

Decolonizing research & the data management lifecycle: Considerations for science librarians

Presentation Outline

1. **[slide 1]** Positionality awareness¹ and interdisciplinarity (with health and social sciences) - Librarians are situated in a historically Western, hierarchical knowledge structure
 - a. **[slide 2]** Settler history; understanding of imperial and colonial impacts on Indigenous Peoples and intergenerational trauma; issues with signed consent
 - i. Researchers and government officials need to be aware of the practical reality that indigenous communities have sensitive information they may not want to give away, tied to outstanding lands rights issues and disempowered status²
 - b. **[slide 3]** Librarian role is not neutral
2. **[slide 4]** Approaches to decolonizing research³
 - a. **[slide 5]** Self-determination [Carrie Bourassa video clip]⁴ and Canada Institutes of Health Research - Indigenous communities leading research, holding research funds
 - b. **[slide 6]** Research as reconciliation - There are many methodologies for gathering Indigenous knowledge, but fewer for analyzing data
 - i. Prioritizes new methodologies that create a decolonizing space⁵
 - ii. Example: Collective Consensus Data Analytic Procedure⁶
 - c. **[slide 7]** Two-eyed seeing⁷ [Decolonizing Water video clip]⁸ - Includes Western scientific knowledge, while centering Indigenous ways of knowing in scientific inquiry
3. **[slides 8-9]** Research data lifecycle considerations
 - a. Plan - Ownership, control, access, and possession (OCAP) in Canada⁹ [video clip]
 - b. Create - Examples of citizen science and community-based participatory research
 - c. Process - Metadata including demographics (age) of knowledge creators¹⁰
 - d. Analyze - Who is producing intellectual outputs, and how is positionality represented? What data citation practices are used? Ensure knowledge holders are credited appropriately.
 - e. Access/preserve - Repositories, databases, World Intellectual Property Organization
 - f. Share - Questions to pose about open access
 - g. Reuse - Normalizing practice of seeking permission and collaboration
4. **[slide 10]** Conclusion - Librarian role as advocate

¹ Nathan, L. & Perreault, A. (2018). Indigenous initiatives and information studies: Unlearning in the classroom. *The International Journal of Information, Diversity, & Inclusion*, 2(1-2), 67–85.

² Arsenault, R., Diver, S., McGregor, D., Witham, A., & Bourassa, C. (2018). Shifting the framework of Canadian water governance through indigenous research methods: Acknowledging the past with an eye on the future. *Water*, 10(1), 49, p. 8.

³ Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. *Research Ethics*, 14 (2), 1–24. <https://doi.org/10.1177/1747016117733296>

⁴ Bourassa, C. (2019, October 22). Noojimo Mikana: Research as Reconciliation. TEDxUniversityofSaskatchewan 10:00-11:18 <https://www.youtube.com/watch?v=1xaaiWJUQ9U>

⁵ Datta (2018)

⁶ Bartlett, J., Yoshitaka, I., Gottlieb, B., Hall, D., & Mannell, R. (2007). "Framework for Aboriginal-guided decolonizing research involving Metis and First Nations persons with diabetes." *Social Science & Medicine* 65(11), 2371-2382.

⁷ Arsenault, et. al (2018)

⁸ Decolonizing Water. (2017). How we work - Decolonizing Water project. <https://vimeo.com/240253539>

⁹ FNIGC. (2014). Understanding the First Nations Principles of OCAP: Our roadmap to information governance. <https://www.youtube.com/watch?v=y32aUFvFCM0>

¹⁰ Alexander, S.M., Provencher, J.F., Henri, D.A. et al. (2019). Bridging Indigenous and science-based knowledge in coastal and marine research, monitoring, and management in Canada. *Environ Evid* 8, 36 <https://doi.org/10.1186/s13750-019-0181-3> Figures 20-23