



CANADIAN ASSOCIATION OF PROFESSIONAL ACADEMIC LIBRARIANS
L'ASSOCIATION CANADIENNE DES BIBLIOTHÉCAIRES ACADÉMIQUES PROFESSIONNELS

CAPAL15: ACADEMIC LIBRARIANSHIP AND CRITICAL PRACTICE

CAPAL/ACBAP Annual Conference – May 31-June 2, 2015
Congress of the Humanities and Social Sciences 2015
University of Ottawa
Ottawa, Ontario

Conference Program (April 24, 2015)

DAY ONE – SUNDAY, MAY 31

8:00 Registration & Coffee

Please note that you will first need to register at the Congress Hub in Montpetit Hall (MNT) in order to receive your Congress badge, nametag, and program. After doing so, proceed to the CAPAL registration table in the SITE building (specific location TBD) to register with us and join the conference.

9:00 Conference Opening

Location: SITE building, room B0138.

9:20 Opening Plenary

On Critical Practice: Opening Reflections

Emily Drabinski (Long Island University), Heidi Jacobs (University of Windsor), Jessie Loyer (Mount Royal University)

What does critical practice mean in the context of academic librarianship? What does it look like in specific professional practice, scholarly, and service environments, whether internal to the profession or in external communities? Why is it important? What are its limits and how are these negotiated? What kinds of tensions does it bring up and what approaches are needed to address them? Our opening plenary features introductory explorations of critical librarianship in practice, theory, and professional/civic engagement through the reflections of three academic librarians. The session seeks to provide a preliminary opportunity for sharing insights, vocabulary, concepts, and frameworks with which to engage questions of academic librarianship and critical practice.

Location: SITE B0138.

10:20 Break

10:40 CONCURRENT SESSIONS 1A Topics in Critical Information Literacy I

Location: SITE B0138.

Critical Information Literacy in Practice: An Interpretive Review

Beth McDonough (Western Carolina University)

While critical information literacy appears promising for the profession, the literature fails to present a holistic view that is readily accessible to the practitioner. Critical information literacy is a teaching perspective that encourages a critical, discursive approach to information rather than library tools and skills based instruction. The purpose of the study was to systematically review the literature of critical information literacy through an interpretive lens in order to uncover practical instructional content and pedagogy for teaching librarians who wish to take a critical approach to library instruction.

Assessment is Dead, Long Live Assessment: Considering the Risks of Engaged Critical Pedagogy

Benjamin R. Harris, Anne Jumonville (Trinity University)

If education is a practice of freedom, where does assessment fit in? With increasing focus on the assess-ability of information literacy learning, it can be challenging to enact or encourage pedagogies that feel risky or resistant. This presentation will bring two perspectives on this topic to bear in a dialogue that attempts to set aside skepticism in favor of the possibility that engaged pedagogy and assessment can work together to encourage the development of students' and teachers' critical and creative consciousnesses. The speakers will consider practical options for connecting our concerns about assessing information literacy learning/programs and engaged pedagogy.

Trusting the Process: Utilizing Critical Engaged Pedagogy in Information Literacy

LaVerne Gray (University of Tennessee-Knoxville)

Engaged pedagogy allows one to rethink the relationship between students and teachers. According to bell hooks (1994), the teacher, is more than instructor, but truly is engrossed in the work of freedom. She offers clarity in the sacred, spiritual, and soulful exercise of learning with a reciprocal benefit to teacher and student. Pedagogical practices should not place the librarian at the head of the class or the head of all knowledge, but in the midst of information discovery. The program will explain how librarians in information literacy environments can conceptualize and implement engaged pedagogical practices in face-to-face and online environments.

10:40 CONCURRENT SESSIONS 1B Whiteness and Academic Librarianship

Location: SITE H0104.

Whiteness, Diversity, and the Academic Library Workforce: An Anti-Racist Approach to Recruitment, Hiring, and Retention

Freeda Brook (Roosevelt University)

Drawing on Critical Race Theory, social psychology, and human resource management theory, this paper employs critical discourse analysis to explore the ways in which a culture of Whiteness

contributes to the lack of diversity in the academic library workforce. This plays out in the recruitment and hiring of new library staff and the organizational culture of libraries. As evidence, this paper examines the professional standards for recruitment, hiring, and staffing. Based on these theoretical and practical critiques, library workers can examine their own organizational culture and begin to construct an anti-racist approach to hiring, recruitment, and retention in their libraries.

Unmasking Whiteness: An Anti-Racist Approach to Reference Services

Dave Ellenwood (University of Washington Bothell and Cascadia College)

Grounded in Critical Race Theory and critical whiteness literature, this paper will examine the ways in which whiteness and racism shape reference services in academic libraries. Through a discourse analysis of key professional reference guidelines this paper will interrogate three primary areas in which the culture of whiteness appears in reference services: approachability, responsiveness, and objectivity. By identifying the limitations of current conceptions of these principles and by applying social justice-oriented communication and service models, this paper will articulate the foundations of an anti-racist reference practice.

Critical Whiteness Studies for Academic Librarianship: Problems and Possibilities

Gina Schlesselman-Tarango (California State University, San Bernardino)

Does critical whiteness studies have anything to offer to interrogations of race and racism in academic librarianship? This presentation provides an introduction to critical whiteness studies, outlining its origins, major questions, and debates. LIS scholarship that has incorporated elements of this framework will be highlighted, followed by a discussion of the criticisms of and contradictions within critical whiteness studies. The presenter will conclude by suggesting strategies for addressing these limitations while remaining committed to exposing whiteness and white supremacy at work in academic librarianship.

**10:40 CONCURRENT SESSIONS 1C
On Access**

Location: MacDonald (MCD) 120.

Promoting Progressive Approaches to Open Access

Richard Hayman (Mount Royal University)

This session critically addresses contemporary scholarly communication issues related to academic publishing and the serials crisis. Participants will discuss librarian roles in changing common misconceptions regarding open access as a mechanism for scholarly dissemination, and explore alternative actions and approaches to unsustainable traditional academic publishing models. For instance, can libraries employ similar techniques as those used by online communities to promote the fight to protect net neutrality, such as false blackouts and interrupted user access? By understanding the gap between perceptions and evidence on open access, librarians are better able to raise awareness of these concerns within and beyond their institutions.

Policy, Politics, Porn: Implications of VPL's Public Internet Policy Debate for Intellectual Freedom and Critical Discourse in Libraries

Myron Groover (McMaster University), Allison Trumble (Simon Fraser University)

When Vancouver Public Library changed its Internet policy last year, forbidding patrons to view “sexually explicit” content, the library community was quick to express concern. Equally swiftly, however, efforts to shut down debate put a damper on public discussion of the policy. This incident offers us an opportunity to explore the policy’s (and the debate’s) implications for our sector-wide

commitment to intellectual freedom; it also invites us to ask what role academic librarians have to play in such conversations. How can we use academic freedom in support of our public library colleagues when issues of intellectual freedom are on the line?

(How) Do We Serve the Public? The Evolving Relationship between Academic Libraries and the Wider Community

Amy Kaufman (Queen's University)

Do members of the public have a right of access to academic libraries? On what basis? Common arguments include:

1. The public nature of many universities;
2. An academic library's participation in a government depository services program; or
3. The obligation of libraries to support a robust democracy.

We will explore laws and court cases from Canada and the U.S. to see what happens when perceptions about a right of public access come into conflict, and look at different ways academic libraries have responded.

12:10 LUNCH (not provided) (CAPAL committee meetings)

1:45 CONCURRENT SESSIONS 2A

Critical Literacies & Asset Pedagogies: Implications for Information Literacy Praxis

Location: SITE B0138.

Emancipatory Pedagogy: Students Developing Agency and Academic Literacy Using Assets-Based Hip-Hop Pedagogy & Critical Information Literacy

Kim Morrison (Chabot College)

Critical information literacy curricula (Accardi, M. T., Drabinski, E., & Kumbier, A., 2010) encompassing asset-rooted (Paris, D & Alim, S, 2014) culturally sustaining (Paris 2012) Hip-Hop Pedagogy (Akom, 2006) can capitalize on the knowledge and cultural wealth of students. Students enroll in my 2 credit hip-hop themed Information Literacy course because of their affinity for hip-hop. We then work to translate their love of hip-hop and their cultural expertise and apply their knowledge in the academic environment. Students learn to apply their knowledge and experience while learning research skills using their popular language, music, and culture.

Information Literacy Instruction and Research Justice: A Case Study

Gretchen Keer (California State University, East Bay)

Librarians, in response to ACRL Information Literacy Standard five, often teach students to avoid plagiarism and copyright infringement in order to be ethical information consumers. This case study describes how the authors, inspired by our participation in a faculty learning community, deployed a learning module incorporating information literacy and research justice to empower them also to be ethical knowledge producers. We present data from reflective essays and classroom activities and describe how we developed, assess, and update the module. We also recommend that teaching librarians explore the ways that community engagement principles intersect with information literacy teaching and learning.

Value and Validity in Information Literacy Theory and Praxis

Kyzyl Fenno-Smith (California State University, East Bay)

The notions of ‘value’ and ‘validity’ provide a frame for personal, cultural, and political (or power) analyses of knowledge production and research justice. In teaching research theory and information literacy with a range of students, from first year undergraduates to doctoral candidates, I am challenged to help students’ examine their notions of validity and value in their own research and in their evaluation of research literature. Together we seek to understand some of the cultural and power assumptions which inform academic research as well as the lived experiences of communities which are *researched upon*.

1:45 CONCURRENT SESSIONS 2B Corporatization and the Academic Library

Location: SITE H0104.

Corporate Control of the Professional Discourse and Implicatory Climate Denial: The Case of OCLC

Mandy Henk (DePauw University)

One of the most urgent challenges facing contemporary librarianship is the ever-increasing dependence on environmentally damaging infrastructure that has come about with the rise of the digital library, particularly climate change. The failure to recognize the scale of the problem and the scale of the needed solutions is called “implicatory denial” in the climate change literature. This paper will examine two challenges to confronting the scale of the problem in the LIS: technological utopianism in the professional discourse and the sister problem of corporate influence over that discourse, using the lens of the communications of a specific vendor, OCLC.

The Austerity of Literacy: The Financialization of Information and the Politics of Debt

Nathaniel F. Enright (Royal Melbourne Institute of Technology)

In 2014, Trevor Dawes, President of the Association of College and Research Libraries suggested that “we see financial education as an extension of our overall information literacy initiatives.” Rather than seeing financial education as a core component of an expanded “information literacy”, this paper suggests that financial literacy must be viewed within the context of what Randy Martin calls “the financialization of daily life”. Further, this paper situates the expansion of financial literacy in academic librarianship within the broader context of the reconstitution of the university as a profit oriented institution (Readings 1996; Bosquet 2008; Newfield 2008). The speaker is grateful for travel funding provided by Litwin Books in support of this presentation.

“Secrets are Lies:” Academic Libraries and the Corporate Control of Privacy in the Age of Commercial Social Media

Jeff Lilburn (Mount Allison University)

Protection of patron privacy has long been a core library value and a key component of the defense of intellectual freedom. Library use of social media signals a possible departure from this position, as monitoring, use, and commodification of personal information on commercial social media raise questions about how libraries can use these tools without compromising patron privacy. This paper examines library practice surrounding social media through the lens of Dave Eggers’ exploration of corporate control of privacy in his novel, *The Circle*, and addresses privacy as enabler of citizen autonomy as well as implications of diminished expectations of privacy.

1:45 CONCURRENT SESSIONS 2c

Copyright, User Rights, and the Role of the Librarian

Location: MacDonald (MCD) 120.

The Myth of Librarian Neutrality: Adobe Digital Editions and the Digital Rights “Movement”

Lydia Thorne (Western University)

A common discourse in librarianship is the importance of the librarian as an objective and neutral professional. However, information is not neutral and neither are librarians. On October 16, 2014, a controversial article was published which stated that Adobe is spying on its users. Adobe Digital Editions 4.0, a common application used to access electronic lending libraries, is logging reader preferences and sending this unencrypted data back to Adobe. The ensuing debate between Adobe and librarians over patron confidentiality suggests that the need for librarian neutrality is a myth- and one that is damaging to the library profession.

Peer-to-Peer File Sharing as User’s Rights Activism

Michael Gunn (Western University)

With the imposition of digital rights management restrictions on the distribution of media, the Internet cannot promote intellectual freedom. Peer-to-peer file sharing technology helps expose the work of artists and authors to a much wider audience than previously possible. This provides an opportunity for more sales and a greater number of successful artists and authors. Yet corporate copyright owners continue to propagate the “piracy” label to discredit the idea of open access channels. This paper argues that as information professionals, librarians are in a position to promote policy change that revolutionizes the political economy of digital goods.

Librarianship as Repair: Text-Mining and Finding the Value in Fixing Stuff

Leslie Barnes (University of Toronto, presenting), Graeme Slaght (University of Toronto, in absentia)

Using critical concepts from Science and Technology Studies (STS), we rethink librarianship in the midst of emerging technologies and research methodologies, specifically text and data mining (TDM). We apply Steven J. Jackson’s concept of repair to the critical practice of academic librarianship, linking repair to infrastructure, copyright, and licensing. With workflows to support faculty TDM projects at University of Toronto Libraries as a case study, we ask whether we should re-envision academic librarianship as maintenance-work, and whether this view can help librarians better conceptualize the value of often overlooked modes of labour.

3:15 Break

3:30 Keynote I

Disposable Futures: Neoliberalism's Assault on Higher Education

Dr. Henry Giroux, McMaster University Chair in Scholarship for the Public Interest, McMaster University

In spite of its broad-based, even global, recognition, higher education in North America is currently being targeted by a number of diverse right-wing forces. No longer viewed as a source of enlightenment or valued as a source of critical literacy and engaged in a search for the truth, higher education is not under attack by a form of market

fundamentalism that is intent at turning it into an adjunct of business culture while simultaneously waging a campaign to undermine the principles of academic freedom, sacrifice critical pedagogical practice in the name of economic growth, and dismantle the university as a bastion of autonomy, independent thought, and uncorrupted inquiry. At stake in this struggle is a concerted attempt by right-wing extremists and corporate interests to strip the professoriate of any authority, render critical pedagogy as merely an instrumental task, eliminate tenure as a protection for teacher authority, define students as consumers, produce a form of indebted citizenship, and remove critical reason from any vestige of civic courage, engaged citizenship, and social responsibility. The talk offers both a critique and some suggestions about how such an attack can be collectively resisted, especially by those of us working in various parts of the university.

Location: SITE B0138.

4:30 CAPAL Committee Meetings

5:00 - 7:00 All-Congress President's Reception

Location: Reception Tent (next to 90U).

DAY TWO – MONDAY, JUNE 1

8:00 Registration & Coffee

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9:00 CONCURRENT SESSIONS 3A Critical Pedagogy

Location: SITE B0138.

Using Critical Feminist Pedagogy to Reframe Information Literacy Sessions for Adult Female Students

Carrie Forbes (University of Denver)

Non-traditional female students over the age of 25 years have become the fastest growing population in higher education, but some of these women face significant barriers that prevent them from completing their undergraduate degrees. To support this growing population, there is an urgent need for librarians to consider how feminist pedagogy can improve information literacy sessions to better serve these students. This paper will detail the various ways that academic librarians can teach research skills to adult women using a critical feminist lens. Attendees will also learn about the benefits of feminist pedagogical practices for all students.

What's With All the Owls? Critical Pedagogy and Student Staff Development

Jeremy McGinniss (Baptist Bible College and Seminary)

Employing students in the library is a unique opportunity to engage the student staff in an integrated, critical process. The tenets of critical pedagogy provide the motivation, framework, and principles to realize the full potential of student staff development, for the benefit of the student as well as for the library. Developing a critical pedagogical approach gives breadth and depth to student staff development, transforming library employment from merely working on campus towards the understanding that all true living is learning. Library student employment as a critical practice is an opportunity to develop and grow that understanding.

"It Costs How Much?" Developing Student Critical Perspectives through a Discussion of Legal Information Costs

Yasmin Sokkar Harker (CUNY School of Law)

Teaching students to become cost-effective researchers is an important objective for educators and librarians. Practically speaking, cost-effective research helps save money for lawyers and their clients and plays a crucial role in pro bono and public interest work. However, in addition to its practical applications, understanding legal information costs and the legal information market strengthens student critical perspectives. These critical perspectives can transfer to other areas of the students' legal education and to their future professional work. Drawing from critical information literacy scholarship, this article suggests ways to discuss legal research costs in the classroom in a manner that bolsters a critical perspective about legal information costs.

9:00 CONCURRENT SESSIONS 3B

Academic Freedom, Neutrality, and "Civil" Discourse: The Case of Stephen Salaita at the University of Illinois

Location: SITE H0104.

Steven Salaita and the Critical Importance of Context: Contingency and the ALA Code of Ethics
Sveta Stoytcheva (University of Illinois, Urbana-Champaign)

Taking up the University of Illinois' recent decision to rescind the appointment of Dr. Steven Salaita to a tenured professorship in the American Indian Studies Program as a case study, I argue for an ethics of contingency in librarianship. A critical recognition of context, particularly of embeddedness within structures of power, can help practitioners navigate complex ethical dilemmas in order to come to equitable judgments. I argue that the ALA Code of Ethics, as well as our professional training, should be amended to better reflect this complexity.

Foucault, the "Facts," and the Fiction of Neutrality: A Critique of Neutral Librarianship
Heidi Johnson (University of Illinois, Urbana-Champaign)

Using Foucault, and Latour and Woolgar, I show how the discipline of bodies, and construction of "facts," is similar to the process of molding information and information professionals to be neutral. Neutrality is intended to safeguard intellectual freedom. The argument is that neutral information professionals will serve people without imposing their own biases. Yet neutrality is perhaps a myth and, further, striving for it may be counterproductive. In fact, owning and disclosing one's biases actually allows information seekers to search with greater awareness and thus with a greater degree of intellectual freedom – freedom to choose their own position.

You Can't Be Neutral on a Moving Booktruck: The Salaita Decision and What It Says About Academic Librarians

K.R. Roberto (University of Illinois, Urbana-Champaign)

What would academic freedom in library spaces look like? How do we incorporate a critical and anti-oppressive framework into the work that we do? In this presentation, I plan to examine the Steven Salaita incident in order to explore the history of intellectual and academic freedoms in academic librarianship, and to identify ways that move beyond neutrality.

9:00 CONCURRENT SESSIONS 3C

Analyzing the Institution

Location: Colonel By (CBY) B205.

The Library Assemblage: Creative Institutions in an Information Society
Natasha Gerolami (Huntington University)

The library is a *creative assemblage*. And you may be wondering... why does that even matter? It matters because there is a very forceful form of information society rhetoric that glorifies how "the walls of the library are coming down" implying freedom and connectivity yet also intimately linked with a market-based approach to information dissemination. I propose an alternative approach based in the work of Gilles Deleuze. His model of the institution permits us to conceive of the potential of the library as an institution without it being determined by the information society. Instead, the library can be construed as a *creative assemblage* with an emphasis on social justice.

Moving Technical Services Offsite: Impetus, Impact, and Attitudes

Catelynne Sahadath (University of Calgary)

Is there a compelling reason why technical services such as metadata, collections and systems must be collocated with the main library? Do these services need to be on campus at all? This presentation examines critical practice in the extant body of literature relating to the relocation of library technical services to locations that are geographically separate from the libraries they serve. It seeks to explain the reasons that institutions decide to relocate technical services offsite, the effects of relocation on stakeholders, and the attitudes of library staff with regard to this type of change.

The Bureaucratic Library: Agent for Change

Jerremie Clyde, John Wright (University of Calgary)

Academic librarians devote considerable time studying librarianship through the lens of library content and services. We do not appear to devote much time or training to understanding our role and/or behavior as a part of a larger, bureaucratic, organization. Our presentation addresses that lacuna by looking at the library as an organizational agent, incorporating some theories from political and policy studies, and using examples drawing from sustainable (green) library practices and from collection development. We hope this example will encourage others to broaden the practice and education of librarianship to include policy analysis and organizational behavior as important competencies for librarians.

9:00 CONCURRENT SESSIONS 3D

The Future Now: Canada's Libraries, Archives, and Public Memory

Location: Arts (ART) 257.

A special roundtable co-sponsored by the Bibliographical Society of Canada (BSC), Association of Canadian College and University Teachers of English (ACCUTE), Canadian Historical Association (CHA), Canadian Association of Professional Academic Librarians (CAPAL), and Royal Society of Canada (RSC)

Guylaine Beaudry (RSC, Concordia University), Guy Berthiaume (Librarian and Archivist of Canada, LAC/BAC), Pam Bjornson (RSC, National Research Council), Patricia Demers, FRSC (RSC, University of Alberta), Charlotte Gray, FRSC (RSC, Carleton University), and Ernie Ingles, FRSC (University of Alberta)

In the digital era, libraries and archives are as vital as ever to Canadian society. The librarians, archivists, professors, writers, and curators who served on the RSC Panel on Canada's libraries and archives agreed on the major importance of consulting with Canadians about the services they need and expect. The results of our Canada-wide meetings and the submissions we received underpin *The Future Now: Canada's Libraries, Archives, and Public Memory*.

10:30 Break

10:45 CONCURRENT SESSIONS 4A

Library Instruction and Political Agency

Location: SITE B0138.

Knowledge as Power: Teaching Students to Think Critically about Information at University and Beyond

Pascal Lupien (University of Guelph)

Academic librarians have been at the forefront of supporting student research, yet there is more they could be doing to ensure that students have the skills they require to exercise democratic citizenship beyond the university. Ensuring the right to information pluralism requires citizens to engage with relevant theoretical concepts and to understand and recognize techniques used to generate and reproduce the dominant discourse. Drawing on relevant theoretical work and on experience with teaching democratic thinking to university students, the presenter will discuss the relationship between information and power. He will then consider how we can teach students to understand this relationship and evaluate sources accordingly.

"I Think the Only Time I Care about Politics, Is if It Affects Me or My Family. If It Doesn't, I Have No Reason to Care about It." Exploring Young People's Political Agency and The Role Of Information Literacy from a Critical Pedagogical Perspective.

Lauren Smith (University of Strathclyde)

This paper discusses the author's critical phenomenographic research into young people's experiences of political information. The study explores how a sample of British 14-15 year olds conceive of the many sources of political information in their lives. The results, generated from personal construct and phenomenographic analysis, were viewed from a critical pedagogical perspective to identify ways educators can help young people to develop the political agency they need to become critical citizens. The results provide an insight into the life-worlds of future HE students, which is of relevance to academic librarians interested in their role as critical educators.

Information Literacy as Utopia? A Critical Evaluation of Information Literacy's Emancipatory Potential

Martin Nord (Western University)

Librarianship struggles to understand the library's role in the relationship between human thought and the social context within which it arises. One particular expression of this struggle is evolving understandings of information literacy. The rhetoric surrounding information literacy assumes that it has emancipatory potential, usually framed as a contribution to citizenship. With Karl Mannheim in mind, this investigation examines whether that assumption displays traits of ideology and utopia. It then analyzes the discourse emerging from a number of overlapping constituencies to ask whether unity exists in the full range of motives behind the rhetoric, or if one motive is dominant.

10:45 CONCURRENT SESSIONS 4B Philosophical and Analytical Approaches in LIS

Location: SITE H0104.

The Labor of Informational Democracy: Towards an Analytical Framework for LIS

Jonathan Cope (College of Staten Island, CUNY)

This presentation outlines a framework that LIS can use to analyze socially generated information. The proposed evaluative framework involves three democratic horizons of analysis: the *level of access*, the *level of production*, and the *level of communicative speech*. This inquiry synthesizes the political economy of communication/librarianship, autonomist Marxist insights about the dematerialization of labor in late capitalism, and the concerns of contemporary democratic theory. The presentation will conclude with a set of proposals for LIS to pursue research and policies that use a critical theoretical framework linking the realm of production (i.e., labor) with communicative democracy.

The Situatedness of the Seeker: Toward a Heideggerian "Model" of Information Seeking

David Tkach (McGill University)

While recent Library and Information Studies (LIS) scholarship, such as the work of John M. Budd and Ronald E. Day, explores how Martin Heidegger's thinking may provide a model for understanding the nature of information, none of this scholarship has yet addressed how Heidegger's thought can be used specifically to conceptualize the process of information seeking. In my paper, I argue that the concept of Dasein, a phenomenological description of human experience found in Heidegger's *Being and Time*, can be used to develop a 'model' of information seeking that accounts for how an individual's historical and cultural background affects how she seeks information.

10:45 CONCURRENT SESSIONS 4C On Deprofessionalization

Location: MacDonald (MCD) 146.

Academic Librarians at the Bargaining Table

Chantal Sundaram (Canadian Association of University Teachers)

Negotiating conditions of work for academic staff through collective agreements has allowed for important breakthroughs for academic librarians. In the course of this experience academic librarians have posed challenges to the priorities of academic staff associations as well as to the perception of academic librarianship.

What does this mean for deprofessionalization, professional practice, collegiality, and the power relations at work in universities and colleges? What can collective bargaining offer in the larger project of affirming the public nature of postsecondary education?

The paper will also include a round-up of current developments at academic staff bargaining tables across the country.

Learning from Others: The Risks of Deprofessionalization as Seen in Museums

Sarah Vela (University of Saskatchewan)

The deprofessionalization of librarianship is a pressing threat that may have a profound effect on the future of our field. As we plan for or fight against these changes, studying our fellow Library, Archive

and Museum (LAM) institutions can provide an insight into the potential consequences. This presentation will examine the poor professionalization in museums, how it came about, and the effects it has on their records and activities. In particular, it will address the poor implementation of standards and the results thereof. By understanding these risks, libraries can prevent the quality of our organizations from decaying as the result of deprofessionalization.

10:45 CONCURRENT SESSIONS 4D

Critical Approaches to the (Academic) Library as Space

Location: Colonel By (CBY) B205.

The Invisible Problem and the Special Case

Penny Andrews (independent researcher)

This paper takes a critical approach to user experience (UX) in academic library spaces, with particular reference to hidden disabilities. Common problems and workable solutions will be shared, with practical tips that can immediately be deployed. Central to this paper is the idea that ‘the non-traditional student’ concept ignores the heterogeneous nature of library communities, the multiple oppressions faced by many users and the need for social justice in libraries to extend beyond theory, instruction, thought pieces and themed displays.

The Library as Third Space: Agency, Appropriation, Ownership in a Learning Commons

Erin Meyer (University of Denver)

Students and faculty have claimed the newly renovated library at the University of Denver as their own and are using the library as a place both in ways that reflect the intent of librarians and building designers as well as in ways that appropriate the space for new uses and assert the ownership of users in the library. The literature of library as place and the theory of the Third Space guide this examination of the role of the Academic Commons in the lives of members of the University community as evidenced by two years of qualitative and quantitative data.

Resisting Neoliberal Aurality in the Academic Library

Kyle Shockey (Indiana University)

Recent critically focused LIS literature has worked to conceptualize the library as a social space. Aural consideration of space is largely absent from this literature. When the literature addresses aurality, it does so under the pretense of noise control and noise abatement, especially in academic libraries. Cultural historians of sound have examined the power relations of sound production within social space and shown links to cultural oppression, class separation, and political suppression. This paper will present a framework for ethical interrogation of local sound practice policies in order to resist the aural aspects of neoliberalism in the academic library.

12:10 LUNCH (not provided)

Annual General Meeting, SITE B0138 (lunch provided for attendees)

2:00 CONCURRENT SESSIONS 5A

Topics in Critical Information Literacy II

Location: Colonel By (CBY) C03.

Death of the Authority: De-Centralizing “the Author” in Information Literacy Instruction

Jessica Critten (University of West Georgia)

This presentation will focus on the conversations that arise when information literacy de-centers authorial intent and turns the lens back on the learner as the constructor of meaning. When a learner is empowered to locate her own sense of “truth” in a text, the discourse opens up into an examination of how those truths are in themselves constructed. To this end, we will discuss the role that personal ideology plays in shaping interpretation and meaning. I will also touch on the implications of de-centralizing the author in relation to the ACRL Framework concept, “Authority is Constructed and Contextual.”

New Approaches to Authority: Library Instruction for a Changing Publishing Landscape

Allison Trumble (Simon Fraser University)

The world of publishing, both scholarly and popular, is in the midst of drastic changes affecting the way we understand and recognize the authority of information. The new ACRL framework attempts to address this by treating authority as constructed and contextual. The students we teach today are future academics who will participate in new forms of scholarly communication yet unseen, and who will have the chance to shape and create those new forms. How do we teach them to address the problem of authority as they go forward to shape new models of publishing?

2:00 CONCURRENT SESSIONS 5B

The Languages of Academic Libraries

Location: SITE H0104.

On the Front Line? The Prevalence of War Metaphor in Academic Libraries

Melanie Boyd (University of Calgary, presenting), Ozouf Sénamin Amedegnato (University of Calgary, in absentia)

“Metaphor is one of the most common figures of speech – providing a way we perceive, imagine and interpret the world. In some work milieus, including academic libraries, metaphors grounded in war and conflict are disturbingly common. This paper will provide background about metaphors and how they work, exemplify and dissect the use of war metaphors, and reflect on how such metaphors might nurture a culture of symbolic violence by establishing the academic library as agonistic. To address this critical issue, we will suggest ways to augment awareness of war metaphor in the library context, as well as alternatives to it.

Neoliberal Language in Canadian Academic Library Strategic Plans: A Critical Discourse Analysis

Courtney Waugh (Western University)

This research combines content analysis and critical discourse analysis to examine the impact of Neoliberal discourse in Canadian academic library strategic planning documents. Innovation and excellence are explored as Neoliberal keywords that serve to reinforce the rhetoric of the market while appearing unrelated to it. These keywords are discussed in relation to the broader themes of marketization and quality assurance, and are considered as part of the larger discourse of change

framing academic libraries and higher education. This document analysis also considers the co-existence of rival discourses as Neoliberal themes appear alongside language that reflects traditional librarian core values.

2:00 CONCURRENT SESSIONS 5c On Digital Collections

Location: Colonel By (CBY) B205.

The Classification of Digital Emergence: A Critical Examination of the Material Production of Digital Libraries within Special Collections and Archives

Robert D. Montoya (University of California, Los Angeles)

This paper will critique the infrastructure of academic digital libraries and tease out the ways their formation is an extension of the social, political, and economic circumstances by which they are produced. By restoring analytically the visibility of digital objects, we can better understand the biases they represent, and thus better understand the relationship between the physical archival collection and their *constructed* surrogates. Incorporating experience working as the Head of Public Services at UCLA Library Special Collections, I wish to propose a classification of *digital emergence* to contextualize the importance of these surrogates within instruction, reference, and other public services.

Web Archiving as a Collection Development Tool in Canadian Libraries: Recent Activities, Methodologies, and Legal Implications

Tom Smyth (Library and Archives Canada), Joanne Paterson (Western University)

This presentation will explore the application of collection development principles to building web archives. We will provide an overview of the development of web curation methodologies and recent thematic collections at Library and Archives Canada, as well as best practices and lessons learned from the last six years of web archiving initiatives. We will review current activities in select Canadian universities, and discuss how web archiving can contribute to the collection development of academic libraries and archives. The session is of interest to anyone considering a web archiving program or those currently building web archival collections.

3:00 Break

3:15 CONCURRENT SESSIONS 6A Critical Information Literacy Courses

Location: Colonel By (CBY) C03.

Empowering Students, Renewing Teaching: A Sustainable Approach to Critical Information Literacy

Ian Beilin (Columbia University), Anne E. Leonard (New York City College of Technology, CUNY)

The library at our large urban, public college offers a credit-bearing information literacy class that challenges students to explore the information lifecycle, to confront issues in information and media, and to critically evaluate information and its contexts. Inspired by critical pedagogy, the class nurtures discussions about corporate media monopolies, “paywalls,” and “gatekeepers” in publishing who control

access to information. Our students bring perspectives on these issues that often challenge our own. Being sensitive and responsive to students' lives and experiences sustains our enthusiasm for and dedication to teaching information literacy and it ensures students' critical engagement with information issues.

Librarians for Sustainability: Notes from the Classroom about Designing and Implementing a Freshman Seminar Connecting the Concepts of Science Literacy and Sustainability

Irina Holden (University at Albany, State University of New York)

Find out how one information literacy librarian decided to take up the challenge of designing a new sustainability course for freshmen as a way to support the university's initiative for improving first-year students' experience. The main ideas were to connect the concepts of science literacy and sustainability, help students to understand the importance of both, and begin to implement some of these ideas into their personal and campus lives. The course also included some elements of the information literacy instruction in order to help students write papers and design science zines.

Information Literacy through the Lens of Ferguson

Angela Pashia (University of West Georgia)

In spring 2015, the presenter taught a section of a semester-long 2 credit hour information literacy course focusing on information literacy through the lens of #Ferguson. We interrogated racial bias in the media, the role of twitter, and how differential access to "authority" affects the information landscape. Students completed research projects on issues related to the structural problems that frame the #BlackLivesMatter protests. This presentation will report on the format and outcomes of that course, including what worked and what flopped.

**3:15 CONCURRENT SESSIONS 6B
Contested Knowledges**

Location: SITE H0104.

Stolen Memories: Israeli State Repression and Appropriation of Palestinian Cultural Memory

Blair Kuntz (University of Toronto)

While libraries, archives and other cultural institutions function as sites where the public memory of individuals, events, and cultures are constructed and preserved, in instances of conquest and occupation they may also act as places where cultural memory is repressed, hidden, and appropriated. After the 1948 Palestinian nakba ("catastrophe"), teams of librarians followed Israeli soldiers collecting books appropriating them as "absentee property" and incorporating them into the general collection of Hebrew University. Other archival materials were stolen or destroyed. Palestinians still find their cultural memory suppressed as Israel arbitrarily closes, invades, and destroys library and archival materials for specious "security concerns."

Decolonizing Shakespeare Collections in Academic Libraries

Michael Dudley (University of Winnipeg)

Academic library collections concerning the biography of William Shakespeare are overwhelmingly dominated by the orthodox view that the poet-playwright was a "genius blessed by Nature," with few available books questioning his actual identity, the real-world sources of his knowledge, and his relationship with Elizabethan political power. Applying a postcolonial lens to this conventional view of "The Bard" reveals its historic correspondence with (and reproduction of) the myth of the "genius of the West," thereby legitimizing Western chauvinism and colonialism. However, the taboo in the academy

against questioning Shakespeare's identity leaves unexamined one of the last remaining bastions of Western exceptionalism.

Comparing Indigenous Approaches to Autism with Western Approaches to Autism

Anna Wilson (University of Alberta)

The dominant narrative in Western society's medical model that views autism as a disease is challenged by the empowering Navajo view of autism as a difference. This envisions people with autism as a source of social capital instead of a social burden raising awareness into Library and Information Studies. Firstly, the research questions will be presented and autism will be defined. Secondly, a literature review of Indigenous and Western approaches to Autism will be given. Thirdly, healing stories from Western autism websites will be examined. Fourthly, future research implications for library and information studies will be critically analyzed. The speaker is grateful for travel funding provided by Litwin Books in support of this presentation.

3:15 CONCURRENT SESSIONS 6C
Academic Librarians as Teachers and Learners

Location: Colonel By (CBY) B205.

Writing Our Way into Critical Practice: Using Letters to Reflect upon University Teaching and Information Literacy Instruction

Martha Attridge Bufton, Sarah Todd (Carleton University)

If scholarship is a conversation and research is an inquiry, then how can colleagues collaboratively create critical approaches to teaching and learning in the university? What, why, and how should explorations of ideas unfold if it is to be a concrete professional practice? In this presentation, we explore emotional and relational dynamics of learning and how these shape practices of engagement. We apply these ideas to a joint teaching project in which we worked collaboratively with a group of graduate students in a highly applied program to ground their reflective practice assignments in scholarship.

Shushing Library Instructors? Speaking about the Social Structures behind Service Models & Cultivating Equal Teaching Partnerships

Andrea Baer (Indiana University, Bloomington)

The service model of librarianship has long presented challenges to librarians in cultivating the equal teaching partnerships. Particularly now, as such relationships are vital to curricular integration of information literacy, we must question ways that a service-centered approach can devalue and obscure the unique contributions librarians can bring to supporting student learning. This presentation will explore social, cultural, and structural challenges to librarians working as equal partners with faculty, productive ways that our profession is cultivating more open dialogue with faculty, and the potential for building on such efforts.

Asking Critical Questions of the Education of Academic Librarians in Canada

Mark Weiler (Brock University)

Drawing on the writings of David Olson, formal library education can be viewed as an ethical agreement in which library students have a responsibility to learn and library schools have a responsibility to create a learning environment. Reflecting on the author's involvement in CAPAL as a student member, I conclude that the balance of responsibilities between Canadian library schools, CAPAL, and students is off, with students having excessive responsibilities. CAPAL should proactively take initiatives to create

learning opportunities for its student members and monitor schools to ensure they are taking responsibility for creating an environment that nurtures aspiring academic librarians.

5:15 Book launch for *Aboriginal and Visible Minority Librarians: Oral Histories from Canada* (edited by Deborah Lee & Mahalakshmi Kumaran)

Location: Cafe Nostalgica (603 Cumberland Street, in the GSAED Grad House [GSD])

7:00 Dine arounds (details TBD)

DAY THREE – TUESDAY, JUNE 2

8:00 Registration & Coffee

Please note that you will first need to register at the Congress Hub in Montpetit Hall (MNT) in order to receive your Congress badge, name-tag, and program. After doing so, proceed to the CAPAL registration table in the Fauteux (FTX) building (specific location TBD) to register with us and join the conference.

9:00 CONCURRENT SESSIONS 7A

Information Literacy and Neoliberalism: History, Theory, Practice

Location: Fauteux (FTX) 147.

Reading Freire for First World Librarians

Joshua Beatty (SUNY Plattsburgh)

Librarians in the nascent critical information literacy movement have embraced the dialogical, problem-posing educational model that Paulo Freire described in *Pedagogy of the Oppressed*. But less well known are Freire's later works addressed specifically to First World educators, in which he clarifies and expands upon his earlier writing as if in dialogue with this particular audience. These pieces can help the critically minded librarian think through important issues surrounding authority, expertise, and our relationships with students, faculty, and administrators.

Enlightenment, Neoliberalism, and Information Literacy

Maura Seale (Georgetown University)

Recently, library scholars and practitioners have advocated that libraries and librarians embrace ideals historically associated with the Enlightenment. These ideals - rationality, objectivity, positivism - are often central to discussions around instruction and information literacy, including the Framework for Information Literacy for Higher Education. Enlightenment ideals are also key to neoliberal ideology and political projects. This presentation will summarize the role of the Enlightenment in discourses around librarianship and information literacy and engage in close readings of the Framework in order to critically examine how the revisions promulgate, critique, or ventriloquate the ideas and language of the Enlightenment and neoliberalism.

Supporting and Resisting Student "Success:" A Consideration of the Means and Goals of Information Literacy Instruction in the Neoliberal Academic Library

Ian Beilin (Columbia University)

How can a critical library praxis encourage and support students' academic and career success but still remain faithful to the struggle against the system of inequality and oppression that enables that success? Is student success an affirmation of the neoliberal myth that personal initiative, honest hard work and worthy talent will receive their just rewards? This presentation problematizes the idea of success and explores ways that students can learn important skills and knowledge to advance themselves in a corporatized, privatized world governed by individualistic competition, while also learning how those abilities can be used to challenge and undermine that system.

9:00 CONCURRENT SESSIONS 7B Centering Learners

Location: Lamoureux (LMX) 106.

The Language We Use to Describe Learners: An Exploratory Review

Rosemary Green (Shenandoah University)

The adoption of ACRL's *Information Literacy Competency Standards* signaled the long-awaited codification of information literacy (IL). Information literacy entered the canon of library instruction, reifying the imperative for librarians to teach IL skills. Recently, ACRL's *Framework* has challenged us with the view of IL as an ecosystem of participatory, collaborative interactions. This session reviews selected IL writings, interpreted through the lens of critical information literacy. Participants will be invited to discuss the assumptions and pedagogies revealed in the rhetoric of our professional literature and to explore potential shifts in our perceptions, practices, and language.

The Formation of an Information Literate Learner: Toward Pedagogies to Address Ontological Obstacles in the Liminal Space

Sara D. Miller (Michigan State University)

ACRL's Information Literacy Framework for Higher Education's focus on threshold concepts invites opportunities for exploring learning processes through the idea of liminal space. Taking this perspective enables librarians to examine not only ideas about pedagogy, but also classroom structures, practices, language, discourse, and other forms of engagement with students in order to identify possible ontological obstacles in student learning. This paper suggests areas within information literacy teaching and learning practices of potential ontological conflict with IL threshold concepts, and provides ideas, suggestions, and examples of research from different disciplines that could inform discovery of hidden obstacles and assumptions.

Key to Success: How the Academic Library Supports Student Persistence

Wil Weston (San Diego State University)

Researchers have long been interested in student persistence (student retention) and the forces, both social and academic, working for and against a college student throughout their academic career. This paper provides an overview of how the academic library has approached persistence through the various contexts of library assessment, inputs & outputs, value, and return on investment (ROI). Additionally, it addresses the problem with many of the key performance indicators (KPI) like student persistence, particularly when applied to nontraditional students. Finally, this paper reviews the factors that set academic libraries apart from other college departments and how those differences support persistence.

9:00 CONCURRENT SESSIONS 7C Critical Reflections on Professional Issues

Location: Fauteux (FTX) 401.

Changing Professional Roles in Academic Libraries: Structures and Relationships

Lisa Shamchuk (MacEwan University, presenting), Norene James (MacEwan University, in absentia), Katherine Koch, Denis Laplante (University of Alberta, in absentia)

Investigators conducted a survey in February 2014 that captured perceptions from library technicians and librarians across Canada about the changing roles and dynamics of work relationships. Focused

on results from the academic library sector, this paper will share how work responsibilities, professional roles, and relationships between the professions are perceived to be changing. Results will be of interest to academic librarians who seek evidence on changing professional roles, relationships between professions, issues of power and hierarchy in the workplace, as well as the need to mindfully reinvent organizational structures and culture.

Library Councils in Canadian Academic Libraries: Scanning the Literature

Eva Revitt (MacEwan University), Sean Luyk (University of Alberta)

Despite the 40 year history of library councils in Canadian academic libraries, scholarly literature on library governance structures in Canadian academic libraries is almost non-existent. Nevertheless, there is evidence of a general disenfranchisement of librarians from significant decisions impacting their libraries. Within the framework of institutional theory, this paper consists of a critical literature review regarding the history of library councils and collegial governance structures for academic librarians in Canada. The authors hope that this paper will reignite the conversation on the importance of collegial governance and library councils as decision-making bodies for Canadian academic librarians.

9:00 CONCURRENT SESSIONS 7D

Current and Future Library and University Leadership in Sustaining Open Access Scholarship

Location: Fauteux (FTX) 147A.

Approaches to Support for Open Access Publishing

Heather Morrison, Jihane Salhab (University of Ottawa)

Sustaining the Knowledge Commons is a SSHRC Insight Development project on the transition of published scholarly works to a knowledge commons. The idea is that the world's scholarly knowledge is available to everyone, everywhere, to draw from and contribute to, a system that prioritizes scholarship per se and the public good, open by default, with exceptions as necessary to accommodate other social values such as the right to individual privacy. This session will present the latest research on OA article processing fee trends and discussions with scholar publishers on resource requirements for open access.

Library and Information Practice from the Commons Perspective

Alexis Calvé-Genest (University of Ottawa)

Using a recent sample from the Directory of Open Access Journals, an exploratory look is taken into sustainable journal characteristics from a Commons theory perspective. Building on a previous quantitative analysis within the same sample, a qualitative method is used to analyze variations in the article processing charges in relation to Commons surrogate characteristics such as the possibility of having a waiver or discount based on contribution of work to a journal. A descriptive approach is used to highlight potential characteristics related to a sustainable Knowledge Commons, with the sampled journals and publishers as guide for discussion and further research.

10:30 Break

10:45 Keynote II

Digital Humanity: LIS Research, Practice, Politics and the Imperative to Act

Dr. Sarah T. Roberts, Assistant Professor, Faculty of Information and Media Studies, Western University

The global, networked and commodified digital informational landscape encourages a collective imagining of the digital as valueless, politically neutral and as being without material consequence. One case speaking to these tendencies is that of commercial content moderation. CCM is a globalized, around-the-clock set of practices in which workers view and adjudicate massive amount of user-generated content (UGC) destined for the world's social media platforms and interactive web sites. CCM workers render content visible while simultaneously remaining invisible; in the world of CCM, the sign of a good job is to leave no sign at all. And yet the mediation work done by invisible CCM workers goes directly to shaping the digital landscape experienced in which our practice is increasingly immersed. These tendencies of erasure and invisibility lead to depoliticization and decontextualization of the digital environment. Such tendencies hold sway within LIS, too, where concepts such as "neutrality" are frequently (and mistakenly) deployed to encourage a lack of political action or questioning in the face of informational, economic and institutional landscapes that are anything but neutral. Yet LIS is a field of practice and a site of inquiry that necessitates that those committed to it act and advocate on its behalf and on behalf of its constituents and of the public, at large. Its three pillars – LIS education, research and practice – are all potential loci for interventions upon the continued, sustained encroachment on the public sphere and on free and unfettered access to information, particularly when working in concert and dialog with each other. Through our interventions we can reject the politics of invisibility and collectively assert our humanity – digital and otherwise – and our own commitment to action within the field and in the larger social sphere.

Location: Social Sciences (FSS) 2005.

11:45 Conference Closing

Location: Social Sciences (FSS) 2005.

1:30 CAPAL Committee Meetings

ABOUT THE SPEAKERS

Penny Andrews is an independent researcher based in Leeds, West Yorkshire.

Andrea Baer is the Undergraduate Education Librarian at Indiana University-Bloomington and a course instructor for Library Juice Academy.

Leslie Barnes is the Digital Scholarship Librarian in the Information and Technology Services (ITS) at University of Toronto Libraries.

Joshua Beatty is Senior Assistant Librarian at SUNY Plattsburgh.

Ian Beilin is Humanities Research Services Librarian at Columbia University.

Melanie Boyd is Associate Librarian at the University of Calgary, and Liaison to the Departments of English, and French, Italian & Spanish.

Freda Brook is the Head of User Services at Roosevelt University Library in Chicago, Illinois.

Martha Attridge Bufton is a subject specialist in the Reference Services Department at the Carleton University library and a student in the MLIS program at the University of Alberta.

Alexis Calvé-Genest is a graduate student of the School of Information Studies at University of Ottawa.

Jerremie Clyde is the Head of the University of Calgary's Military Museums Library and Archive.

Jonathan Cope is a reference/instruction librarian at the College of Staten Island, CUNY.

Jessica Critten is an Assistant Professor and Instructional Services Librarian at the University of West Georgia.

Emily Drabinski is Coordinator of Instruction at Long Island University, Brooklyn.

Michael Dudley is the Indigenous and Urban Services Librarian at the University of Winnipeg.

Dave Ellenwood is the Social Sciences Librarian at University of Washington Bothell and Cascadia College.

Nathaniel F. Enright is finalizing his PhD studies in LIS at the Royal Melbourne Institute of Technology in Melbourne, Australia.

Kyzyl Fenno-Smith is an Education/Instruction Librarian at California State University, East Bay in Hayward, California.

Carrie Forbes is the Associate Dean for Student and Scholar Services at the University of Denver (DU) Libraries. She is also a PhD candidate in Curriculum Studies and Teaching at DU.

Dr. Natasha Gerolami is an associate librarian and professor in the Communication Studies department at Huntington University in Sudbury, Ontario.

Henry Giroux is a renowned public intellectual and leading scholar of (higher) education, culture, and politics. He has authored and co-authored dozens of books, including, most recently, *Neoliberalism's*

War Against Higher Education (2014), *The Violence of Organized Forgetting: Thinking Beyond America's Disimagination Machine* (2014), and *Dangerous Thinking in the Age of the New Authoritarianism* (2015). Giroux taught high school history in Barrington, Rhode Island from 1968 to 1975. Giroux received his Doctorate from Carnegie-Mellon in 1977. He then became professor of education at Boston University from 1977 to 1983. In 1983 he became professor of education and renowned scholar in residence at Miami University in Oxford, Ohio where he also served as Director at the Center for Education and Cultural Studies. He moved to Penn State University where he took up the Waterbury Chair Professorship from 1992 to May 2004. He also served as the Director of the Waterbury Forum in Education and Cultural Studies. He moved to McMaster University in May 2004, where he currently holds the McMaster University Chair in Scholarship for the Public Interest. For more about Giroux, visit <http://henryagiroux.com>.

LaVerne Gray is a doctoral student and ALA Spectrum Doctoral Fellow at the College of Communication and Information with a concentration in Information Sciences at the University of Tennessee, Knoxville.

Rosemary Green, PhD, is Graduate Programs Librarian at Shenandoah University in Winchester, VA. Her research interests include graduate pedagogies, graduate student reading experiences, and the literature review process.

Myron Groover is Archives and Rare Books librarian at McMaster University. He completed his MLIS and MAS at the University of British Columbia and read History at the University of Aberdeen.

Michael Gunn is a graduate of the MLIS program in the Faculty of Information and Media Studies at Western University.

Yasmin Sokkar Harker is a Legal Reference Librarian and Associate Law Library Professor at CUNY School of Law in Long Island City, New York.

Benjamin R. Harris is an Associate Professor and Head of Instruction Services at Trinity University in San Antonio, TX.

Richard Hayman is Assistant Professor and Digital Initiatives Librarian at Mount Royal University in Calgary, Alberta.

Mandy Henk is the Access Services Librarian at DePauw University.

Irina Holden works as Information Literacy and Science Outreach Librarian at the Science Library at University at Albany, State University of New York.

Heidi LM Jacobs is an Information Literacy Librarian at the University of Windsor.

Heidi Johnson is a Master's Student at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

Anne Jumonville is First Year Experience Librarian and Assistant Professor at Trinity University in San Antonio, TX.

Amy Kaufman is the head of the William R. Lederman Law Library at Queen's University in Kingston, Ontario.

Gretchen Keer is an Online Learning and Outreach Librarian at California State University, East Bay in Hayward, California.

Blair Kuntz has been the Near and Middle Eastern Studies librarian at the University of Toronto since 2003.

Anne Leonard is the Coordinator of Information Literacy and Library Instruction at New York City College of Technology in Brooklyn, NY.

Jeff Lilburn is an Associate Librarian at Mount Allison University.

Jessie Loyer is a member of Michel First Nation and a librarian at Mount Royal University.

Pascal Lupien is a PhD candidate in the Department of Political Science at the University of Guelph in Ontario, Canada with over ten years of experience as an academic librarian.

Sean Luyk is a Music Librarian at the University of Alberta, Rutherford Humanities & Social Sciences Library.

Beth McDonough is a Research and Instruction Librarian and Associate Professor at Western Carolina University.

Jeremy McGinniss is Library Director at Baptist Bible College and Seminary in Clarks Summit, Pennsylvania.

Assistant Professor **Erin Meyer** has been the Student Outreach Librarian and Research Coordinator at the University of Denver since 2008.

Sara D. Miller is the Librarian for Interdisciplinary Teaching and Learning Initiatives at Michigan State University.

Robert Montoya is a Doctoral Student in Information Studies at UCLA and Head of Public Services for UCLA Library Special Collections.

Heather Morrison is Assistant Professor at the University of Ottawa's School of Information Studies.

Kim Morrison is an Information Literacy and Outreach Librarian at Chabot College in Hayward, California.

Martin Nord is a PhD student in the Faculty of Information and Media Studies at Western University.

Angela Pashia is an Assistant Professor and Instructional Services Librarian at the University of West Georgia.

Joanne Paterson is an Assistant Librarian and Coordinator of the IR, Scholarhip@Western, at Western University.

Eva Revitt is the Communication Studies and Political Science librarian, and Library Access and Discovery Services Team Lead at MacEwan University.

K.R. Roberto is a doctoral student in the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign.

Sarah T. Roberts is an assistant professor at the Faculty of Information Studies (FIMS), Western University. Her current research focuses on the practice of commercial content moderation (CCM), a

form of digital labor behind the scenes of the social media industry, “knowledge work” and the reconfigurations of labor and production in a Post-Industrial, globalized context. She is further interested in dissections of notions of digital information in society, and its attendant sociocultural, economic and ethical implications. At FIMS, she teaches in the MLIS program on managing and working in information organizations and leads a group of students, staff and faculty in the FIMS Gaming Club. She is a graduate of the Graduate School of Library and Information Science (GSLIS) at the University of Illinois, and completed her Master’s in Library and Information Studies at the School of Library and Information Studies (SLIS), University of Wisconsin-Madison. Please visit her website at illusionofvolition.com for more information about her research, teaching, and current discussions related to the topics above (and more).

Catelynne Sahadath is the Metadata Librarian at the University of Calgary and a graduate of the iSchool at the University of British Columbia.

Jihane Salhab is a graduate student in the School of Information Studies at the University of Ottawa.

Gina Schlesselman-Tarango is an Instructional Services and Initiatives Librarian at California State University San Bernardino.

Maura Seale is a Collections, Research, & Instruction Librarian at Georgetown University.

Lisa Shamchuk is the Diploma Services Librarian at MacEwan University Library in Edmonton, AB, and an instructor for the Library and Information Technology program.

Kyle Shockey is an MLS candidate at Indiana University, Bloomington.

Lauren Smith is a PhD candidate at the University of Strathclyde, UK.

Tom Smyth is a senior librarian and Manager of the Digital Capacity group within the Evaluation and Acquisitions Branch at Library and Archives Canada (LAC).

Sveta Stoytcheva is a graduate of the Graduate School of Library & Information Science at the University of Illinois, Urbana-Champaign.

Chantal Sundaram is an Assistant Executive Director in the collective bargaining department of the Canadian Association of University Teachers (CAUT).

Lydia Thorne is a graduate student in the Master of Library and Information Science (MLIS) program at the Faculty of Information and Media Studies, Western University.

David Tkach works in the Moshe Safdie Archive at McGill University and teaches information literacy at Concordia University.

Sarah Todd is an Associate Professor in the School of Social Work at Carleton.

Allison Trumble is a Limited Term Librarian at Simon Fraser University.

Sarah Vela is a recent graduate of MLIS/MA - Humanities Computing program at the University of Alberta and a Collections Database Project Manager for the Museum of Antiquities at the University of Saskatchewan.

Courtney Waugh is an Assistant Librarian at University of Western Ontario.

Mark Weiler is a Liaison Librarian at Brock University.

Wil Weston is an Associate Librarian at San Diego State University.

Anna Wilson, MEd, is a student in the MLIS program at University of Alberta.

John Wright is Collections Analysis and Licensing Librarian at the University of Calgary.