Breaking down barriers: Making the curriculum more inclusive. Our commitment to inclusivity - A case study of reading lists for computing and engineering at UWL Library

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This is the Presentation of the final output.

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OUR COMMITMENT TO INCLUSIVITY: A CASE STUDY OF READING LISTS FOR COMPUTING AND ENGINEERING AT UWL LIBRARY

Edyta Krol

Subject Librarian

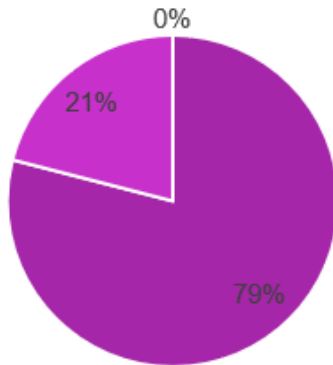**School of Computing and Engineering**

University of West London

Where did I start?

- Library Strategy 2018-2023

- UWL Access and Participation Plan 2021-2025

- WinSTEM – Reading List created for that group
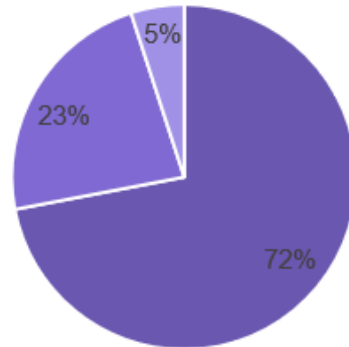
SCE student profile

Undergraduate   - 2470
Postgraduate   - 763

Gender
- 0%
- 21%
- 79%
- Male
- Female
- Other

Ethnic group
- 5%
- 23%
- 72%
- BAME
- Non BAME
- Unknown
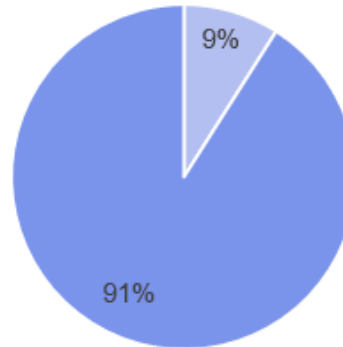
Disability
- 9%
- 91%
- Disability
- Not known disability
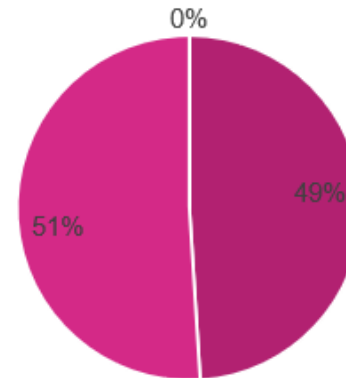
Age of entry
- 0%
- 51%
- 49%
- Mature
- Young
- Unknown
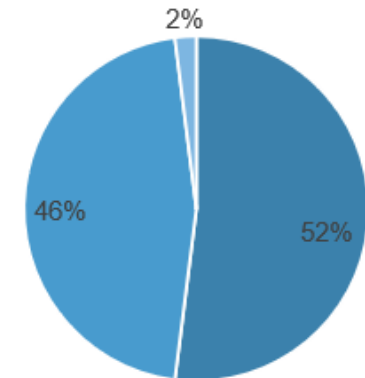
IMD Group
- 2%
- 46%
- 52%
- Quintiles 1-2
- Quintiles 3-5
- Unknown

Criteria used to decide RL's inclusivity (AY 22-23)

Very High

Main essential item is inclusive (where there is one key item for the module)

AND/OR

50% or more of essential items are inclusive

AND/OR

More than 70% of essential and recommended items combined are inclusive. One item has to be an essential (if there are any essential reading)

High

At least one essential item on the list is inclusive (2 or more if list has more than 5 essential items)

AND/OR

50% or more of essential and recommended items combined are inclusive

Medium

50% or more of recommended items are inclusive

AND/OR

One essential item is inclusive for lists where there is more than 5 essential item

N/A

Conclusion cannot be made

Methodology

- Criteria used to decide RL's inclusivity

- Only books, chapters and articles checked

- Only 1st author checked

- 34 RLs for 1st year and 35 RLs for 3rd year checked

- For dimensions used:
  - Ethnicity
  - Gender
  - Geographical/institutional affiliation
  - Content

- Google searches using author name or book/article title

- Publishers, universities, professional organisations, trade websites

- You Tube

- Profiles

- Images

L4 (1ˢᵗ year) and L6 (3ʳᵈ year) RLs audit (engineering)

Findings:

- 24% of books and articles on the lists were written by BAME, female authors or their content was inclusive

- Unable to verify inclusivity in relation to author for 23% of books and articles

- 90% of the authors listed were male, compared to 4% females

- 8% of publications were published by UK Government or professional organisations such as: RIBA, CIOB, RICS

Findings

Level 4 (1st year) – 34 RLs

Individual Titles	Inclusive (author or content)	No information	White male/s	GOV/Industry procedures
119	24 (20.2%)	33 (27.7%)	60 (50.4%)	2 (1.7%)

Level 6 (3rd year) – 35 RLs

Individual Titles	Inclusive (author or content)	No information	White male/s	GOV/Industry procedures
248	64 (25.8%)	51 (20.6%)	107 (43.1%)	26 (10.5%)

Inclusivity	1st year	3rd year
Very high	11.8%	41.2%
High	23.5%	23.5%
Medium	11.8%	2.9%
Low	14.7%	17.7%
N/A	38.2%	14.7%

Barriers to increase inclusive RLs

Feedback from academics:

- Time constraints

- Not sure what to do

- Don't understand what an inclusive item is

- Limited availability of resources

- Resistance to change

SCE Inclusive Reading

Edit ▾   View & Export ▾   + My Lists

2023-2024 ACADEMIC YEAR   🕐 Created 5 months ago | Updated 14 days ago

Table of Contents ▾	Type: All ▾	Filter: All ▾	Citation Style: None ▾

Search   🔍

Built Environment Inclusive Reading
Computer Sciences Inclusive Reading
Diversity and inclusion in STEM - general
Electrical Engineering Inclusive Reading
Mathematics - Inclusive Reading
Sound Engineering Inclusive Reading
Women in STEM

...eading

... , and diversity in AI   **VIEW AVAILABILITY** ↕ ⋮
... - **Importance not set ▾**

...ew of technology trends and their impact on our society, Artificial Era contributes to the current debate about the consequences of tech-... different viewpoints and statistics on the use of robots worldwide, productivity, and job displacement, Gissel Velarde identifies the partic-...sity in AI communities - and how that can exacerbate representation issues in employment, civil rights, gender, and education if no ac-tions are taken.
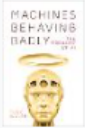
Is artificial intelligence racist?: the ethics of AI and the future of humanity

Book - by Arshin Adib-Moghaddam - 2023 - **Importance not set ▾**   **VIEW ONLINE** ↕ ⋮

How did racism creep into the algorithms that govern our daily lives, from banking and shopping, to job applications? Connecting the legacy of enlightenment racism to forms of discrimination in modern day algorithms and Artificial Intelligence, this volume examines what data feeds into AI technology - and how this data will shape the future of humanity. Delving into the narratives enveloping the development of AI systems, with a particular emphasis on "tech-giants" and the ideas of Mark Zuckerberg, Elon Musk and Bill Gates, Arshin Adib-Moghaddam explains how and why technology aids and abets various forms of extremism, entrenches social hierarchies and discriminatory boundaries and how this will impact international security and human rights in the future.

Machines behaving badly: the morality of AI

Book - by Toby Walsh; Toby Walsh - 2022 - **Importance not set ▾**   **VIEW ONLINE** ↕ ⋮

Artificial intelligence is an essential part of our lives – for better or worse. It can be used to influence what we buy, who gets shortlisted for a job and even how we vote.

Inclusive Reading – SCE Reading List Guidelines for Module teams

The purpose of this guideline for academic staff was to suggest ways to introduce perspectives and experiences from traditionally excluded groups into reading lists.

More inclusive reading can increase engagement and improve student outcome, especially in students from those groups.

Such perspectives and experiences can be from many kinds of communities: ethnic, cultural, of gender, sexuality or other forms of identity.

Checklist

- ☑ Have you considered different types of resources and searched for relevant videos, podcasts, TV Programmes (Box of Broadcasts), newspaper and journal articles?

- ☑ Essential texts: Have you considered, added additional viewpoints and contexts for the broad themes of the module?

- ☑ Recommended texts: Have you added a range of texts which look at the module's minor/contextual themes as additional perspectives?

- ☑ Have you consulted colleagues and students (including the Student Union)?

- ☑ Have you discussed purchasing possibilities with the librarian?

Solutions (example)

Before:

After:

WinSTEM

Edit ▾ | View & Export ▾ | ✓ My Lists

2023-2024 ACADEMIC YEAR   By Edyta Krol   🕐 Created 5 months ago | Updated a month ago

A Reading List created for WinSTEM group at the School of Computing and Engineering

Table of Contents ▾ | Type: All ▾ | Filter: All ▾ | Citation Style: None ▾   Sea

🔗 **WISE - Women into Science & Engineering**
   Website - Importance not set ▾
   🎓 WISE enables and energises people in business,
      ing and mathematics (STEM). WISE members ins
      their companies. Their mission – gender parity i

🔗 **WES - Women's Engineering Society**
   Website - Importance not set ▾
   🎓 The Women's Engineering Society is a charity an
      development. Working in partnership, we suppo
      they support companies with gender diversity a

🔗 **The UK STEM Education Landscape**
   Webpage - May 2016 - Importance not set ▾
   🎓 A report for the Lloyd's Register Foundation fror

Inclusive Research Methods

2023-2024 ACADEMIC YEAR   🕐 Created 5 months ago | Updated 6 days ago

Table of Contents ▾ | Type: All ▾ | Filter: All ▾ | Citation Style: N

About the reading list
The inclusive research methods reading list links to a range of sources focuse
tween researcher and participant. Inclusive research methodologies are used
phabetically - please use the table of contents to navigate.

Definitive works

Decolonizing methodologies: research and indigenous peoples
Book - by Linda Tuhiwai Smith - 2021 - Third Edition - Reco
🎓 3rd edition of the seminal text

Inclusive research: research methods
Book - by Melanie Nind - 2021 - Recommended reading ▾

SCE Inclusive Reading

Edit ▾ | View & Export ▾ | ＋ My Lists

2023-2024 ACADEMIC YEAR   🕐 Created 5 months ago | Updated 2 minutes ago

Table of Contents ▾ | Type: All ▾ | Filter: All ▾ | Citation Style: None ▾   Search 🔍

Artificial Intelligence Inclusive Reading
Built Environment Inclusive Reading
Computer Sciences Inclusive Reading
Diversity and inclusion in STEM - general
Electrical Engineering Inclusive Reading
Mathematics - Inclusive Reading
Sound Engineering Inclusive Reading
Women in STEM

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🎓 How did racism creep into the algorithms that govern our daily lives, from banking and shopping, to job applications? Connecting the legacy of enlightenment racism to
   forms of discrimination in modern day algorithms and Artificial Intelligence, this volume examines what data feeds into AI technology - and how this data will shape the
   future of humanity. Delving into the narratives enveloping the development of AI systems, with a particular emphasis on "tech-giants" and the ideas of Mark Zuckerberg,
   Elon Musk and Bill Gates, Arshin Adib-Moghaddam explains how and why technology aids and abets various forms of extremism, entrenches social hierarchies and dis-
   criminatory boundaries and how this will impact international security and human rights in the future.

From strategy to practice

L4 (1st year) and L6 (3rd year) Engineering RLs audit (October 2022)

SCE Inclusive Reading List Guidelines created (February 2023)

SCE Inclusive Reading List Group created (March 2023)

Presentation to all SCE members on the IRL Group work (May 2023)

Improved RLs

Moving Forward - 2024

UWL Library Services guidelines for inclusive acquisitions: books and ebooks

- To be considered an inclusive acquisition, the book ought to fulfil at least one of the following:

- Authored by a person from a marginalised/underrepresented group (ability, care experience, displacement, ethnicity, gender sexuality, socioeconomic status)

- Authored by a person from a contextually underrepresented group (gender - the author identifies as a woman and writes in a field dominated by male writers)

- The content of the book (at least 50%) relates to a marginalised/underrepresented group (ability, age, appearance, care experience, colonialism, displacement, environment, ethnicity, gender, intolerance, mental health, religion, sexuality socioeconomic equality)

Reading list	Number of items	Criteria
Essential and recommended reading	Minimum 6 items	50% of essential items are inclusive
		AND
		50% of recommended items are inclusive
OR		
Recommended reading only	Minimum 6 items	At least 50% of items are inclusive

Thank you!