Reducing demands on campus EDI experts through self-guided curriculum decolonization

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bit.ly/COU-22

Our goal

- Decolonize program learning outcomes

Our context

- Overworked EDI experts
- New to decolonization work
- Calls for change in library field

Institutional

Departmental

Unit/Program Level

Individual/ Course Level

Decolonization work is...

Messy

Lifelong

Imperfect
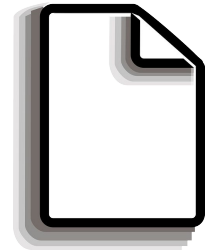
Resource-intensive

Uncomfortable

Agenda

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1. Project context

2. Decolonization approach

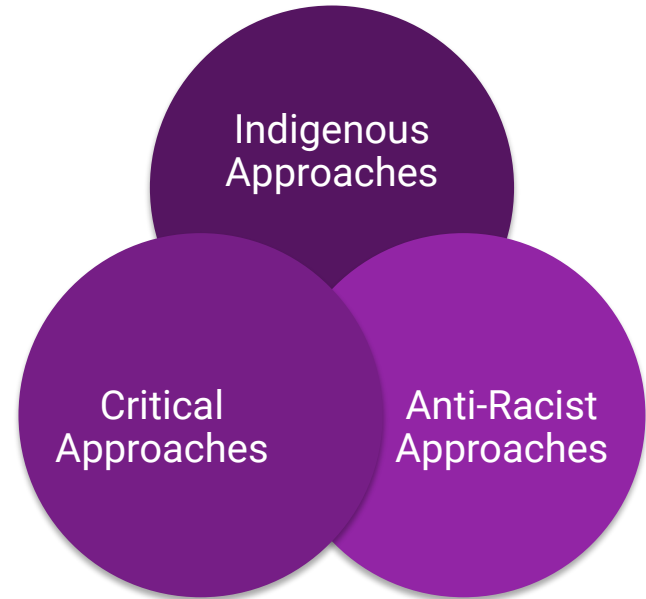3. Workshop

4. Questions and Resources
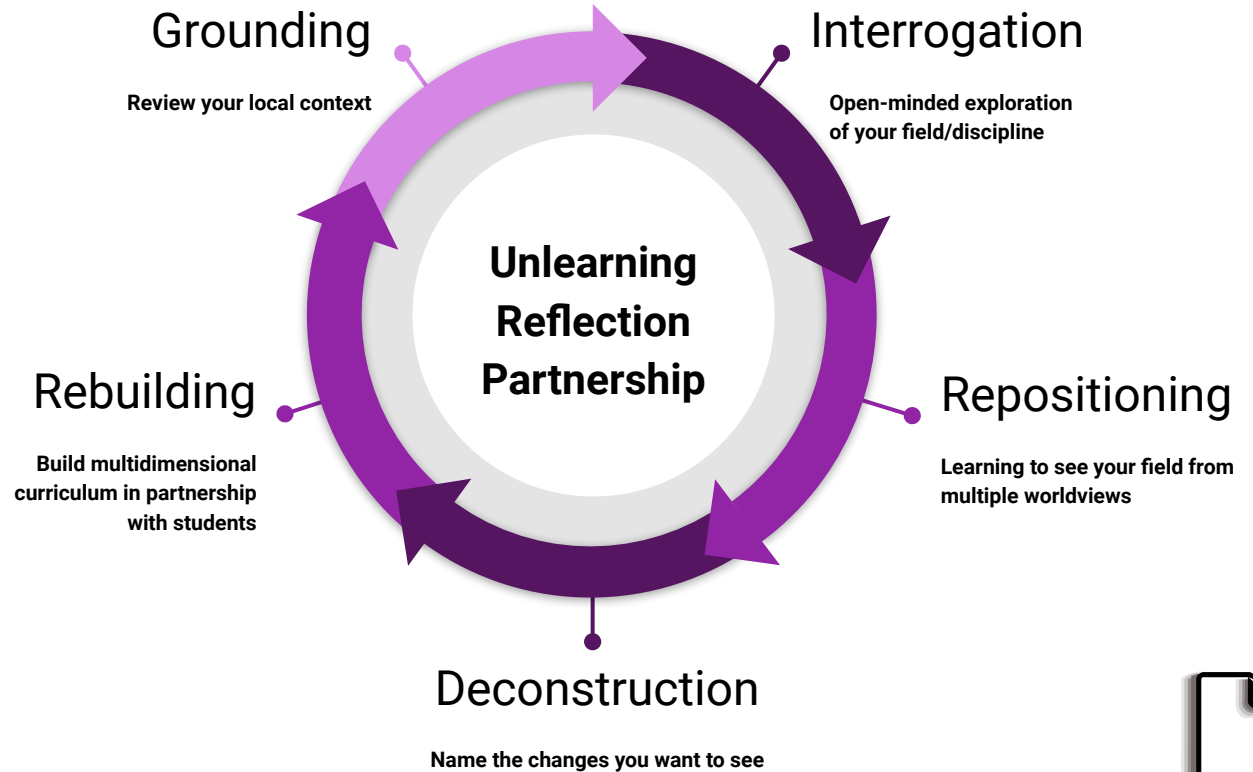
Pause to reflect...

Workbook

Is decolonization possible?

1. University of Capetown

2. *Spiral of Inquiry*

3. Decolonial Futures

4. *Decolonizing and Indigenizing Education in Canada*

Indigenous Approaches
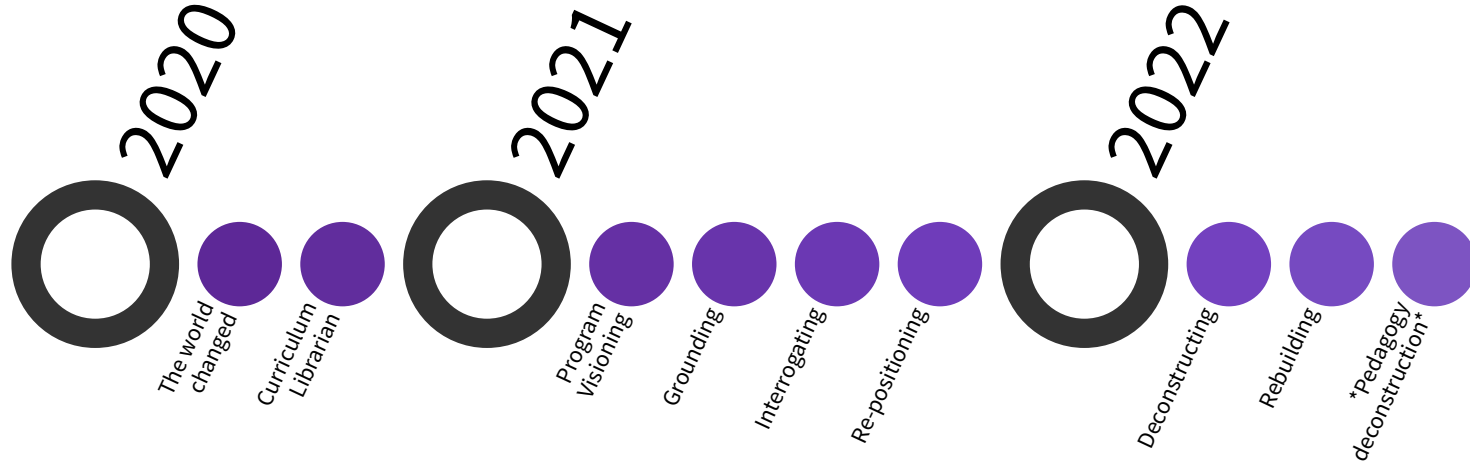
Critical Approaches

Anti-Racist Approaches

Resources

Facilitation: Reflective Approach

1. Prework: Personal Unlearning
   - Reading, watching, listening
   - Review group reflections (as appropriate)
   - Individual reflection questions

2. Meetings: Group Unlearning
   - Review anonymized individual reflections (as appropriate)
   - Discussion and group reflection
   - Group-think or brainstorming, shared writing tasks

Overview of Timeline

2020
- The world changed
- Curriculum Librarian

2021
- Program Visioning
- Grounding
- Interrogating
- Re-positioning

2022
- Deconstructing
- Rebuilding
- *Pedagogy deconstruction*

Unlearning

Recognize your individual power to create change

- What feelings of resistance or discomfort am I experiencing?

- Do I understand my positionality and what social privileges I hold?

- What kinds of attachments or assumptions might be blocking me from listening with empathy?

- What is my plan to overcome these blockages or gaps in my knowledge?

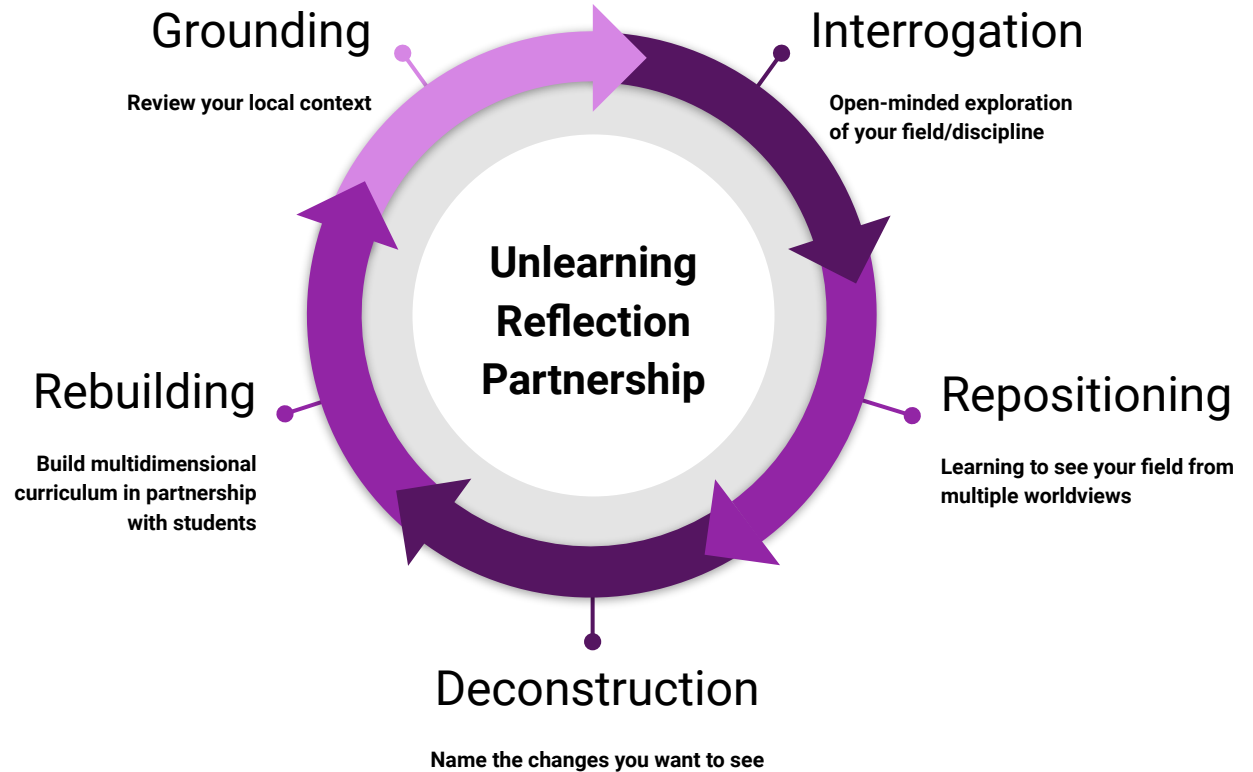- How do I usually handle difficult conversations?

Students-as-Partners

MLIS Co-Op Student

1. Interrogation
2. Reflection aggregation and retreat facilitation

Curriculum Rebuilding Phase

1. Training session
2. Curriculum retreat
3. Feedback and final reflection

Phases

Unlearning Reflection Partnership

Grounding
Review your local context

Interrogation
Open-minded exploration of your field/discipline

Repositioning
Learning to see your field from multiple worldviews

Deconstruction
Name the changes you want to see

Rebuilding
Build multidimensional curriculum in partnership with students

Grounding

Review your local context

- Why are you undertaking this work?
- What are the risks to the people involved?
- What kind of learning are you willing to do?
- What resources do you have available?
- Are you committed to addressing the individual and group conflicts or anxieties that will probably arise?

Adapted from *Developing Stamina* (2021)

Interrogation

Open-minded exploration of the field's origins

- Who created your field/ discipline and why? Where were they from?
- What philosophies of learning/ worldviews did they represent?
  - What is knowledge? What do we *know?* How did we come to know it?
  - Who is allowed to be knowledgeable? How is knowledge shared?
- What and whose interests does your field serve?
- Whose voices are missing or excluded?
  - How do Black, Indigenous, People of Colour, LGBTQ2IA+, women, disabled, and similarly marginalized members of your field experience it?

Repositioning

Learning to see our field from multiple worldviews

- How do Indigenous epistemologies and worldviews encourage us to rethink our discipline?
- How are Black, Indigenous, People of Colour, LGBTQ2IA+, women, disabled, and similarly marginalized communities impacted by our discipline?
- Where do we continue to uphold a Eurocentric approach?
- How were we taught to teach in our field?

Deconstruction

Name the changes you want to see

- What traditions, ideas, and values do we want to withdraw, reprioritize or change from our existing curriculum?
- Which are missing?
- How will we Indigenize our curriculum?
- What are the essential knowledge, skills, values, and abilities of our program?
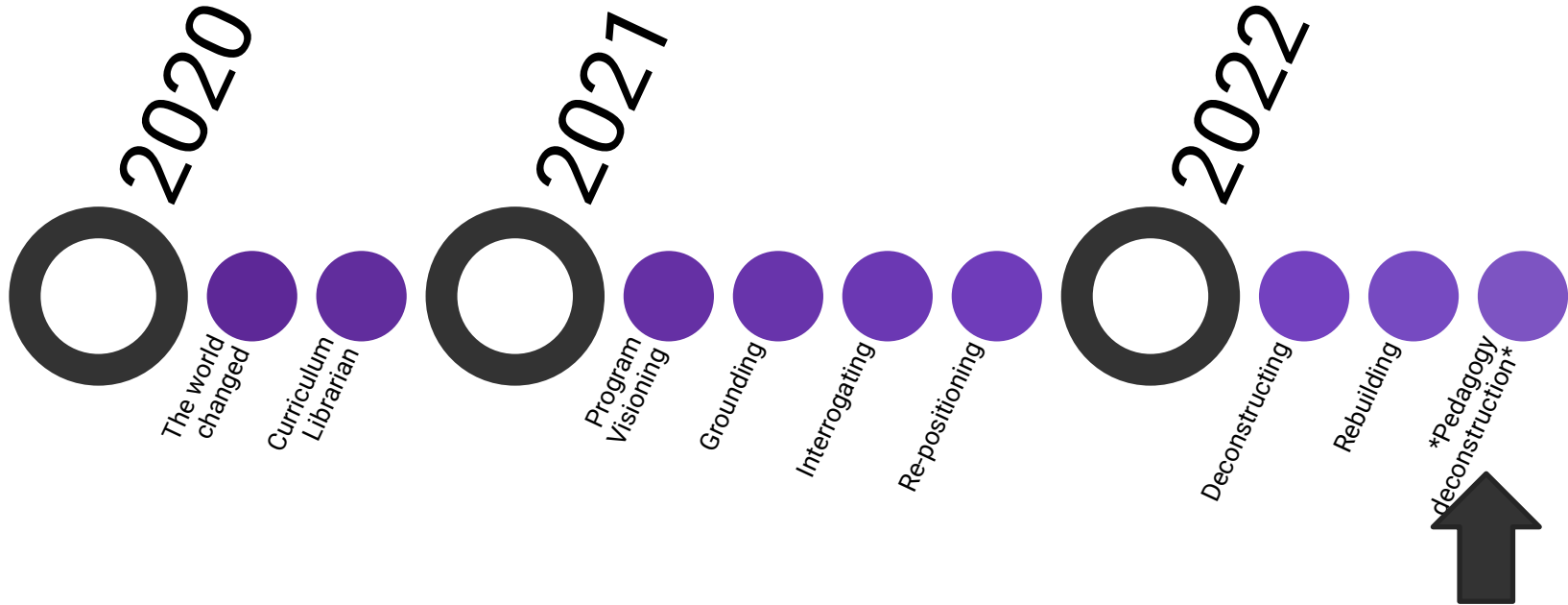
Rebuilding

Build a new, multidimensional curriculum in partnership with students

Do our learning outcomes:
- Use an inclusive definition of knowledge?
- Braid in Indigenous epistemologies?
- Centre diverse methods, theories, experiences, worldviews, and ways of being?
- Encourage students to develop social justice skills?
- Leave space for inclusive, equitable, and accessible teaching and assessment?

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Western Libraries Curriculum

https://www.lib.uwo.ca/teaching/curriculum.html

Questions?

Grounding

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Workbook

Pause to reflect...

Western Libraries' experience

Interrogation

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Discussion