Group Discussion - Q2.

How have you developed your knowledge of this area?

Please write your responses below this sentence.

- Booked today.
- Times Higher articles - and the Guardian
- Finding out what’s happening in our own universities, what our colleagues and students are doing.
- At UWE they found lots of consideration in their Arts/Humanities faculty
- Learning from colleagues about library categorisation/classification systems
- UAL Zines as a way of finding what students and staff make of, experience etc re: decolonisation
- Developing knowledge from our own life experiences and histories, e.g. our own position in colonial histories and legacies/impact of that today e.g. Jamaica and Windrush scandal, the power that France still has globally today, the role of Japan as coloniser… having discussions like this to explore our interdependencies/legacy of colonialism.
- Learning in the news about the repatriation of artefacts to nations e.g. Macron in France etc. And debates around contents of British Museum.
- UAL Reading Collections/Decolonising Reading Group led by Rahul Patel
- Public lectures e.g. HEPI annual lecture by speakers from around the world on decolonisation. SOAS lectures. LSE lectures.

***Brexit, Education and Empire lecturer at Senate House on 20 February 2020

- Twitter tags and social media
- Going around departments
- Curiosity
- Talking to college and conferences
- Don't be paralyzed into doing nothing
Talk, everyone feels they are doing this work alone or in silos and that they are behind; it’s difficult but so important for us to engage in these discussions esp. in multiracial groups

Start reading groups, students and staff

Attending such events like this today
Decolonisation Website decolonisethelibrary.word
JISCmail decolonise the library
Zine workshops (Stuarthall library)
Course on London history (Conway Hall, 8 week course on history of protest in London)
Talking to people, networking
Academic journals
University event podcasts (Institute of historical research: how do we fit in? Strategies to change the situation or status quo)
New and events internationally (South Africa)
Decolonisation of Museums
National Trust and other events with school children
Repositioning history and making things transparent which will lead to further questions, self determination
Twitter very active in disseminating information and leading to sources
Inclusivity conferences can lead to more information and questions
Updating colleagues, which leads to conversations and ideas

Crowding sources decolonial reading list amongst colleagues

Racism row on Ravelry - Knitters Facebook.

Reading, thinking, talking to people, trying stuff out. Online resources (less tradition sources like blogs). Conferences. JISCMAIL list.

Zines - decolonising the arts curriculum.

The what other libraries are doing

Going to decolonisation events

Attending events like today.

Meeting with colleagues across the sector who are working on this - helps to realise you're not doing this alone

Checking what my institution doing with the wider decolonisation agenda and following the lead of students and academics
● Start with a blog with links and resources from knowledge gained.
● Going to multiple conferences and self teaching (other blogs, SNS, literature and news). Researching different publishers that can be useful.
● Learn from and speak to other colleagues that know about the subject.
● Speaking to some of the students to get opinions and ideas.
● Speaking with wider community outside HE.
● Booking relevant guest speakers to events for students.

● External events such as this one (and/or notes from colleagues attending them), but also internal workshops where academics, students and librarians are learning from each others.

● Student movements. Student partnership work. LISTENING to students.

● Diversifying v. decolonisation - investigating difference and links.

Group: Winchester, Royal Holloway, Brunel, King’s College London, Sussex - Q.2

● Reading reading reading!
● Writing and article for SCONUL FOCUS made me really develop my knowledge "Engineering Change in Collection Development"
● Twitter
● LIS-DECOLONISE jiscmail
● Conferences, talks, events
● Reading and discussion groups
● Engaging with academics in the university working on this area
● Podcasts
● Participating in student activist groups on decolonisation and anti-racism, E.g. Decolonise Sussex, E.g. Goldsmiths Anti-Racist Action - listening and learning
● Joining the ‘Co-producing the Curriculum’ project/network at Sussex
● Going on Strike with UCU and creating a decolonising reading lists teach-out - collaborating with neighbouring university UCU members on this and building a solidarity network

● Lots of reading, talking, listening, attending events
● Becoming comfortable raising and talking about decolonisation with colleagues
● Awareness of wider initiatives across the institutions

● Twitter and email lists

● Liaising with colleagues in the museum sector - how have they approached holding items that belong to other communities and the issues surrounding that.
● How are these items described to the public?
● Feels like they are more proactive in this movement than libraries. Unique items in museums so must address this.

● How can we approach students about this and engage them?
● Creating anonymous suggestion list for collections.
● How do we make our users feel like they have ownership over the collection

● Actively seeking out authors writing in this area, discussion groups on the topic in professional and informal concepts, engaging with our children (where applicable) -
● Podcasts/Instagram/financially supporting this work via Patreon.
● Some reading: Algorithms of Oppression, The Conscious Kid, Masinahika Iskewiwak

● Hosting library talks, creating zines and exhibitions

● Examining other library catalogues to see what their recommendations in this area were - responses were still focused on US/GB publications. Nothing new. Are we asking the wrong questions

● Mailing list really useful! Great way to crowdsource resources. (Lurking on Twitter!)