

Reestablishing Epistemic Justice through narrative tools and refractive dialogue

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Global North earth science institutions have historically not represented the national and global societies that they serve, especially in terms of ethnicity, disability, and sexuality [1,2]. As liberal and democratic spaces, academic institutions are assumed to be free of social inequities. The lived experiences of racialised scholars underscores a need for change [3]. An Indian Cosmochemist's case as a tenure stream faculty in a Geology department of a Canadian University is illustrative.

An earlier conflict over tenure stream appointment with racial overtones in this University ended with the minority geophysicist relocating to his country of origin [4]. In the Cosmochemist's case, systemic bias was evidenced in the undermining of his professional necessities, related to the integrity and well-functioning of the laboratory of which he was in charge. The inadequate resource allocation, was exacerbated by his colleagues' expressed bias during the promotion review, which undermined his achievements, capacities, and abilities, while attributing peer recognition to political reasons. Resolution of concerns using formal mechanisms (grievance, tenure appeals and human rights complaint) resulted in escalation of hostility. To safeguard mental and physical health, the scholar relocated to his home country. However, his situation in Canada, in addition to the deep-seated beliefs and practices that treat Western academia as universal and unquestionable elsewhere, affected his new employment opportunities.

This case illustrates the prevalence of social hierarchies and longstanding biases; the complex ways in which these prevail; and the absence of epistemic justice and communication channels that could bridge the different genres of discourse articulated in the dispute, once the scholar's claims were laid out. This paper explores multiple narrative tools developed by the scholar to reconstruct lived experience, and the refractive and interdisciplinary dialogue with his co-author, that lay the foundation for epistemic justice to be reestablished.

References:[1] Berhe A.A. et al. (2022) *Nature Geoscience* 15 2-4. [2] Griffiths, H et al. (2022). *Antarctic Science*, 33(6), 573-574 [3] *The Equity Myth* (2017) F. Henry and Others UBC Press ISBN-13: 978-0774834896 [4] www.chuninquiry.ca [5] G. Srinivasan and L. Escobedo (2022) IDEA Conference #2028

