Scholarship as Conversation

Encouraging inclusive and

Equitable practices

Hello!

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Overview

1. Introduction
2. Inclusive and equitable practices
3. Lesson plan and activity
4. Wrap-up
5. Resources

2 Inclusive and equitable practices

Inclusive and equitable practices are important across the research lifecycle.

Inclusive and equitable practices

Considering peer review models

Identifying scholarly sharing practices that support inclusion

Implementing critical citation practices

Recognizing inclusion and exclusion in the scholarly record

Selecting publication venues

We don't have time to cover all of these today. Want to learn more? Slides from GICOIL 2023: https://go.uncg.edu/gicoil2023

~~A Challenge:~~ An opportunity for a small victory?

Information literacy skills are critical for learners at all levels, but how can we connect theoretical concepts to the practical needs of students, faculty, and other learners?

3 Lesson plan and activity

Our lesson plan…

- Focuses on the value of two specific inclusive and equitable research practices:
  - Implementing critical citation practices
  - Selecting open access publication venues

- Can be adapted to a variety of contexts, disciplines, and learning environments

- Can stand alone or integrate into a longer information literacy workshop

- Connects to the ACRL Framework

The actual lesson plan

1. Terminology and context

2. Reflection on current practices

3. Citation audit activity

4. Debrief and discussion
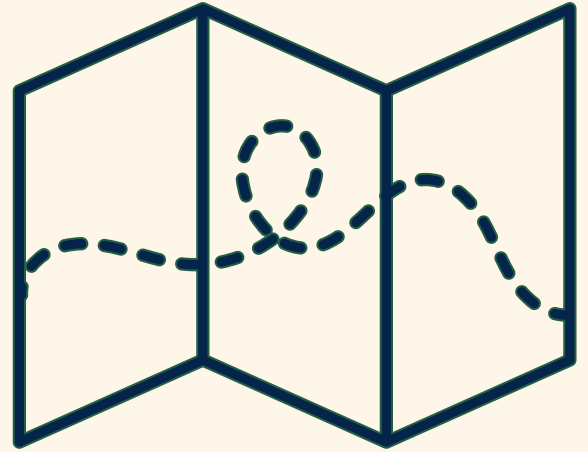
Let's walk through it!

We don't have much time today, so we'll be moving quickly! We've included examples of slides, talking points, and discussion questions in this presentation if you're interested in learning more. Please feel free to reach out to us if you'd like more context on anything we've included.

1. Terminology and context

Terminology and context addresses

- What **critical citation practices** are and why they matter
    - Who is underrepresented in the scholarly record?
    - Who is undercited?

- What **open access publishing** is and how it impacts the scholarly conversation
    - What open access models are available to authors?
    - How do article processing charges (APCs) and other funding considerations affect who publishes and shares their work via open access?

Critical citation praxis example #1

Sara Ahmed, *Living a Feminist Life:*
"In this book, I adopt a strict citation policy: I do not cite any white men. My citation policy has given me more room to attend to those feminists who came before me. Citation is feminist memory. Citation is how we acknowledge our debt to those who came before; those who helped us find our way when the way was obscured because we deviated from the paths we were told to follow." (Ahmed, 2017, pp. 15-16)

Critical citation praxis example #2

nina de jesus, [Locating the Library in Institutional Oppression](#):
"A note about the research/citation methodology of this article: I've decided to make a principled stance about only citing open access resources. The exception within the paper is monographs, which haven't been considered by the OA movement in the same way. But as far as articles and other scholarly resources are concerned, if I wasn't able to find a non-paywalled copy, I haven't cited or used it within this paper. There are obvious and unfortunate limitations when strictly adhering to such a principle, since much relevant research remains locked up behind publisher paywalls." (de jesus, 2014)

2. Reflection on current practices

Sample reflection/discussion questions

1. Kwon writes that "Researchers have also shown that there are cumulative disadvantages for people who are part of more than one under-represented group" when it comes to citation frequency (2022, p. 569). How do you think this impacts the scholarly conversation?
2. How do you decide whose work to cite in your own scholarship?
3. Consider your current writing/research project. Do you have a sense of how diverse your bibliography is (specifically with respect to gender, racial, and ethnic identities)?

3. Activity!

The citation audit

- Choose a full or excerpted reference list from a relevant source
- Create a collaborative spreadsheet (our preference) or document for your learners to access
- Learners (individually or in groups) answer questions about each reference list entry, which you will develop based on your goals for the activity

Sample questions

1. Can you find information about this author's race/ethnicity? If so, how do they identify?
2. Can you find information about this author's gender identity? If so, how do they identify?
3. Is this open access or otherwise freely available? If yes, include a link!

[De-identified copy of a completed audit activity](#)

Let's try it!

Head to **https://go.uncg.edu/liliaudit**

Usually, we would split into breakout rooms. For the sake of time, we'll all stay in the main room, and you can choose the document that matches your last name and start working on the questions included. We only have a few minutes, so just do what you can!

4. Debrief and discussion

Sample debrief questions

1. How did you approach this activity?
2. What was challenging about this activity?
3. Was this activity comfortable or uncomfortable for you? Why?
4. How might you consider author diversity more intentionally in your own practice?

Sample talking points

- This work takes time!
- You're likely to end up making some assumptions about authors you want to cite.
- It's not about just adding some work by underrepresented scholars or open access publications to your reference list, it's about engaging meaningfully with more diverse scholarship.

"We're talking about acknowledgement. We're talking about engagement. We're talking about recognition, and the valorization of ideas. Just changing the proportion of authors from minoritized groups in reference lists is not enough... If you're only inserting Black women onto a bibliography, but you're not actually allowing those ideas to influence the way that you think about and see the world, then what you're engaging in is superficial diversity work, and not true, fundamental change." -Christen Smith, founder of [Cite Black Women](), qtd. in Kwon, 2022, p. 571)

4 Wrap-up

ACRL Framework connections

Information creation as a process

- Knowledge practice example
  - articulate the traditional and emerging processes of information creation and dissemination in a particular discipline
- Disposition example
  - understand that different methods of information dissemination with different purposes are available for their use

ACRL Framework connections

Information has value

- Knowledge practice examples
  - understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information
  - recognize issues of access or lack of access to information sources
  - decide where and how their information is published
- Disposition example
  - are inclined to examine their own information privilege

ACRL Framework connections

Scholarship as conversation

- Knowledge practice examples
  - cite the contributing work of others in their own information production
  - identify barriers to entering scholarly conversation via various venues
- Disposition example
  - recognize they are often entering into an ongoing scholarly conversation and not a finished conversation

Reflection

What opportunities might you have to integrate these and other equitable and inclusive research practices into information literacy instruction?

Please share your ideas (now and/or later!) on our Padlet!

Resources

References

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Thank you!

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🌐 Slides: https://go.uncg.edu/lili2023

Land Acknowledgement

The land on which we live and work is the traditional and ancestral land of the Keyauwee and Saura peoples. Widespread, state-sponsored colonial violence forced both tribes to leave these lands and consolidate with other Indigenous groups for protection. Neither tribe exists today, though North Carolina is home to 8 state-recognized tribes and and 1 federally recognized tribe. North Carolina has the highest population of Native American/American Indian people east of the Mississippi River.

We encourage you to research local and national organizations/initiatives that support the sovereignty of Indigenous peoples, lands, and bodies in ways that resonate for you. For us, those organizations include the Guilford Native American Association, Missing Murdered Indigenous Coalition of NC, and the Native American Rights Fund.

Credits

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