Decolonising work and the staff/student experience – utilising the ‘inclusivity matrix’ as a way to visualise and reflect on module reading lists.

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Overview

◮ Exploring the criminology curriculum
◮ The research (student perspectives)
◮ The inclusivity matrix as a pedagogical tool and findings from its use with students.
◮ Next steps (staff perspectives and different departments: Social Sciences vs Computer and Information Sciences)
Exploring the Criminology Curriculum

Social sciences, social justice, whose voices do we hear?
“Criminology arguably continues to be a male and Western dominated discipline despite considerable growth in the research, publications and perspectives of individuals from diverse socio-economic, geographic and demographic backgrounds” (Daly and Chesney-Lind 1988; Barbet 2007; Howes 2018).
Challenges to curriculum content

- Decolonialising the curriculum
- Gender representation
- Reproducing stereotypes?
- Tokenism?
Importance of representativeness

“We are doomed historically to history, to the patient construction of discourses about discourses, and to the task of hearing what has already been said”

(Foucault 1973: xvi)
“By recognizing and rejecting inequalities and authoritarian structures and by promoting marginalized voices, democratic and emancipating educators can facilitate the empowerment of students, making it possible for them to act against their own and others’ oppressions” Barton et al 2010:34
The research

Scoping study
Methods

- Core reading list - validation of the criminology programme (104 texts)
- Full reading list for core & specific modules
  (Key Concepts for Criminologists, Fundamentals of Criminological Theory, Ethnicity Crime and CJS, Gender, Sexuality and Crime)
- Focus groups with students
Initial findings

Authorship of core texts (first author)

- Male authors: > 70%
- Female authors: < 30%
- BME authors: < 6% (2 female, 4 male)

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Key Concepts for Criminologists
Fundamentals of Criminological Theory
Gender, Sexuality and Crime

Full Reading List Analysis - Gender Divide

Male Female
Full Reading List Analysis - Race Divide

- Key Concepts for Criminologists
- Fundamentals of Criminological Theory
- Ethnicity, Crime and the Criminal Justice System

BME White
Intersectionality Matrix

(Stockdale and Sweeney, 2019)
Students when critically engaged:

I’ll definitely be looking more into female and more non-binary people… people from different ethnicities cause I think that is what could make an assignment a bit more enjoyable.. and I think searching for other people from different backgrounds

… it can be quite inspiring. I know that when I hear a female criminologist, I tend to be like oh oh female, then it’s a bit more inspiring you like want to read up more on it in our head its hard to think of it like this but when it’s shown in front of you - you don’t actually understand it until it’s shown to you… I wouldn’t have thought about it... but now looking at it in person I can see that yeah, its, we need a bit more, uh, variation.
It’d be nice to be able to have different people’s opinions and different people’s backgrounds in your essays. They might have been through different research and different things. Especially maybe talking about the topic of police or something… a male and female, or a male and non-binary gender would obviously have different experiences… but because we mostly know just white male… criminologists it’s hard to get this more broad opinion. Like the experiences of other people.
Next steps
Staff engagement:

- The intersectionality matrix as a tool /mechanism
- Providing ‘reflective space’
- How do we encourage academic staff to engage?
- Neo-liberal university – recognising staff workloads
- Tokenistic? (Does this matter – how do we start to redress the balance?)
Social Sciences vs Computer and Information Sciences:

- The two departments are very different!
- Staff demographics
- Theory vs practice
- Student cohort
- Academic understanding of inclusivity
Research Aims to Understand:

- Staff perspectives (are staff keen/reluctant to change reading lists)
- Barriers staff face (including practical barriers)
- Identify and share best practice
- To note any changes over time – staff feelings at the start of the process and at the end, including any impact on teaching.
- Differences between departments.
Fundamental Role of Library:

Reading lists inform collection development but the collection itself informs the student/staff (is that a bit like chicken and egg?)

The library administers the reading lists once created and therefore has the potential to provide the checks and balances required.

The library has the potential to provide help, guidance and support for those wishing to improve their reading list diversity (and share good practice)
Thank You For Listening!

Any questions?
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References:


Recommended Reading:


Further resources:

Useful link to padlet on decolonisation https://padlet.com/jim_finch8472/cnryftdmavot

Jiscmail list https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=LIS-DECOLONISE

Reading list support guidance for academic staff: https://www.kent.ac.uk/guides/reading-list-support-for-academic-staff/diversify-your-reading-list