

**Talent Untapped: BAME Academic Librarians' KnowledgeX**

**Fri, 8 Nov 2019 – 9:30 am – 4:30 pm**

**University Square, Lecture Theatre (G17), 1 Salway Road, London E15 1NF**

***Hosted by University of East London Libraries***

<b>Registration and coffee</b>	930-1000
<b><u>Welcome:</u></b> <b>Regina Everitt, Director of Library, Archives, and Learning Services</b> <b>University of East London</b>	1000-1005
<b><u>University welcome and keynote address:</u></b> <b>Dr. Marcia Wilson, Head of Health, Sport &amp; Bioscience</b> <b>University of East London</b> <b>Topic: Imposter Syndrome</b>	1005-1045
<b><u>Presentation:</u></b> <b>Masud Khokhar, Director of Library and Archives</b> <b>University of York</b> <b>Talent realised - A personal career progression journey for a BAME director</b>	1050-1130
<b>Coffee and networking</b>	1130-1145
<b><u>Careers Forum:</u></b>  <b>Lightening talks -</b> <b>Adebola Dada, Knowledge Management Analyst, Home Office</b> <i>Emerging and existing careers in the Civil Service: The Government KIM profession is comprised of qualified civil servants who enable the creation, organisation and exploitation of information and knowledge. Bola discusses the various roles that support delivery of government objectives in compliance with legal obligations such as those under the Freedom of Information (FOI), Data Protection (DPA), Public Records and Copyright Acts.</i> <b>Joshua Sendall, Research Data Manager, Lancaster University</b> <i>In this paper, Joshua discusses the lived experience of career development and progression as a member of the BAME LIS community, reflects on entry to the profession as a Shelves, and on the barriers faced as an early career professional. The main insights offered are around creative approaches to career navigation through the lens of 'Planned happenstance' development theory. This acknowledges that careers are seldom straight and undeviating paths that lead to a particular post. Joshua explains how leaving the library and joining the Research Support Office helped to secure a role as Lancaster University Library's Research Data Manager.</i>	1150-1220

<p><b>Adjoa Boateng, Head of Information Management, Birdlife International, Cambridge Conservation Initiative, University of Cambridge</b>  <b>Career Strategy: Building a Roadmap for your Future:</b> <i>This presentation will share professional insights and experiences from the career of an Information and Library professional. It will explain how Adjoa successfully crossed different sectors and will provide practical tips on career progression.</i></p> <p><b>Deconstructing feedback</b> - <i>Attendees will be asked to share responses from feedback received from job interviews/applications. A panel comprising HR representatives and Recruiting Managers will share impressions about the feedback and suggest ways to use the information to strengthen future applications.</i></p>	<p>1220-1250</p>
<p><b>Lunch/Networking/Library Tour</b></p>	<p>1255-1340</p>
<p><b>Presentation:</b>  <b>Jennifer Bayjoo, Academic Support Manager (Research) University of Salford</b>  <b>Fitting in and speaking out: experiences of talking about race</b>  <i>This session will explore the tensions that exist between BAME library staff feeling that they need to speak out and take action to dismantle institutional racism, versus the fears and experiences of tokenism, unfair labour, and backlash. It is based on Jennifer's personal experiences of dealing with these issues in the workplace, in HE and in dealing with organisations as a library diversity activist and founder of Diversity in Libraries of the North (DILON).</i></p>	<p>1345-1425</p>
<p><b>Inclusive Resources and Academic Support Forum:</b></p> <p><b>Lightening talks -</b>  <b>Carolyn Beckford, PhD, EMEA Trainer, Gale Cengage</b>  <b>Inclusive Resources:</b> <i>Do the digital resources in your library reflect your student population; your desires; the diversity in resources you seek? Are you able to obtain relevant diverse content from your publisher? Is there enough diversity in the content being published that reflects history from all angles, not just Europe? Find out how to request more diverse content for your students from your publisher.</i></p> <p><b>Ka-Ming Pang, Academic Achievement Librarian, University of Roehampton</b>  <b>Belonging in the Library - Zine-making for staff and students:</b> <i>This presentation is on how zine-making was used as a non-traditional method to explore staff experience of working in the library as well as student thoughts on the topic of Belonging in the Library. The workshops originated from a personal wish to 'do something creative' and have a concrete output to highlight the experience of being a minority in our profession. Ka-Ming believes that there is scope for zine-</i></p>	<p>1430-1510</p>

<p><i>making to be used as a way of exploring how different groups of students perceive the library and the library's role in their studies.</i></p> <p><b>Heena Karavadra, Academic Librarian, University of Leicester</b>  <b><i>Read at Leicester: community building and hard conversations:</i></b> <i>The Read at Leicester campaign has been running successfully for the last 3 academic years, encouraging students to take time out from their studies to read for leisure. Each year free copies of a book were gifted to all first-year students as a means through which to develop a sense of community and hold important discussions on campus about topics such as racism. For the 19/20 academic year, there is no funding so Heena discusses how they plan to keep the campaign running.</i></p> <p><b>Masniza Sore, Discovery Experience Specialist, University of Northampton</b>  <b><i>Effective Integration of Libraries/LRCs in Curriculum Delivery (They think they can Google...):</i></b> <i>How can we convince academics of the importance of information and digital literacy to be embedded as part of the curriculum delivery? The unfavourable student results can be our key to unlock the library door and ensure better support for student independence during their academic years and future employability.</i></p>	
<p><b>Research and Scholarly Communications Forum:</b></p> <p><b>Lightening talks -</b>  <b>Cliff Van Dort and Iqbal Singh, National Archives</b>  <b><i>Developing an inclusion strategy:</i></b> <i>This presentation provides an overview of how The National Archives is developing a new inclusion strategy with a case study from the Outreach team on some of the opportunities and challenges facing library and information professionals in supporting public engagement by a national institution on topics relating to BAME histories.</i></p> <p><b>Kelly Foster, Creative Commons UK</b>  <b><i>Whose knowledge is it anyway?: equity in the free knowledge movement:</i></b> <i>Understanding and contributing to the Free Knowledge movement are a core set of skills for the contemporary librarian and information professional. Global projects and volunteer-led communities such as Creative Commons and Wikipedia (in addition to its sister projects Wikidata and Wikimedia Commons) form the online infrastructure of the Free Knowledge Movement. This talk will introduce the communities, initiatives and projects working to build knowledge equity and address "decolonial" practise. The talk will raise awareness of both the benefits and opportunities for academic librarians to contribute to the movement.</i></p> <p><b>Monique Ritchie, Associate Head (Scholarly Communication and Rights) Library Services, Brunel University London</b>  <b><i>Scholarly communication in the open science agenda - where are we going, where should we focus?</i></b> <i>Librarians are called upon to make sense of the complex evolving scholarly communication landscape. It is crucial to understand the current environment within the open science framework, and the inherent risks, challenges and conflicts, to effectively influence stakeholders and shape policies and services, ready for an open world.</i></p>	<p>1515-1545</p>
<p><b>Reflections and Moving Forward:</b></p>	<p>1545-1615</p>

Open forum with representatives from sector BAME and diversity networks.	
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