled since role holders left over the past year and/or permanent posts that have only been filled by temporary staff since the longstanding School-wide recruitment freeze.</p>
<p>“Q Aren't you getting rid of subject librarians?</p> <p>A Unlike other universities, SOAS has doubled up with both subject librarians and regional librarians – we do not believe this is sustainable. We will have 6 regional</p>	<p>The number of Subject/Regional Librarians would be cut from 10.5 FTE to 6.3 FTE (new team will be 60% the size of the current team), including all non-Regional Librarians, with the partial exception of Law (assumed as approximately 0.3 of the Grade 8 Academic Liaison manager post for the purposes of this response). The proposals cut specialist Subject Librarians supporting students and collections in Anthropology, Ancient</p>

School of Oriental and African Studies

Some language courses and
library collections under threat:

- Hausa (40-50 million speakers)
- Swahili (50-80 million speakers)
- Fulani (25-30 million speakers)



University of the Arts London (slightly skipping over this)

THEY / THEM

GENDER

Queer, Trans, Non-Binary or fluid identities

2012 Knowledge of people by gender or sex

NOTHING - COMPLETE LACK OF REPRESENTATION OF TRANSGENDER OR NON-BINARY OR FLUID IDENTITIES.

ASSERTIONS

- TRANS ID'S SHOULD NOT COME UNDER 'SEXUAL RELATIONS' - THEY SHOULD BE ALONGSIDE BINARY GENDERS
- NON BINARY GENDERS + PEOPLE WITH FLUID GENDER ID'S SHOULD ALSO BE LISTED UNDER GENDER.

By separating from gender + claiming it as 'misc' attribute - if others from binary ID's.

SHOULD BE CLASSIFIED WITH GENDER.

SPECTRUM




2013 Knowledge of people by gender or sex

2014 Knowledge of people by gender or sex

2015 Knowledge of people by gender or sex

2016 Knowledge of people by gender or sex

2017 Knowledge of people by gender or sex

2018 Knowledge of people by gender or sex

2019 Knowledge of people by gender or sex

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2048 Knowledge of people by gender or sex

2049 Knowledge of people by gender or sex

2050 Knowledge of people by gender or sex

Shades of Noir

ARTS + DESIGN + MEDIA + SOCIETY + PUBLICATIONS + EVENTS + RESOURCES + SAFE SPACE CRITIS

TERMS OF REFERENCE JOURNALS



Biological Pigment Bias: Perspectives On Colourism



Discourse: The power of language and communication



Peekaboo We See You: Whiteness

University of the Arts London



I DON'T KNOW
A SINGLE
BLACK
TURN IN THIS
PLACE

#UALSOWHITE.

& CASTLE
TOWN CENTRE REGENERATION



*ELEPHANT & CASTLE TOWN
CENTRE REGENERATION*

SOUTHWARK SAYS...

HANDS OFF
SOUTH
TENDERS

NO MORE
PROPERTY

100%
Council
housing

NO MORE
PROPERTY

NO MORE
PROPERTY

THE LONDON LATINXS
PROTECT
OUR **BARRIOS**
FIGHT GENTRIFICATION

UAL ARE
QUEST IN THIS
AND

IN THE
ELEPHANT

NO MORE
PROPERTY

London School of Economics



#SeligmanMustFall presents:

Last year LSE Anthropology students took inspiration from the RhodesMustFall campaign and demanded: Seligman Must Fall! To begin dismantling the colonial legacy of such figures, and to highlight the ongoing processes of imperialism operating within the institution, we have organised a series of events taking place this month. Through these, we hope to address wider questions such as what can decolonising the university look like? What is the potential of student organising? How can we imagine other possibilities for learning? We invite students across all disciplines to attend, share their experiences, and envision strategies!!!

7th March: "Why is my Curriculum so White?" - Film Screening and Discussion. 7 - 9pm

14th March: Walter Rodney, 'How Europe Underdeveloped Africa'. Reading Group. 6 - 8pm

We will be discussing pp. 299-305, 'Education for underdevelopment' in Chapter 5 of the book. Email us for access to the reading but feel free to attend even if you don't manage to do it - it's not a requirement for the discussion.

21st March: Connecting Decolonial Student Struggles - Panel & Discussion. 6 - 8pm

28th of March: 'Prevent' and Home Office in the University - Panel & Discussion. 6 - 8pm

ALL EVENTS HELD AT: The Seligman Must Fall Library, 6th Floor, Old Building. There will be snacks and drinks :)

contact: seligmanmustfall@gmail.com



MAY 3 Re-Naming the Library
Public - Hosted by Seligman Must Fall

★ Interested invite

🕒 Friday, 3 May 2019 from 16:00-17:30 UTC+01
3 days from now

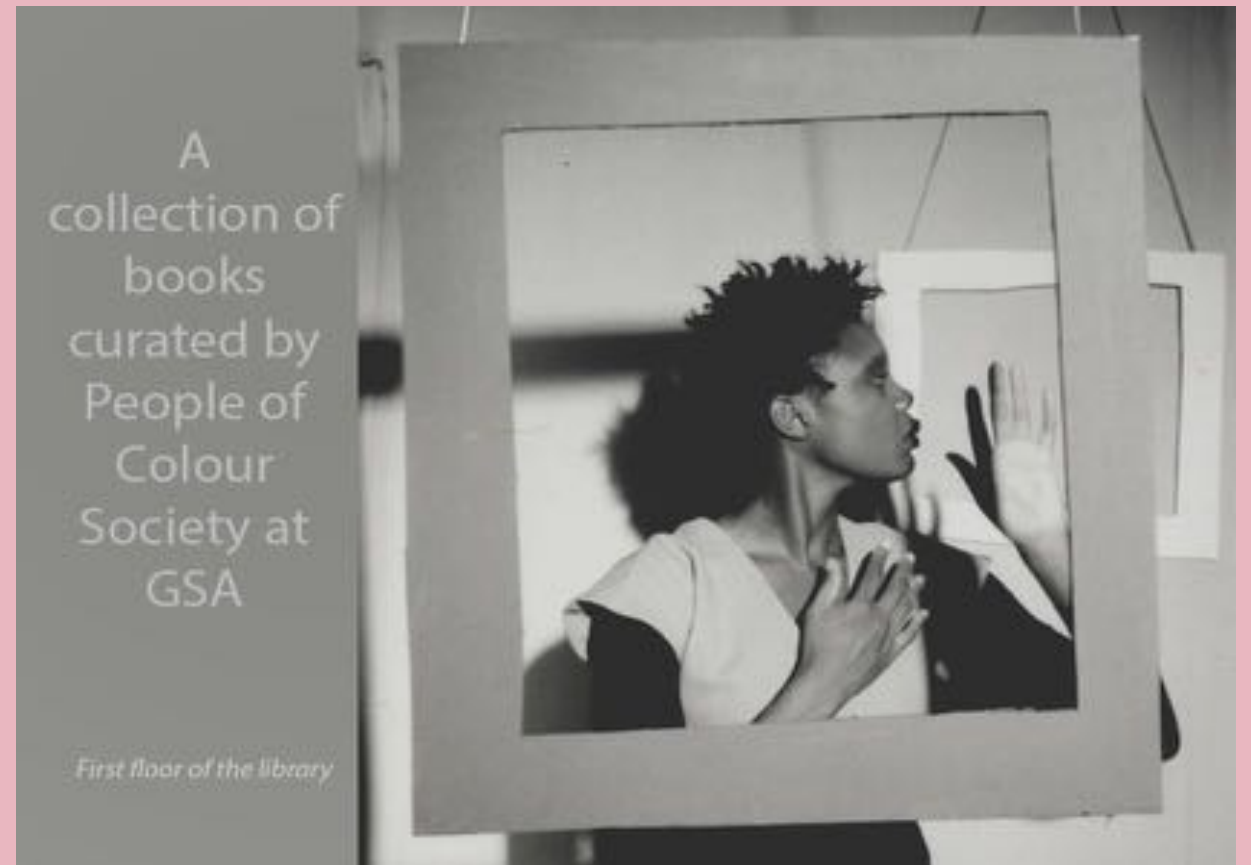
📍 Seligman Library (6th Floor Old Building)

7 going · 8 interested

Details

We'd like to invite you to our final townhall for the academic year. Following up on discussions of why Seligman Library needs to be renamed, this townhall will focus on possible names and alternative uses of the space. We

Glasgow School of Art



University of Glasgow

PROVISIONAL TOTALS

If these three income streams (value of original bursaries, endowments and mortifications; value of subsequent income from endowments; value of gifts to the Capital Campaign) are combined, then the estimated present-day value of all of these ranges between:

£16,676,165 (2016, RPI)

£65,800,367 (2016, WIG)

£198,657,619 (2016, ROW)

University of Glasgow

3. Pursue the negotiation and signing of a Memorandum of Understanding between the University of Glasgow and the University of the West Indies, designed to fit the needs and requirements of UWI staff and students, while working in alignment with the educational objectives of the University of Glasgow. It is hoped that this might include, for example:
 - (a) A short-term visiting fellowship for UWI academic staff
 - (b) Student scholarships for UWI students
 - (c) Develop relationships in focused areas (for example, medicine, engineering)
 - (d) Work collaboratively with UWI to advance research and education in the fields key to reparative justice (e.g. health, history of slavery and its legacies, post-colonial economic development etc.: see <https://www.caricom.org/caricom-ten-point-plan-for-reparatory-justice/>)
4. Creation of an interdisciplinary centre for the study of historical slavery and its legacies, including modern slavery and trafficking. This centre would combine scholarly research and teaching with public humanities, increasing knowledge and enhancing understanding of both historical and modern slavery, and the effects they have on and in modern day society. This would include collaboration with museums, schools and other public institutions. A long-term objective would be the creation and coordination of new courses, and the eventual development of programmes of study focused on slavery, trafficking and their effects.

Christie's Education

Scholarships Financial Aid How to Apply for a Scholarship

The Christie's Education Reginald Browne Joint Scholarship

The Christie's Education Trust in conjunction with Christie's Education London is offering a joint tuition and living expenses scholarship for ONE student of Black, Asian and Minority Ethnic ("BAME") descent on each of the following UK master's programmes:

MSc Art, Law & Business (academic year commencing September 2018)

MA History of Art and Art World Practice (academic year commencing September 2018)

Participation in art studies and the creative industries in the UK by individuals who are of black, Asian and non-white minority ethnic descent is disproportionately low and with these two scholarships Christie's Education wishes to play its part in making learning and employment opportunities in the art world more accessible to BAME students.

Individuals must satisfy certain criteria to be eligible for the joint scholarship, and eligible applicants will be assessed on the basis of academic merit, financial need and other considerations.


What will the joint scholarship cover?

The selected student on each programme will receive a scholarship that covers both:

Our Faculty

Meet our academics based in London

The faculty in London are committed to original research, and publish widely both in the UK and in the US where we have strong links with leading academic institutions and public collections through important shared research projects and initiatives.



Is decolonising the new black?

July 12,
2018

| A collaboration with Sisters of Resistance and Jenny Rodriguez



Two frameworks

- Additive model bases on outreach and inclusion of marginalised communities
 - Policy example: *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice* (2016 DBIS white paper)
 - Embraces consumer model of universities in a global marketplace
 - Prioritises politics of representation
- Model based on decentering (colonial, CIS, white, patriarchy)
 - Policy example: *Healing a Divided Britain: The Need for a Comprehensive Race Equality Strategy* (2016 EHRC report)
 - Prioritises politics of redistribution

Two frameworks

- Universities are inherently interested in promoting race equality and ethnic diversity
 - Legislation and mandatory requirements are less effective than 'nudges' and persuasion
 - Universities should set their own equality objectives
 - Independent bodies should identify best practice and help disseminate it
- Universities do not as a matter of course promote race equality and ethnic diversity
 - External pressure, legislation and enforcement are vital to facilitate change
 - A clear focus on race equality should be privileged over equality more generally
 - Action plans with clear targets, transparency, auditing and inspection by an independent body is essential

Two frameworks



Two frameworks



5. University of the Arts Management Structure



Vice-Chancellor Nigel Carrington		
Deputy Vice-Chancellor: Strategic Development Stephen Reid		Deputy Vice-Chancellor: Academic Dr Philip Broadhead
Director of ArtsCom Stephen Reid	Director of Finance Martin James	Academic Registrar Peter Watson
Director of Estates and Commercial Steve Howe	Director of University Central Planning Gary Sprake	Dean of Learning & Teaching Development Prof. Susan Orr
Director of Student Recruitment Nolan Anderson	Executive Officer Vice-Chancellor's Office Kerry Sullivan	Director, Libraries and Academic Support Services Pat Christie
Director of Communication and External Affairs Edward Verning		Director of Research Management and Administration Simon Willmoth
Director of Human Resources Vacant		University Secretary and Registrar Stephen Marshall
Associate Directors of Information Technology Garth Bedford and Helen Davies		Dean, Research Prof. Oriana Sadleir
Director of Development and Alumni Relations Vacant		Director of Widening Participation & Progression and Dean of Students Mark Crawley
International Relations Co-ordinator Isobel Child		Deputy Rectorate Administration Manager Diane Lucas
Head of University Enterprise Development Alexander Aldous		

What would a
decolonised
architecture library
look like?

Stuart Hall Library (Iniva)



 = White male
 = White female

 = BAME male
 = BAME female



Glasgow Women's Library

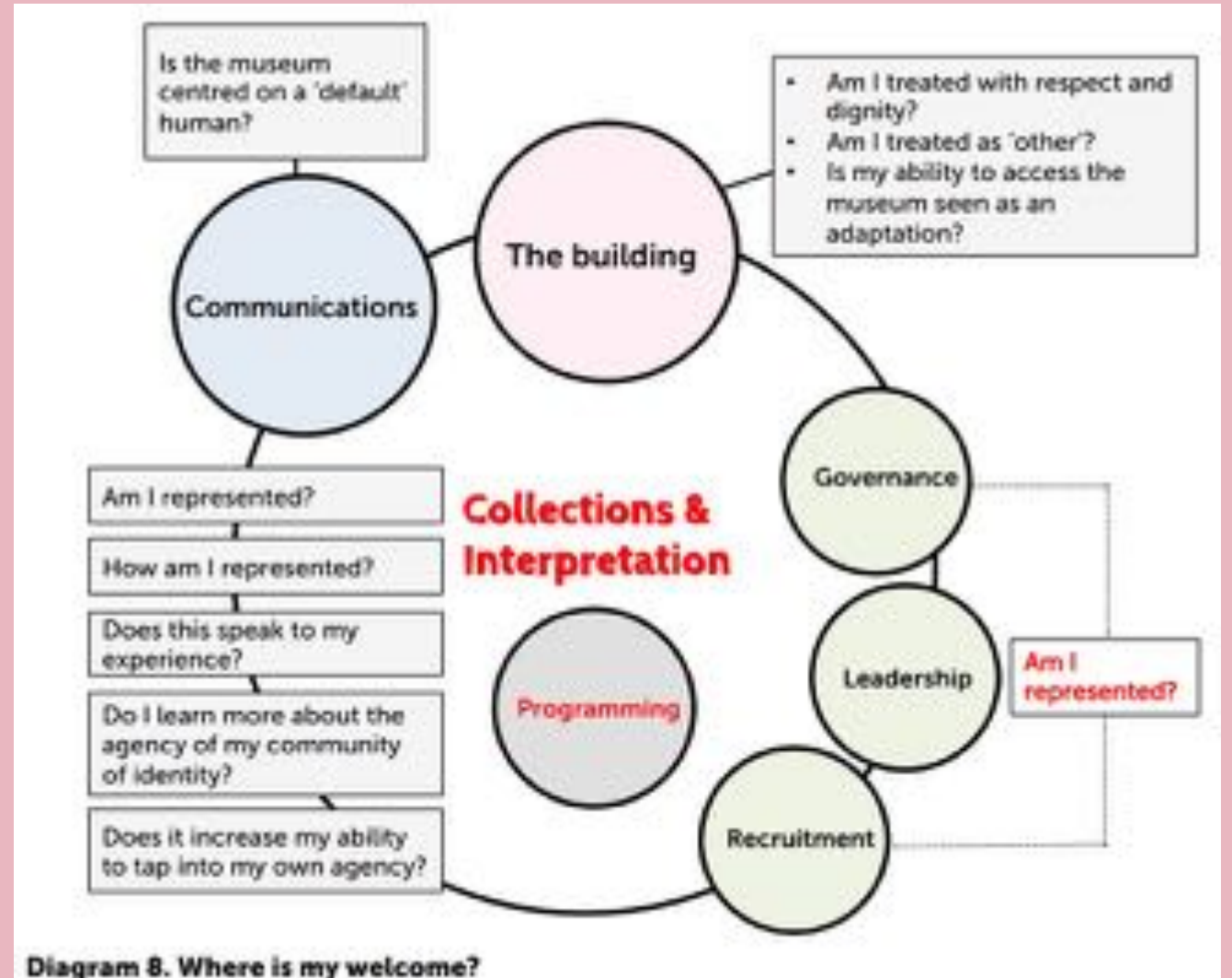
EQUALITY, DIVERSITY AND INCLUSION ARE INTRINSIC, NON-NEGOTIABLE VALUES THROUGHOUT GWL. THEY UNDERPIN EVERY ASPECT OF GWL'S WORK AS A UNIQUE ORGANISATION SERVING THE NEEDS OF DIVERSE AUDIENCES THROUGHOUT SCOTLAND

Glasgow Women's Library
Equality, Diversity and Inclusion Action Plan



Glasgow Women's Library

ANALYSE
THE
POLITICS
OF THE SPACES
YOU CAN
ENTER



Black Cultural Archives

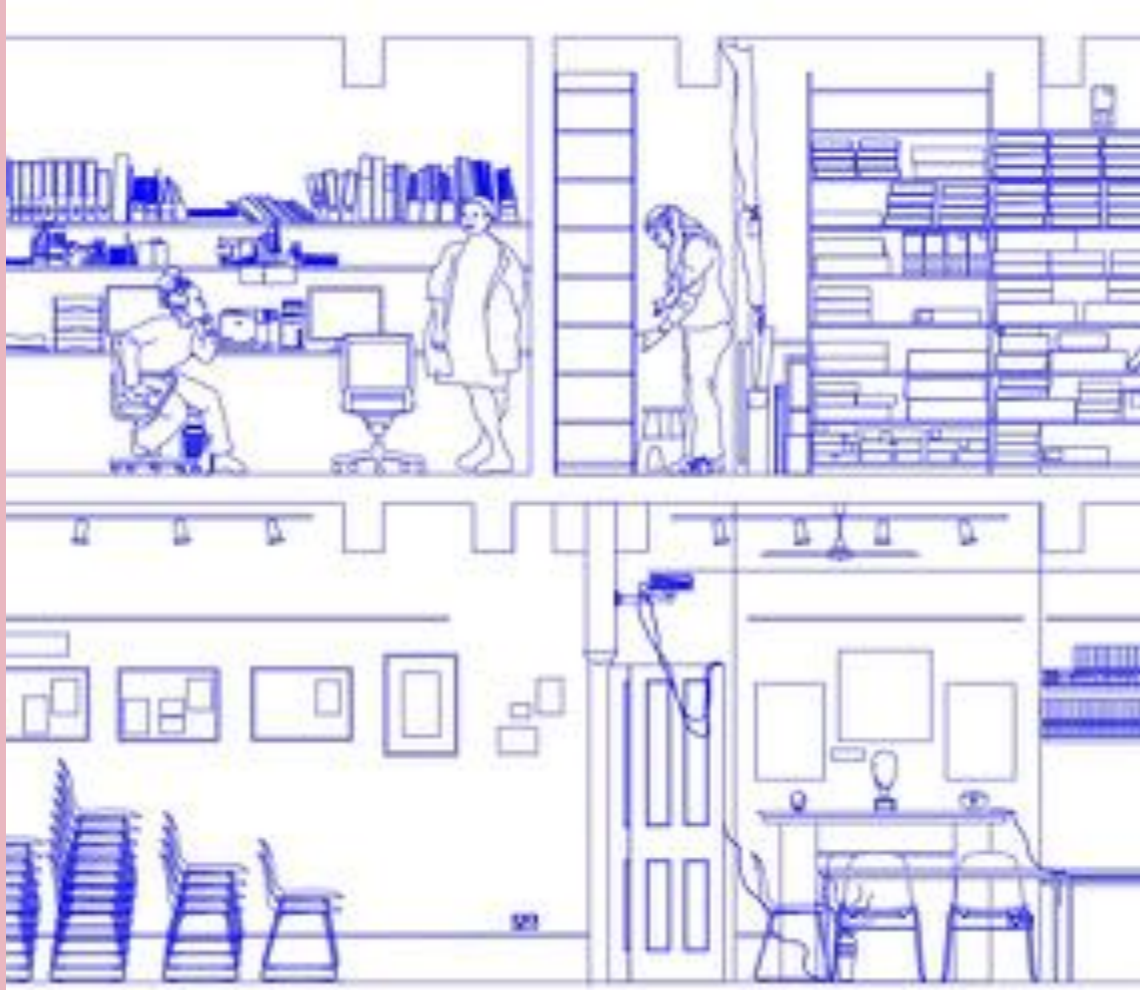


BLACK
CULTURAL
ARCHIVES

VISIT US EXHIBITIONS & EVENTS LEARNING COLLECTIONS SUPPORT US NEWS ABOUT

Black Cultural Archives is the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.

George Padmore Institute



A public library



The job centre and the prison

3pm: Unemployment & Creativity Panel Discussion

Sarah Tea-Rex (Graduating in Unemployment Zine), Saban Kazim (Gissa a Job Zine), Robin Bale (Dole arts) talk about unemployment and creativity. Janine Francois. Kieran (Diary of a Jobseeker). Adam Johannes (Unemployed Daytime Disco)

4.30pm: Prisoner Zines, Writing & Creativity Panel

Marek of (Not Shut Up Magazine), Nicki Jameson (Prisoner Fightback)

& Hamja of Free Talha Ahsan Campaign discuss prisoner writing and creativity. Trenton Oldfield on UK prisons (TINAG)

Islamic Human Rights Centre



Complaints: nickbrown@christies.com

Thanks to Hamja Ahsan,
Samia Malik, Janna Graham,
Marilyn Clarke, Tavian Hunter,
Esi Eshun, Barby Asante