# ANTI-RACISM & THE PROFESSIONAL SERVICES

Christine Bradford & Poonam Pedley

30 June 2023 | Anti-Racist Pedagogy and Process Conference

WARWICK

# Anti-Racism & the Professional Services

## Session Aims

- Share examples from existing practice
- Offer inspiration to colleagues who may struggle to identify their role in this work

# Decolonising the Library

Photo by Septumia Jacobson on Unsplash

## Or, how to make it better for everyone.

Kat Halliday (ASL for Business School) and Chris Bradford (ASL for Education, CLL, CAL and PAIS)

# Learning Journeys

## Kat

White

Passionate community builder

Musician

Creative/artistic

Latter member of the Anti-Racist Pedagogy Learning Circle

Learning about race theory

## Chris

White

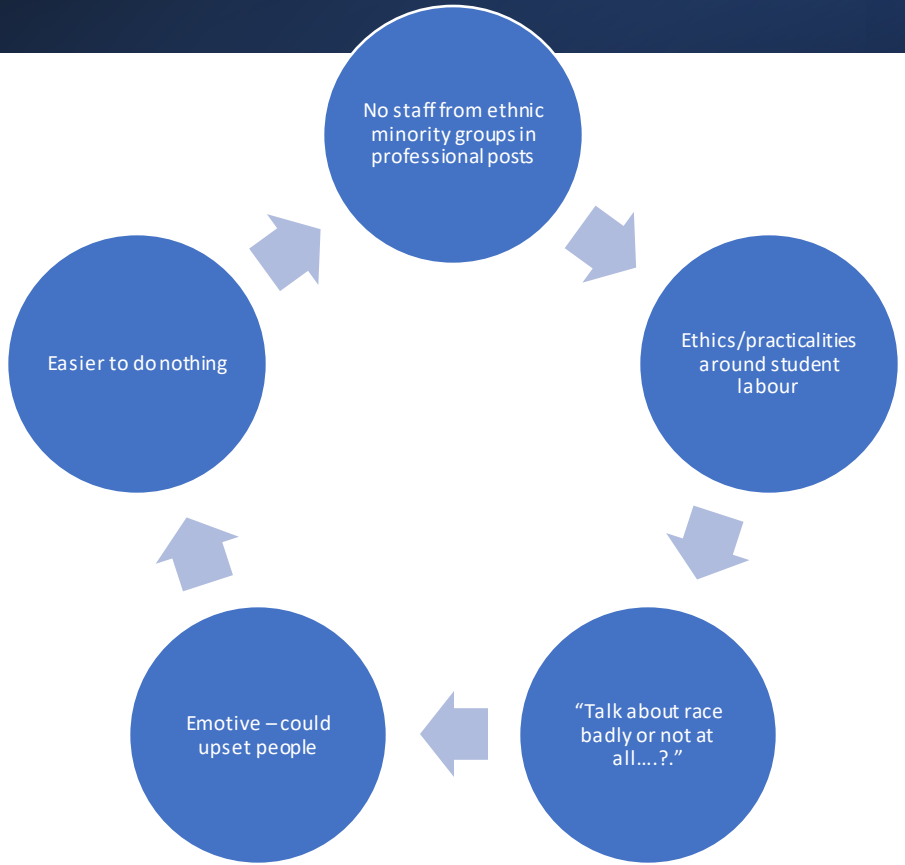
Taught in inner London primary school a few years after Brixton riots.

Education collections – buying material supporting multicultural teaching across three HE institutions.

Early Member of the Anti-Racist Pedagogy Learning Circle

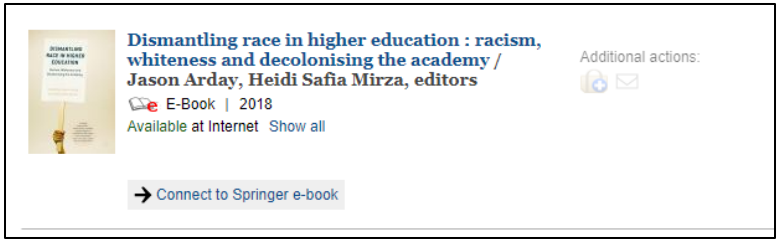
Learning about race theory

# Overcoming the Circle of Inertia



# Overcoming the Circle of Inertia

# Optimising change




| Understanding | Thinking | Listening | Reflecting | Recognising |
|---|---|---|---|---|
| Understanding the importance of diversifying academic teaching staff to ensure better representation… | Thinking about refining defining canons of knowledge within academia… | Listening to BAME student voice and engaging them in collaborative endeavour regarding the curriculum design process to ensure a more inclusive curricula… | Understanding the importance attributed to inherent unconscious biases and how this can unintentionally affect our perceptions of BAME students… | Recognising some of the cultural expectations and burdens that are placed on BAME students, in particular female BME students…. |

# The Library is “at the centre of Warwick life”?

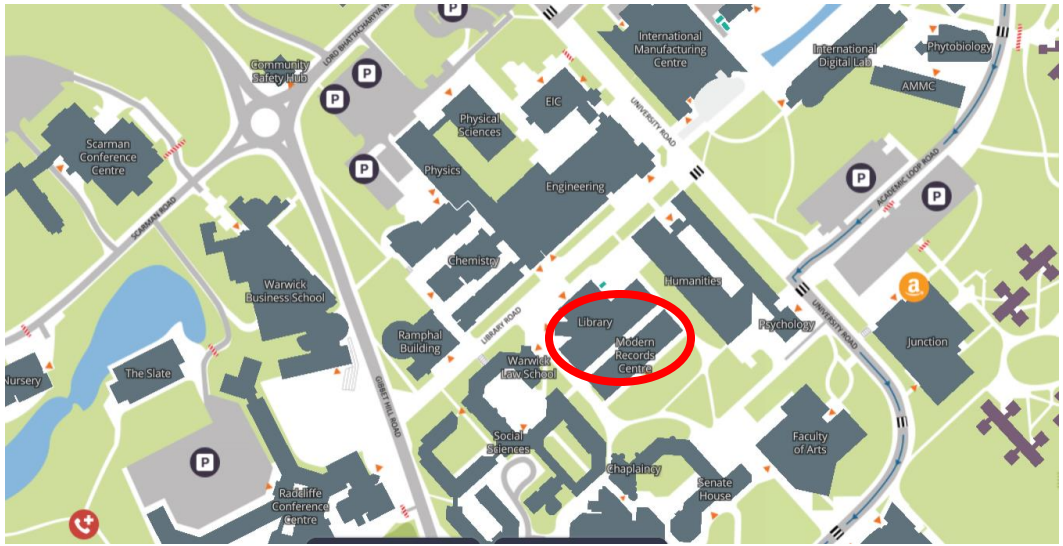
**Opportunities for Action**

Library Collections

Partnerships with Students: SSLCs, Student Union, Library Associates; collaboration with student societies; funded WIHEA projects.

Departmental projects.

Where does Power and Agency reside?



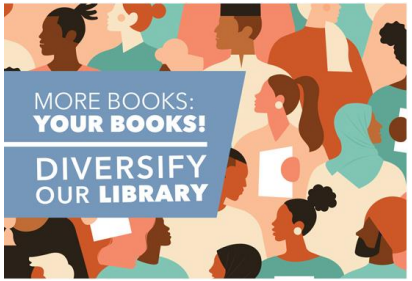
LIBRARY ASSOCIATES

- Scheme started in 2016 with students from History and English departs.
- 27 Associates for 22/23 ; 11 returners and 16 new from 14 different departments
- Canvas feedback from our student body; help us to improve services, collections and delivery

Associates often have an interest in Decolonisation work. They have co-created reading lists; organized displays; assisted with Marketing and More Books Campaigns; been student delegates at Library conferences. Worked on our Student Leisure Collection

# More Books Scheme

- More books scheme – student driven acquisition
- Led to ringfenced annual budget for decolonising titles
- Aimed to make collection more representative.

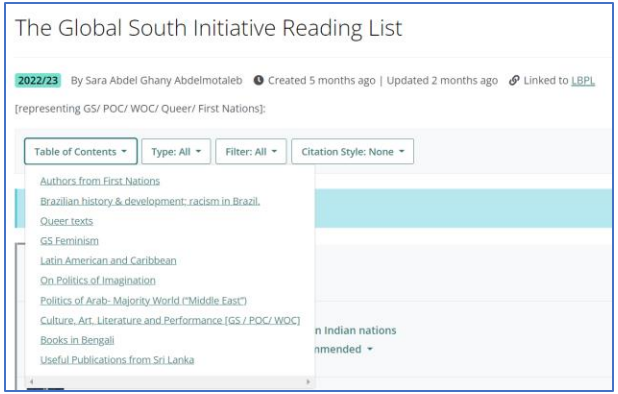


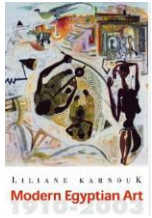

"The aim is to encourage people to diversify their personal collections, along with providing suggestions for library resources. This will hopefully help us to appreciate texts of different cultures and genders. I am hoping people will suggest material from around the world not simply focusing on British authors."
Mia (Library Associate)

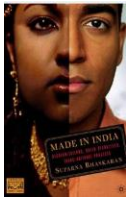
# Funded Project (WIHEA funding) : Global South Initiative

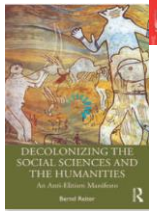
**Collection Development**

- Reading List Production
- Indigenous Research Methods – stock development
- LibGuide –in production

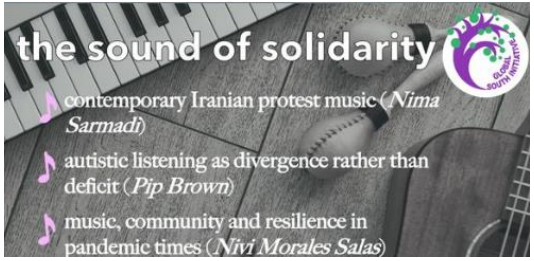




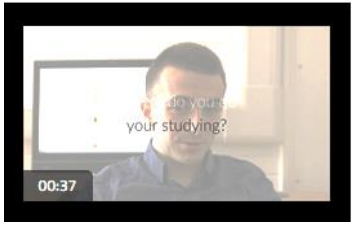




**Events**



# Funded Projects (WIHEA funding) : Mature students – peer mentoring and advice.

## “No-one wants to sit next to you……”



**Jegan** – English as a Second Language, balances studies with job as a carer

**Emma** – Mother of two teenage boys

**Ann Marie** – Mother of two children. Recently diagnosed with dyslexia

**Dan** – Back in education after redundancy

**Tom** – Back in education recently diagnosed with dyslexia

**Emma** – Mother of four children

**Leigh** – Given up work after 20 years to be fulltime dad and student

# Departmental Initiatives: Black student network reading list (SMLC)

- Project – address representation of BIPOC authors, especially in SMLC reading lists
- Look at increasing entry level language texts which offer students different perspectives on BIPOC people and allowing BIPOC students to feel seen.
- Making sure materials are not just available to support the one week of “writers of colour” in the module.

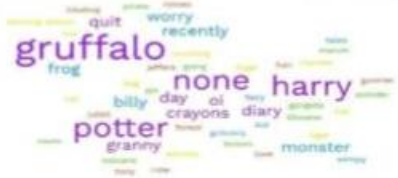
All images from nappy.co

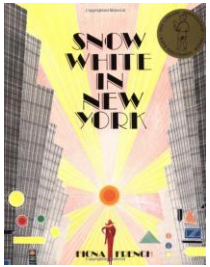
# Departmental Initiatives:  International Foundation Program

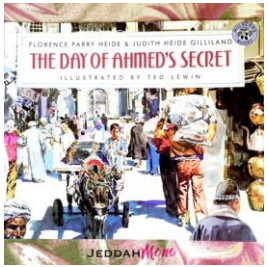
- Request for teaching on diverse sources for staff
- Help to include broader global majority authors into teaching and learning resources
- Develop an hour's student session on decolonised research methods

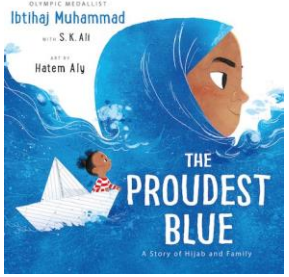
# Departmental Initiatives:  Centre for Teacher Education's PGCE Primary Course

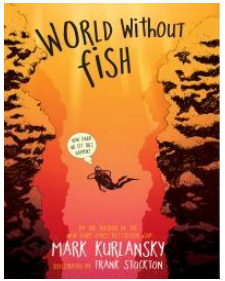
2. What two children's books have you read recently for your own pleasure? (Name the books and the authors)

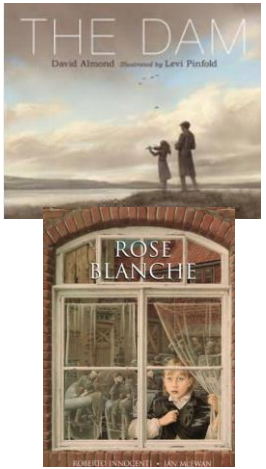


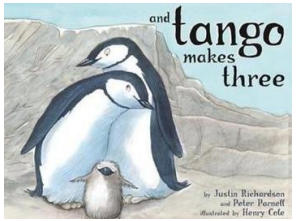





# Moving forward..

- Evolving Library's Decolonising Collections Strategy
  - Inc. commitment to maintaining and spending Decolonising fund
- Deeper student engagement with further co-creation of reading lists and collections
  - Further rounds of More Books scheme for wider / inclusive engagement
- Continuing support for academic teachers and researchers developing new modules and/or seeking diverse source materials / wider reading
- Investment in our Ethnicity and Migration Collections
  - Preservation, discoverability, engagement and profile
- Developing more inclusive recruitment practices – learning from best practice in the sector (SCONUL Task Force etc.)

# REFLECTIONS ON MY A-R JOURNEY

Poonam Pedley

Student Experience

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## IT STARTED WITH TRIW

- Tackling Racial Inequality at Warwick https://warwick.ac.uk/fac/cross_fac/academic-development/tri
- Staff development programme for all staff
- Spoiler alert: So what?
- Stumped – commitment to continue to actively seek out areas where I can help

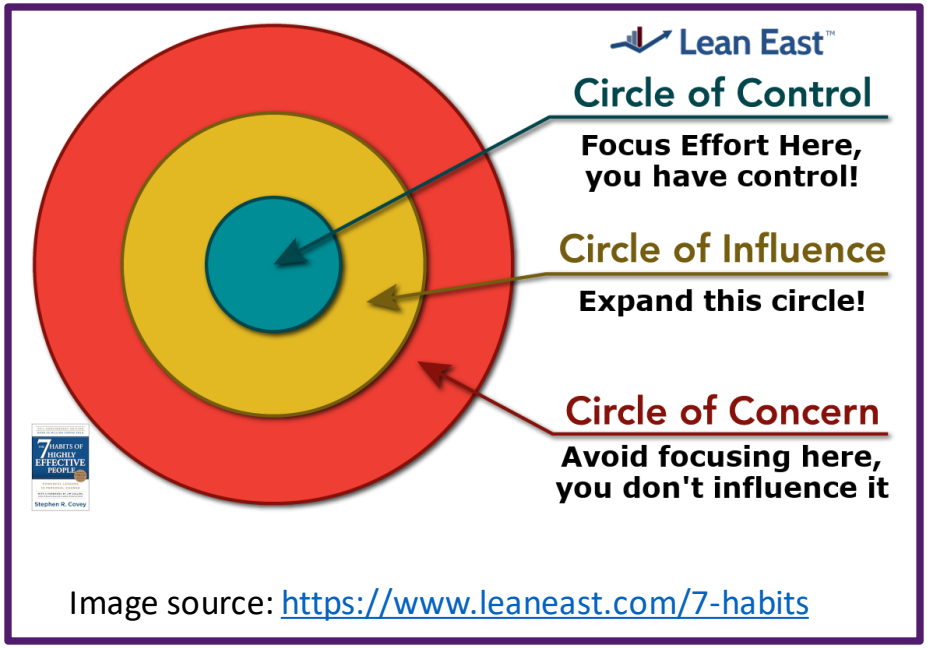


Image source: https://www.leaneast.com/7-habits

# Covey's Circles of Control, Influence and Concern

| | |
|---|---|
| Control | • My interactions<br>• My knowledge<br>• My projects<br>• My time |
| Influence | • Supporting students and colleagues around me<br>• My department<br>• TRIW<br>• WIHEA (& other networks) |

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## Steps I took (& you might too)

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| Question/ Thought Process | Example actions |
|---|---|
| • What don't I know, that I need to?<br>  • How can I find this out?<br>  • Data? Articles? | ▪ Read up on particular issues<br>▪ Ask 'silly' questions<br>▪ Join relevant networks |
| • Critically examine my practice<br>  • Gaps in service provision/ usage?<br>  • What do my audience want? | ▪ Implement data collection process<br>▪ Identify gaps<br>▪ Actively listen to students! |
| • Don't know what to do?<br>  • Follow up with yourself<br>  • Can I help someone else with their ideas? | ▪ Calendar reminder<br>▪ PDR goals |

# Some resulting projects

- Black History Quiz
- Arts Centre collaborations:
  - Reimagining the Jubilee/ Coronation
  - ~~Exploring race through poetry~~
  - Black Untitled collaborations
  - Day of the Dead
- Purim Recipe Kits
- Thanksgiving explicitly discusses dark origins of the celebration.

## Some takeaways & advice

- It’s not a crowd-pleaser topic!
- Ask for help/ collaborators
- You’ll get it wrong at some point. Learn from mistakes.
- Be curious and courageous - try something!
- Keep searching

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# NETWORKS/ ACTIVITY OF INTEREST

## ALL STAFF

- TRIW Staff Development Programme
  https://warwick.ac.uk/fac/cross_fac/academic-development/tri
- Anti-Racist Pedagogy Teaching Forum
  https://warwick.ac.uk/fac/cross_fac/academy/connect/arpteachingforum/
- Professional Services Student Experience Innovation Network
  https://warwick.ac.uk/services/studentexperience/professionalservicesnetwork/

## WIHEA FELLOWS/ ALUMNI

- Anti-Racist Pedagogy and Process Learning Circle
  https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/anti-racistpedagogyandprocess

## 'BAME' STAFF

- BAME Staff Network
  https://warwick.ac.uk/services/socialinclusion/projects/networks/

## RACE EQUALITY TASKFORCE

https://warwick.ac.uk/services/gov/committees/raceequalitytf/

# WHAT CAN YOU DO?

Group discussion

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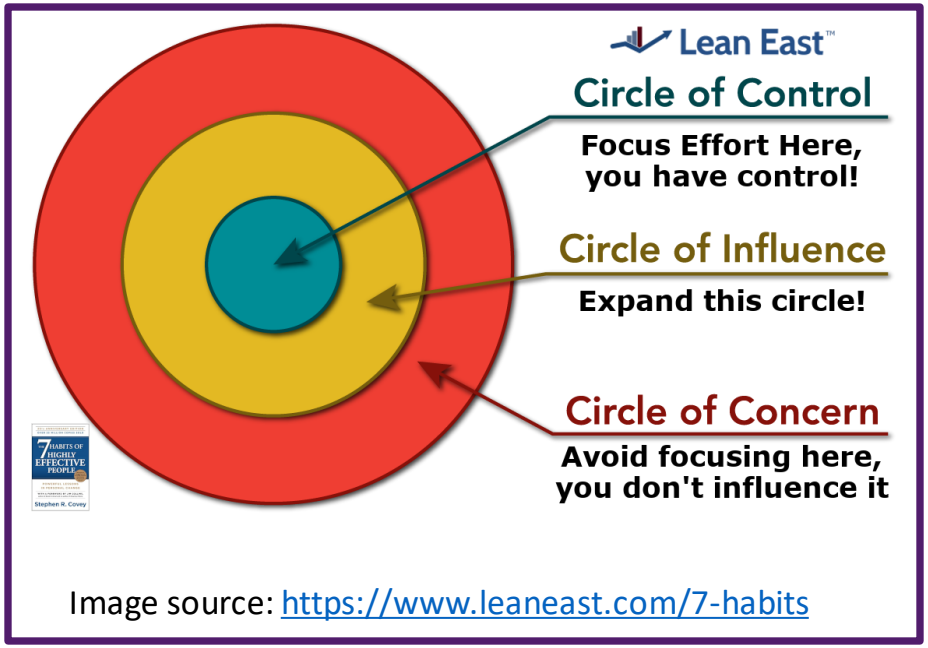
# GROUP BRAINSTORM

- 5 minutes discussion on your tables
- Identify at least 3 actions that you can take within your own areas of control or influence
- At least one of those must be inside your circle of control
- Identify as many as possible!

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# FEEDBACK

- ONE action from each group
- Try to pick something that hasn't yet been mentioned

## Some possible ideas:

- Make space for the difficult conversations
- Look for areas where my service might be disadvantaging students/ colleagues from racialised minority backgrounds
- Sign up to TRIW/ increase my own knowledge in this area
- Join a network exploring A-R issues
- Offer my time to a colleague who has a project idea they want to lead on
- Put a goal around this in my PDR to explore one or more specific issues further

## Questions

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