

Washington State University

College of Education

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Will defend the dissertation on

Date: April 4, 2024

Time: 11:00 A.M.

Pullman Campus – Cleveland Hall 353

Faculty, students and the general public are encouraged to attend

TURN THE PAGE: AUTHENTIC AUTHORSHIP AND REPRESENTATION IN ACADEMIC LIBRARY COLLECTIONS

Co-Chairs: Ashley Boyd and Stephanie RunningHawk Johnson

This portfolio-style dissertation presents three manuscripts that build upon each other to highlight the need for more awareness of whiteness – and the importance of incorporating authentic authorship and representation – within academic library collections. The first manuscript is an exploratory study that uses a collection analysis methodology to address how academic libraries reproduce the inequities and hegemonic states of their parent institutions in their acquisitions. Analysis of the data using critical race theory (CRT) shows that there is a lack of oversight in assuring academic library collections are capturing underrepresented and culturally appreciative works of thoughts, ideologies, and perspectives that are not based in white epistemological “truths.” The second manuscript uses the polyvocal methodology of duoethnography to consider the role of authentic authorship and representation in literature, and how it can be utilized to explore each researchers’ individual privileges and responsibilities. Using a young adult (YA) novel as a tool for understanding decolonization, the researchers aim to contribute to a wider conversation about the potential of literature storytelling, and the use of authentic, vulnerable conversations to inspire transformative change. The third manuscript is a critical case study that is used to explore the influences on the collection development procedures and practices of selector librarians to incorporate authentic voices and representation. Incorporating results from a national-level survey and 19 follow-up interviews, this study focuses on the major theme found: academic librarians are not being adequately trained in collection development during the pursuit of their accredited degrees. When viewed through a lens of critical whiteness studies (CWS), an argument can be made that academia and librarianship are entrenched in whiteness, which perpetuates the silencing of “others.”