

CAPAL16: Beyond the Library

CAPAL/ACBAP

Annual Conference

2016 May 29-31

Congress of the Humanities and Social Sciences 2016

University of Calgary

Calgary, Alberta, Canada

CAPAL16 seeks to look “Beyond the Library” to rethink how academic librarians engage with their communities within which our institutions are situated or those with whom we share disciplinary concerns or approaches. Academic librarians need to consider how they and their work are situated – professionally, ontologically, ethically, epistemologically, and physically. This conference is an invitation to academic librarians and scholars who study libraries and information to discuss how we can reframe academic librarianship: in practice, in policy, in theory, and in society.

Conference Program

Day One – Sunday, May 29

8:00am Registration and Coffee

Please note that you will first need to register with the Congress in order to receive your Congress badge, name-tag, and program. After doing so, please proceed to the CAPAL Registration table in the Earth Sciences Building to register with us and join the conference.

NOTE: All "concurrent" sessions will be held in Earth Sciences rooms 54, 162 and 443. Exact locations for each session will be announced shortly.

8:30am Elder’s Welcome and Blessing/Conference Opening -- (Earth Sciences 162)

9:00am **Keynote: Ry Moran**

Director of the National Centre for Truth and Reconciliation (NCTR) at the University of Manitoba, which is tasked with preserving, protecting and providing access to all materials, statements and documents collected by the Truth and Reconciliation Commission (TRC). A Metis and graduate of the University of Victoria where he studied political science and history, Moran worked in traditional language preservation with a focus on Michif. In 2008, he received a National Aboriginal Role-Model Award, which led an invitation to Rideau Hall and his involvement with the Truth and Reconciliation Commission as Director of Statement Gathering, and eventually Directorship of the National Research

10:00am Break

11:00am **Roundtable with Ry Moran: Responding to the Truth and Reconciliation Commission** -- (Earth Sciences 162)

Moderator: Camille Callison, University of Manitoba

12:00pm Lunch on your own

12:30pm CAPAL Meetings

1:30pm **Concurrent Session 1a: Academic Librarians as Community Agents #1** (Room TBA)

Convenor: John Wright

- Connecting Individuals with Social Services: The Academic Library's Role.
Presenter: Samantha Schmehl Hines, University of Montana (USA)

Abstract:

As public libraries earn attention and kudos for connecting their communities to needed social services, the question arises as to the role of the academic library in connecting our campus community with resources on services for mental and physical health, food security, housing, child care and other societal needs. Working with existing campus and community organizations can create many positive networks for our library users, our

institutions and our larger communities. This paper will discuss the history of the trend to connect libraries and their user communities with social service providers and will offer existing analysis from the perspective of librarianship and social service professionals.

- Collections in Library Space

Presenters: Elizabeth Stregger, University of Saskatchewan (Canada), and Jaclyn McLean, University of Saskatchewan (Canada)

Abstract:

Libraries have generally provided varying levels of non-member access to their collections and spaces. As availability of printed information spread, so did access to libraries. In the last decade, due to shifts in formats and acquisition models, access to electronic library collections and virtual library space has been restricted to members only. As more library services go online, this access for non-members will continue to contract. How do libraries move forward in this landscape? Will support for open publishing be enough, or do we need to radicalize the way we manage our collections and services?

- Librarians as Oral Historians: Intersections of Knowledge-based Community Activism and Digital Humanities

Presenter: Holly Hendrigan, Simon Fraser University, Surrey (Canada)

Abstract:

This presentation will analyze the intersections of LIS and oral history in the context of digital humanities technologies. Using the BC Liberal government's 2001 closing of the Technical University of British Columbia and subsequent TechBC Memory Project as a case study, Alessandro Portelli's theories of oral history practice are applied to demonstrate the potential of this methodology/genre for Canadian academic librarians. Oral histories build relationships and local knowledge. They provide a voice to those who rarely appear in primary and secondary sources. They take librarians beyond the library, and into the fray where the historical record is continually being negotiated.

Concurrent Session 1b: Decolonizing and Indigenizing #1 (Room TBA)

Convenor: Martha Attridge Bufton

- Looking Beyond the Library to Understand Indigenous Research Methodologies
Presenter: Deborah Lee, University of Saskatchewan (Canada)

Abstract:

This session will discuss several concepts for understanding Indigenous research methodologies for academic librarians. What is Indigenous knowledge? How do Indigenous peoples know when information is knowledge? What role do Indigenous research methods have within the field of academic librarianship? What opportunities for reconciliation between Indigenous and non-Indigenous peoples within academic libraries can come from understanding Indigenous research methodologies? These questions will be examined in terms of their influence on the presenter's sabbatical research project in 2014 / 2015, which involved having interview conversations with more than two dozen Indigenous librarians.

- Teaching Indigenous Elders as Alternative Authority
Presenters: Jessie Loyer, Mount Royal University (Canada); Mary Weasel Fat, Red Crow Community College located on the Kainai First Nation/Blood Reserve in Southern Alberta (Canada).

Abstract:

One of the frames from ACRL's Framework for Information Literacy for Higher Education calls for students to navigate how "authority is constructed and contextual." Elders are authorities in Indigenous communities, but academic librarians who teach often privilege, to the exclusion of other authorities, the importance of the scholarly journal article. In interrogating scholarly resources, teaching authority beyond the scholarly article is essential to beginning to decolonize this practice. We will define elders' authority from the example of Red Crow Community College's Blackfoot Eminent Scholars, which points students to elders who belong to traditional societies and places their knowledge within context.

- Yuthókeča*: Rethinking Metaphors for Transformational Instruction
Presenters: Carol A. Leibiger, University of South Dakota (USA), and Alan W. Aldrich, University of South Dakota (USA).

Abstract:

Educators often invoke the bridge metaphor with diverse groups. However, the bridge built by the dominant culture encourages movement away from the minority culture; diverse learners are hosted in majority spaces and must meet expectations of dominant-culture educators. Replacing a problematic metaphor affords opportunities for change in organizations. Working with students at the Indian University of North America, the presenters have substituted the discourse of hospitality to better manage power relationships between guests and hosts. Taking on the guest role requires instructors to reorient themselves and reshape instruction within their student-hosts' cultural spaces. (Note: *Yuthókeča means "to change, transform" in the Lakota language).

Concurrent Session 1c: Learning about Learning #1 (Room TBA)

Convenor: Richard Hayman

- The significance of E-learning in Uganda
Presenters: Onan Malumba, Makerere University College of Agricultural & Environmental Sciences (Uganda), and Winny Nekesa Akullo, Public Procurement and Disposal of Public Assets Authority (Uganda)

Abstract:

The objectives of the study are to: (i) to establish the extent to which public universities in Uganda have embraced E-learning as a mode of delivery of teaching to their current scholars, (ii) to determine the perception of E-learning by Librarians at Public universities in Uganda, (iii) to find out the level of involvement of librarians in development and implementation of E-learning programmes. An online questionnaire will be used to generate the responses from Librarians about their involvement in delivery of E-learning programmes at four Public universities in Uganda. It is anticipated that results of the study will be used by institutions to improve the E-learning programmes.

- Online Open Library Engagement: The Example of #1Lib1Ref
Presenter: Nicole Askin, University of Manitoba (Canada)

Abstract:

A recent digital engagement campaign by The Wikipedia Library can serve as a model for public engagement on the open web. Under the banner of #1Lib1Ref, librarians from all

over the world were brought together via social media as a way to celebrate Wikipedia's 15th anniversary. This paper will explore the social theory underlying the campaign, particularly social influence and social movement theories; the use of the engagement pyramid model and adaptation of conversion in the propagation of the campaign; and how the campaign contributes to the mediation of library values in moving beyond the traditional sphere of the academic library.

- **Wikipedia and the Library: Righting the Imbalance of Creators and Content through Community Edit-a-Thons**

Presenters: Carolyn Doi, University of Saskatchewan (Canada), and Suzanne Rackover, Paul D. Fleck Library & Archives, Banff Centre (Canada)

Abstract:

This paper will discuss edit-a-thons held in Saskatoon, SK and Banff, AB during 2015 -16 as part of International Women's Day celebrations to collectively and purposefully improve the quality and quantity of Wikipedia entries on women in the arts. The speakers will address three points: 1) to inform attendees on how to plan and run a public Wikipedia edit-a-thon, including how to engage communities/artists in the process; 2) to provide background information on the Art+Feminism movement and how it relates to academic libraries; and 3) to discuss the evolving role that libraries can play in the curation of Wikipedia content using the Art+Feminism Wikipedia-Edit-a-thon as a model.

3:00pm **Break**

3:30pm **Concurrent Session 2a: Academic Librarians as Community Agents**
#2 (Room TBA)

Convenor: Édith-Anne Pageot

- **Publicly-funded Research and Knowledge Mobilization: An Examination of the Social Sciences and Humanities Research Council's Community Engagement Mandate**
Presenter: Tami Oliphant, University of Alberta (Canada)

Abstract:

The Social Sciences and Humanities Research Council's (SSHRC) definition of knowledge mobilization raises a number of questions. In what ways is knowledge defined,

reified, and mobilized? By what processes do “knowledge users” acquire knowledge? Who are “knowledge brokers” and what is their relationship to library and information professionals? What are the implications of SSHRC’s knowledge mobilization mandate for librarians and information professionals? These questions are explored by interrogating and critiquing the concepts of knowledge mobilization, knowledge broker, knowledge user, and research outcomes, and by examining the role of academic librarians in knowledge mobilization. Alternatives that expand upon SSHRC’s knowledge mobilization framework are suggested.

- **How Hip is the Partnership: The Value of a Generalist Journal in a Niche World**
Presenters: Leanne Olson, University of Western Ontario/Western University Robin Bergart, University of Guelph (Canada); Nathalie Soini, Queens University (Canada).

Abstract:

Partnership: the Canadian Journal of Library and Information Practice and Research is an open access journal for library practitioners. Since its first issue in 2006 it has actively invited submissions from every library sector and published on a broad range of topics relevant to libraries. As the journal reaches its tenth anniversary, we are exploring how the Canadian LIS community perceives the role and value of this publication. Is it part of Partnership’s role to provide a venue for Canadian librarians who are required to publish in peer-reviewed journals, but whose work does not neatly fit into more niche publications? How important is a Canadian journal in a globalized world?

Concurrent Session 2b: Decolonizing and Indigenizing #2 (Room TBA)

Convenor: Camille Callison

- **Increasing the Capacity of Information Professionals to Respond to Calls for Action Outlined in the TRC Report: Case Study Framework**
Presenter: Yayo Umetsubo, Cape Breton University (Canada). With: Lee-Anne Broadhead, Cape Breton University (Canada); Jane Arnold, Cape Breton University (Canada); Chantal Phillips, Cape Breton University (Canada); D. Chisholm, Cape Breton University (Canada); and Cameron Wheaton, Cape Breton University (Canada).

Abstract:

The recent findings of the Truth and Reconciliation Commission of Canada (TRC) have

created Calls to Action across disciplines. Those who work as information professionals in various capacities in academia need to increase collaboration in order to reduce barriers to access and increase integration of indigenous knowledge and resources. Using a collaborative case study framework that champions the concept of Indigenization of information sharing and access, a multidisciplinary research team from Cape Breton University (CBU) developed an approach to professional development that is both unique to the CBU but can also be replicated at other institutions.

- **Reconciliation and Decolonization in Academic Libraries**
Presenter: Manda Plavsá, OCAD University, Toronto (Canada).

Abstract:

This paper looks at what academic libraries can do to further the objectives and recommendations of the Truth and Reconciliation Commission concerning the rights of Indigenous people to control their own intellectual property and improve Indigenous knowledge preservation by reviewing existing examples of initiatives in Canada and the United States as well as countries with parallel colonial histories such as Australia and New Zealand. These examples will be reviewed and critiqued through a postcolonial lens, reflexively looking at challenges, differences and commonalities, with the hopes of elevating our understanding of what is needed to advance academic library support to indigenous communities in the reconciliation era.

Concurrent Session 2c: Mapping the Library #1 (Room TBA)

Convenor: Sandra Cowan

- **Scholarly Commons Spaces and Digital Humanities Scholarship**
Presenters: Harriet Green, University of Illinois at Urbana-Champaign (USA), and Angela Courtney, Indiana University, Bloomington (USA)

Abstract:

This paper presentation will focus on library spaces that foster digital humanities (DH) scholarship at two universities. In a comparative analysis of Indiana University's Scholars Commons and the Scholarly Commons at the University of Illinois, these spaces are considered in terms of their ability to each sustain DH work on their campuses. In particular, the paper examine how DH scholarship manifests itself in library spaces

through proactive initiatives such as instructional collaborations with faculty, research projects, hackathons, and workshops, and we will discuss the structural supports needed for librarians to cultivate physical and virtual spaces for DH research.

- The Curated Commons, Library Agency in Knowledge-Making
Presenter: Babak Hamidzadeh, University of Maryland (USA), and Patricia Cossard, University of Maryland (USA)

Abstract:

The curated commons is a model in which a flexible library building shell and its infrastructure can respond to the specific time-sensitive needs of differing clients. It applies to faculty research, in particular small science activities (as opposed to big science activities that have major support which includes proprietary laboratories and facilities). It provides for sustained transformation of library facilities as well as its utilitarian and cyber-infrastructures to become a flexible reconfigurable space with cutting edge technology and sustained funding streams.

- What Faculty Actually think Librarians Do
Presenters: Katy Nelson, University of Victoria (Canada)

Abstract:

Academic libraries are in the midst of a format paradigm shift, as well as facing budget concerns and imminent policy changes regarding open access of research products. Partnerships with faculty are needed if libraries are to succeed in their mission to assist in education and research at our universities. This paper reports on interviews with faculty members from the faculties of Science and Engineering at the University of Victoria to glean perceptions of academic librarian roles and responsibilities at UVic, especially the instructional roles of librarians regarding information literacy skill development for students. This investigation will help librarians understand what faculty think we do, and facilitate communication on campus between faculty and librarians.

5:00pm **CAPAL Meetings**

6:00pm Dine Around

Day Two – Monday, May 30

8:00am Registration and Coffee

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8:30am Keynote: Dr. Bonnie Stewart -- (Earth Sciences 162)

Beyond the Institution: Networked Professionals & Digital Engagement in Higher Education

Dr. Bonnie Stewart is a leader in digital pedagogies and technologies, with a focus on the intersection of digital networks and institutional practices. Her research explores issues of **equity, influence, and vulnerability** in digital networks and digital publics, and the implications of social media models for learning. Bonnie was a pioneer of Massive Open Online Courses (MOOCs) during their early days in Canada, is a founding member of the provincial Learning Partners Advisory Council for PEI, and was co-Program Chair of [#dLRN15](#) at Stanford University. She consults with school systems and higher ed institutions on digital strategy, and has given keynotes on networked practice across North America, Europe, and the Middle East. Additionally, Stewart acts as Coordinator of Adult Teaching at the University of Prince Edward Island, where she directs professional learning programs. She has been published in *Salon*, *Inside Higher Ed*, and *University Affairs*, and has been an instructor of online and hybrid higher ed courses since the 1990s.

9:30am Break

10:00am Concurrent Session 3a: Re-theorizing the Library #1 (Room TBA) Convenor: Michael Dudley

- Vampire Slayers, Zombies and Cyborgs: The Librarian and Rhetorics of the Posthuman
Presenter: Stacey Allison-Cassin, York University (Canada)

Abstract:

This paper explores the idea of the technological embodiment of the posthuman librarian and how the profession, being tightly bound together with the material nature of technology and communication systems, is driven by technology itself. This paper uses the work of Kittler, Hayles and other critical theorists as a means to frame the representations of libraries and librarians and from popular culture, to demonstrate how the material nature of information systems have been imprinted on the profession, where the consequences of the feminization, bureaucratization and standardization of the profession in the 19th century continue to be played out, giving us the choice between vampire slayer, zombie or cyborg.

- The Data Turn in Post-Secondary Education: A Critique of Digital Information Ecosystems
Presenter: Tami Oliphant, University of Alberta (Canada)

Abstract:

The term ecosystem is a metaphor that is meant to represent the people, practices, values, and technology involved in an information or data system. However, the use of the terms “ecosystem” or “ecology” to describe information and data systems has been critiqued for lack of theoretical development and misapplication of the concepts. This paper examines and critiques the implications of the data turn for library and information professionals and specifically focuses on the ecosystems metaphor as it is applied to data systems and data intensive scholarship. Alternative approaches for framing and analyzing data and emergent data systems by engaging with critical data studies are proposed.

Concurrent Session 3b: Civic and Democratic Engagement #1 (Room TBA)

Convenor: John Wright

- Democratic Theory and the Role of the Academic Librarian: Melding Theory and Practice

Presenters: Scott MacDonald, University of Western Ontario/Western University
(Canada)

Abstract:

This paper will discuss the concept of democratic theory: the convergence of the public sphere philosophy of the library space and the promotion of democracy through access to information in academic librarianship. Using selective LIS literature and scholarship, including the works of John Buschman who first proposed democratic theory in LIS and public sphere philosophy of Jürgen Habermas, this paper will illustrate the role academic libraries and librarians might have in promoting democratic theory. Additionally, examples of collaboration between librarians, professors, graduate students and scholars will be presented for the reformulation of democratic theory leading to increased library engagement and social responsibility, not only to members of the campus but the wider community as well.

- Selection Bias in Collection Development: Un-leveling the Playing Field and Making Matters Worse

Presenter: Wil Weston, San Diego State University (USA)

Abstract:

The library literature argues that academic library collections reflect the same inequalities and imbalances that exist throughout the rest of academia, and it is therefore critically important for libraries to be more inclusive in representing a diversity of scholarship. However, these imbalances are not the result of just a few individual selection decisions; they are also the consequence of organizational, structural, and fiscal contexts. This paper will explore how these broader organizational and fiscal restrictions have impacted monographic selection by examining the impact of the recession of the late 2000s on monographic acquisition at San Diego State University (SDSU) by surveying the subject areas and scholarship collected during that time period.

- Into the High Schools: Contributing to Critical Inquiry as a Professional Responsibility
Scott Cowan, University of Windsor (Canada)

Abstract:

In 2011, the Windsor-Essex Catholic School Board made national news when it proposed

cuts to library services in high schools. This trend to cut school library services has spread across Canada. The Leddy Library at the University of Windsor has made a commitment to developing an instructional program to help bridge a small part of the residual educational gap. Less than 20% of adult Windsor residents have a bachelor degree or higher. This does not minimize, but rather amplifies, the importance of the outreach program. This program is a key opportunity for these students to gain an understanding of the increasingly complex information environment.

Concurrent Session 3c: Professional Practice #1 (Room TBA)

Convenor: Melanie Boyd

- In Solidarity? Labour Activism at York University: The Fight for Parity by Part-time Librarians and Archivists
Presenter: Joanne Wadden, University of Toronto (Canada).

Abstract:

The negative impact of neoliberal and austerity policies on post-secondary education (PSE) in Ontario has been well-documented. Beilin (2016) extends this critique to describe the “hallmarks” of the neoliberal academic library, including the need to justify itself in terms of cost, efficiency and performance metrics; however, the use of increasingly precarious and low-waged labour is also a central feature of neoliberalism. This paper will discuss the formation of a new union local of part-time librarians and archivists at York University as a means to resist the neoliberal constraints on the broader academic community, where education and employment have become an uncertain promise.

- Academic Freedom for Canadian Librarians in the Corporate University
Presenter: Laura Koltutsky, University of Calgary (Canada)

Abstract:

Tenure is being threatened by state governments in the United States who perceive tenure as an obstacle to efficiencies and look to silence critics. Tough budgets have also become the norm in Canada as government funding continues to decrease and student tuition has increased. Academic freedom is also threatened as fewer tenure-track positions are added every year. This paper examines how academic freedom protections have developed for

librarians and when they have failed. When librarians do not benefit from tenure, what protections exist? Does workplace speech in Canadian academic libraries provide any protections for non-academic staff? What role do Canadian library associations play in these struggles?

- **Academic Freedom and Professional Autonomy: Librarians' Research and Scholarship in Canadian Academic Libraries**
Presenter: Harriet Sonne de Torrens, University of Toronto, Mississauga (Canada), and Mary Kandiuk, York University (Canada)

Abstract:

This paper examines how policies and collective agreements governing the working conditions and terms of employment for academic librarians in Canadian universities are influencing and defining what constitutes research and scholarship for academic librarians. This analysis is based on an examination of the policies and collective agreements; a survey on Canadian academic librarians and academic freedom; and a review of job postings for Canadian academic librarians. Forming part of a broader study, it will focus on several key questions which impact the professional autonomy and academic freedom of librarians as relates to research and scholarship.

11:30am **CAPAL Annual General Meeting** [Lunch provided for CAPAL Members] -- (Earth Sciences 162)

Lunch on your own

12:15pm **Congress Big Thinking Session: *The rule of law in a multicultural society***

The Right Honourable Beverley McLachlin, P.C., Chief Justice of Canada

1:30pm **Concurrent Session 4a: Re-theorizing the Library #2** (Room TBA)
Convenor: Camille Callison

- “The Foundation of Naval Science”: Alfred Thayer Mahan's *The Influence of Sea Power upon History* and the Library of Congress Classification System.
Presenters: Ellen Adams, Alice T. Miner Museum (USA), and Joshua Beatty, SUNY Plattsburgh (USA)

Abstract:

The presentation argues that the inclusion of naval science as a standalone class in the Library of Congress's 1904 classification scheme resulted from the convergence of several historical trends, including the changing organization of knowledge, imperialist expansion, and the profit-seeking of the publishing industry. At the intersection of these trends stands a single book: Alfred Thayer Mahan's *The Influence of Sea Power upon History*, published in 1890. By laying out the multiple influences that served to create a single problematic class in a popular classification scheme, we hope to provide a framework to better understand the origins of such oppressive systems.

- Productive Interpretations: Encouraging Patron Agency through Cultural Criticism
Presenter: Ryan Randall, College of Western Idaho (USA)

Abstract:

This paper builds on work by scholars such as Janice Radway, Benedict Anderson, Wayne Wiegand, and Henry A. Giroux to show how librarians can productively turn to cultural criticism to better comprehend how patrons exert agency within democratic societies. The paper will suggest modes of engagement with faculty students and outreach that encourage investigations of agency, power, subject positions through encouraging patrons' processes of producing identities and subject positions. This encouragement of accounting for patrons' productive interpretive processes allows LIS to recognize a fuller range of the types of agency we support, as well as assist patrons in furthering their critical engagement with relations of power within and beyond library doors.

- The Bias That Binds Us: Retraining the Brain to Default to the Inclusive
Presenter: Mark Puente, Association of Research Libraries

Abstract:

Using understandings from modern social psychology, this paper examines bias through subconscious, cognitive processes creates shortcuts – biases – which operate in a way

extremely helpful to everyday functioning and learning, yet which also create exclusionary behaviors. These exclusionary behaviours can reinforce traditional systems and create less diverse and inclusive environments. This has profound implications for traditional “diversity” training aimed at “fixing” prejudicial and oppressive aspects of majority cultures’ orientations, behaviors, and mindsets. The paper will discuss unconscious or implicit bias through the lens of critical theory through to how biases can lead to exclusionary and unhealthy professional environments and illustrate practical ways to combat unconscious bias.

Concurrent Session 4b: Identity Matters #1 (Room TBA)

Convenor: Carol Leibiger

- Disability in the Academy and the Academic Library Profession
Presenter: Anna Wilson, University of Alberta (Canada)

Abstract:

The United Nations guiding principles of the Convention on the Rights of Persons with Disabilities includes non-discrimination, full participation and inclusion in society. Unfortunately, many scholars with disabilities are not represented in the academic and library staff of universities, where ableist understandings may have become institutionalized in the beliefs, language, and practices of nondisabled people. This paper uses Critical Disability Theory (CDT) to examine the hegemonic construct of ableism. CDT, originating from critical race theory, examines the spaces between the social constructions of disability and medical models of disability. The presentation explores how the academy can integrate CDT principles to value the social capital of people with disabilities beyond theory into practice within universities, and away from a current, commodified, disability business that replicates conditions of isolation and poverty.

- (In)visible Minorities: Whiteness, politeness, and diversity in Canadian academic librarianship
Presenter: Ebony Magnus, SAIT Polytechnic (Canada)

Abstract:

Incorporating research about Canadian LIS discourse, and frameworks of whiteness, privilege, and politeness in Canada, the speaker will consider systemic explanations for the

lack of deep and authentic dialogue on ethnic and racial diversity in Canadian academic librarianship. She will share her experiences as a first-generation Canadian woman of colour who has worked as an academic librarian in the United States and Canada, and who has directly benefited from US-based diversity programs. This speaker invites the audience to consider that, for some, inclusion is not a requisite privilege of membership in this profession.

- Identity and Information Literacy

Presenter: Angela Pashia, University of West Georgia (USA)

Abstract:

How do we, as librarians, help students who come from a range of communities with widely diverse norms and assumptions, recognize their own biases and worldviews? Traditional information literacy lessons often focus on finding and evaluating sources without examining the student's own ideological perspective. The one-shot instruction model seems particularly unsuited for the intellectual and emotional work of examining personal biases and even for a semester long credit bearing information literacy course this would be challenging work. This presentation will explore this issue and some ways librarians are trying to encourage students to become aware of personal biases - particularly for those with hegemonic norms - in interacting with information.

Concurrent Session 4c: PANEL: Professional Practice #2 (Room TBA)

Convenor: John Wright

- Reframing the Role of the Research Library: The Rovi Media Collection

Presenters: Terri Miller, Michigan State University (USA), and Joshua Barton, Michigan State University (USA).

Abstract:

In 2015, the Michigan State University Libraries acquired the Rovi Media Collection, consisting of over 800,000 CDs, DVDs and video games. This collection was transformative not only through its size and scope but through its significant commitment to community access: along with an agreement to take the collection was a commitment to make the collection accessible to the entire population of the State of Michigan through a statewide network. The speakers will address how meeting this challenge raised issues

such as public and community norms of censorship versus the requirements of academe; the collection management logistics of ingesting and making discoverable a collection that dwarfed the existing multimedia collection, and; the diversity of public service challenges that have been encountered since the collection was made publicly available.

3:00pm **Break**

3:30pm **Concurrent Session 5a: Holding up the Mirror (Room TBA)**

Convenor: Melanie Boyd

- Student Assistants: Our Invisible Community
Presenter: Zahra Premji, University of Alberta (Canada), and Justine Wheeler, University of Calgary (Canada)

Abstract:

This presentation looks at the juxtaposition of students as transitory workers and as library patrons, which comprises a tenuous and ambiguous role for them. Yet despite the ubiquitous presence of student assistants, and their increasingly expanding role into library functions such as reference work and peer roaming, we seem to know little of what seems often to be an invisible workforce. We will explore the perceptions surrounding student library assistants: how do librarians view them; how do they view themselves; and finally, how do they perceive libraries and librarians?

- Consultants in Our Community – Are they in or are they out?
Presenters: Ania Dymarz, Simon Fraser University (Canada), and Marni Harrington, University of Western Ontario/Western University (Canada)

Abstract:

While library consultants have long been part of our library ecosystem, there has been negligible consideration given to the role consultants play in academic libraries, and the impact of consultants on the academic library community in the scholarly literature. While the title of our talk may seem unnecessarily polemical, it is reflective of the kind of literature that currently exists on the use of consultants. That is, consultants in libraries are largely addressed in personalized opinion pieces that either champion or criticize the use

of consultants. This talk will aim to embody these two positions to make explicit the limitations of current discourse.

- Meeting the Expectations of Academic Users in Higher Education of Pakistan
Presenters: Muhammad Rafiq University of the Punjab, Lahore (Pakistan)

Abstract:

Academic libraries in Pakistan are struggling to envision the path to follow to match a government-mandated expansion and re-engineering of higher education. The reasons may be because of a lack of understanding the current and emerging landscape of the library users in Pakistan. This exploratory study examines the opinions academic library experts by in-depth interview data collection techniques. The study focuses on: a) Information needs of the indigenous user of higher education sector; b) Required library infrastructural support; and c) Information services demanded by the academic users. The findings of the study are applicable to other developing countries as well as globally, where current trends affect academic users at large.

Concurrent Session 5b: Beyond the Book (Room TBA)

Convenor: Édith-Anne Pageot

- Thinking Outside the Book: Experimenting with Creative Tool and Object Librarianship at the Banff Centre
Presenter: Marrienne Williams, Banff Centre (Canada)

Abstract:

This paper will explore the development process of the Creative Tool and Object Library (CTOL) project at the Paul D. Fleck Library and Archives at the Banff Centre. The CTOL project is an experiment in non-book librarianship, designed to create access to tools that inspire creativity within the larger environment of Banff. Examples of objects include retractable hiking poles and bookbinding needles. The inclusion of these objects in post-secondary institution library present challenges in library services while expanding traditional definitions of information. The CTOL project provides insight into innovative ways of serving patrons in a post-secondary environment.

- Fashioning Opportunity: SMOC, DReSS, and the Library
Presenters: Denise Dale, Kwantlen Polytechnic University (Canada), and Shirley Calla, Kwantlen Polytechnic University (Canada)

Abstract:

When ideas to establish an on-site historical garment collection at Kwantlen Polytechnic University Library stalled, persistence and a chance email opened the door to a collaborative opportunity involving a local costume society. This paper documents the collaborative project between the library, the School of Design Fashion Department, and the Society for the Museum of Original Costume (SMOC), and hopes to inspire librarians to seek community partnerships involving non-traditional research resources – in this case, a large, underexposed collection of historical garments.

- Developing Reflective Practice Trough Distributed Journal Discussion Groups: the New Zealand experience
Presenters: Brenda Chawner, Victoria University of Wellington (New Zealand) and Melanie Brebner, University of Auckland (New Zealand)

Abstract:

In October 2006, members of the Library and Information Association of New Zealand Aotearoa (LIANZA) voted to adopt a voluntary system of professional registration for individual librarians. Every three years registrants must submit a journal that documents professional development (PD) activities that meet all six clusters in the LIANZA Professional Bodies of Knowledge (BOK). In order to help their members satisfy this requirement, in July 2012 LIANZA's Tertiary Libraries Special Interest Group (TELSIG) Committee created a journal discussion group. This paper will discuss the goals and outcomes of the journal discussion group, the ways in which it is promoted, and its impact on academic library practice and the community itself.

Concurrent Session 5c: Mapping the Library #2 (Room TBA)

Convenor: Sean Luyk

- Walking with the Archives: Mapping Newfoundland Identity through Ghost Stories and Folklore
Presenter: Andrea Johnston, University of Alberta (Canada)

Abstract:

Guy Debord defines psychogeography as “the study of the precise laws and specific effects of the geographical environment, whether consciously organized or not, on the emotions and behavior of individuals” (23). My project examines the psychogeography of Newfoundland’s ghost stories—what I am calling “para-psychogeography” —to show the strong relationship between place, identity and stories. In order to examine this relationship, this paper reports on a mock-up of a mobile application that maps the ghost stories and folklore —the para-psychogeography— of Ferryland, Newfoundland in order to examine how space, mobile applications, the power of stories, and archival materials can engage with a particular community.

- A Town Hall in a Library: Back to the Past?
Presenter: Kalina Grewal, York University (Canada)

Abstract:

Scott Library at York University was built in an unusual way. As one stands in the atrium, it looks like a concrete version of a medieval courtyard. After numerous renovations, additions, and reconfigurations, the main square has turned into a pedestrian highway, with thousands of feet marching through, on the way to somewhere else. This presentation explores how factors such as personal interests, issues of the day, modes of engagement, and temporary infrastructures such as screens or posters, interact within a community space. It asks whether people see or want the library as a town hall where conversation matters as much as the collection or couches?

- Pop-Up Libraries in Academic Settings: “Taking it to the People”
Presenter: Johnnieque Love, University of Maryland Libraries (USA)

Abstract:

“Pop-Up Libraries in Academic Settings” is a way of “Taking it to the People!” The paper focuses on a pilot project used in an Art Library. This unique form of outreach and promotional strategy is developed as an essential tool for providing immediate access to resources. The project recreates and rejuvenates valuable use of art hardbound resources. Intrinsic value is to get resources to people who didn’t know they needed them. The overall goal is meeting immediate information needs key to content and curriculum being

taught, while establishing a collaborative network with art galleries, classroom instruction and the Art Library is the outcome.

5:00pm **Congress President's Reception**

6:00pm **Dinner on your own**

Day Three – Tuesday, May 31

8:00am **Registration and Coffee**

Please note that you will first need to register with the Congress in order to receive your Congress badge, name-tag, and program. After doing so, please proceed to the CAPAL Registration table in the Earth Sciences Building to register with us and join the conference.

NOTE: All "concurrent" sessions will be held in Earth Sciences rooms 54, 162 and 443. Exact locations for each session will be announced shortly.

8:00am **Concurrent Session 6a: Civic and Democratic Engagement #2** (Room TBA)

Convenor: Michael Dudley

- Library and Archival Destruction in the Middle East and North and Sub-Saharan Africa
Presenter: Blair Kuntz, University of Toronto (Canada)

Abstract:

Since the illegal Anglo-American invasion of Iraq in 2003, the destruction of library, archival and other cultural resources in the Middle East and North Africa has proceeded apace, hand in hand with the societal destruction wrought by invading Western military powers. Such destruction has occurred in several places including Iraq, Libya, Mali, Syria, Bahrain and Yemen, often with the help of authoritarian Western allies such as Saudi Arabia and the Gulf States. Faced with such devastating blows to world heritage, it should be incumbent upon academic librarians to join forces with anti-war and social justice communities and re-frame the relationship between academic librarianship and democracy.

- What's the Role of Libraries in Open Government Data?

Presenter: Paul Pival, University of Calgary (Canada)

Abstract:

In 2016 governments at all levels may release more previously-locked data to the world than ever before. In theory Open Government Data should create a more informed citizenry. Yet often, large dumps of government data appear as the equivalent of large piles of paper files dumped into a room without order, extremely inaccessible in raw form. This presentation will provide an overview of Open Data, what libraries are currently doing to help in their access, and what tools exist to work with Open Data. It will also explore why some government are not making data open (e.g for lack of money or capacity) and strategies for working with governments - often local government - to open things up.

- Perceptions of LIS Professionals about Environmental Sustainability in Academic Libraries

Presenter: Muhammad Sajid Mirza, International Islamic University, Islamabad (Pakistan)

Abstract:

Pakistan is among the top ten countries affected by climate change. It is imperative to minimize climate change's adverse effects on environmental sustainability, and therefore the mobilization of human resources on this issue is mandatory. This presentation explores the perceptions of library and information professionals (LIS) in Pakistan toward environmental sustainability and how academic libraries can contribute their role. A survey of LIS professionals serving in university libraries and degree awarding institutes in Islamabad Capital Territory (ICT) was conducted to determine the extent of environmental sustainability awareness among LIS professionals. The results suggest means to introduce information literacy on environmental sustainability in higher education, as well as promoting a general awareness of the issue among Pakistan's LIS community.

Concurrent Session 6b: Identity Matters #2 (Room TBA)

Convenor: Rhiannon Jones

- Case Study Research as a means of Understanding Communities
Presenter: Margaret Patterson, Werkland School of Education, University of Calgary (Canada), and Justine Wheeler, University of Calgary (Canada)

Abstract:

While cases are often presented in library literature, the use of case study methodology is much less common. Case study methodology is designed to examine complex situations with many factors or variables through particular bounded phenomena. As such, it is an approach well suited to those wishing to study communities. In this presentation, we will provide an overview of case study research, discuss research questions suited to the case study approach, look at the strengths and weaknesses of case study, and provide some real-world examples. The presentation will pay particular attention to theorists who approach case study through post-positivist and interpretivist perspectives.

- Discovering, Dissecting and Describing Individual Creativity in the Academic Library Through Narrative Interviews
Presenter: Joanna Szurmak, University of Toronto, Mississauga (Canada)

Abstract:

Our libraries can benefit from disruption by those we call “creative,” but creativity in the library has not been studied extensively. This paper addresses this gap by carrying out interviews using a narrative research methodology and offering both an interdisciplinary literature review of psychology and diffusion of innovation, and an update on the progress of the narrative interviews. The hope is to find common threads in the work of library innovators reaching beyond the institution but informed by its core values.

Concurrent Session 6c: Learning about Learning #2 (Room TBA)

Convenor: Carol Leibiger

- “Taking Back” Information Literacy: Time and the One-Shot in the Neoliberal University
Presenter: Karen Nicholson, University of Guelph (Canada)

Abstract:

This presentation will use time as a heuristic to argue that information literacy is produced “beyond the library” by the global knowledge economy with its neoliberal skills agenda

for higher education. As a result, the one-shot remains the norm for information literacy instruction because its accelerated tempo and skills-oriented approach are in perfect sync with the “corporate time” of the contemporary university. Giroux and Giroux (2004) urge us to “take back higher education” by challenging corporate ideology and its attendant notion of time; how might we “take back” information literacy and challenge the time of the one-shot?

- Engaging the Portfolio: Giving Prior Learning Experience Life and Meaning through Research
Presenters: Anne Behler, Penn State University (USA)

Abstract:

This presentation relates how the College of the Liberal Arts and the University Libraries at Penn State teamed up to address the gap between online degree work and library instruction programs that are still largely rooted in face-to-face interactions via course-related instruction. Online learners are not physically present and they bring with them a range of valuable non-traditional experiences (Prior Learning Experiences, or PLE) that are not fully acknowledged by the academy. The team addressed this gap via the development of a research portfolio contextualizing the students’ PLE that can be submitted to the students’ programs for Prior Learning Assessment (PLA) credit.

- Library-Writing Programs Partnerships: Perspectives from the Fields
Presenter: Andrea Baer, University of West Georgia (USA)

Abstract:

Conversations and partnerships between librarians and English compositionists are multiplying and deepening, as individuals in both fields recognize their shared pedagogical goals and concerns. But the obstacles to such collaboration are also significant. Having faced challenges as a librarian in cultivating partnerships with writing instructors, the presenter sought to explore how librarian-compositionist collaborations develop and why partners find them worthwhile. The emerging themes of this analysis illustrate the rich potential of library-writing program collaborations, as well as considerations when seeking to expand teaching partnerships.

9:30am

Break

9:45-10:45am Concurrent Session 7a: Panel: *Embedded Librarianship in Professional Programs* (Room TBA)

Convenor: Yayo Umetsubo

- Caitlin McClurg, University of Calgary (Canada)
- Nadine Hoffman, University of Calgary (Canada)
- Rhiannon Jones, University of Calgary (Canada)

Abstract:

This panel will look critically at the term ‘embedded’ and suggest ways the definition evolved in the literature to reflect practices, and a discussion around how embedded librarians are represented in a professional capacity. Panel members will investigate how the literature describes strengthening collaborative relationships for professional programs, and embedding beyond Learning Management Systems, emphasizing special and academic libraries for research and instruction endeavours. Factors such as relationships with faculty, educational needs of students, and integration of technology will also be explored.

Concurrent Session 7b: PANEL: *Professional Confidence, Collegial Governance, and Identity: Exploring Librarian Engagement with Faculty Associations* (Room TBA)

Convenor: Richard Hayman

- Kristin Hoffmann, University of Western Ontario/Western University (Canada)
- Justine Wheeler, University of Calgary (Canada)
- Mary Kandiuk, York University (Canada), and
- Harriet Sonne de Torrens, University of Toronto, Mississauga (Canada)

Abstract:

This panel explores faculty status and membership in faculty associations in asserting librarians’ roles within academic communities. We shall be asking, How have librarians been involved with faculty associations? How has their involvement influenced librarians’ engagement within the wider academic community? Why might librarians want to consider greater engagement with faculty associations? Specific themes will include Professional Confidence, Collegial Governance; and Identifying as Academic. This

roundtable will facilitate discussion among audience members regarding how librarians can continue to engage with their academic communities in this way, and why such engagement is important.

Concurrent Session 7c: PANEL: *Developing Strong Town-Gown Relationships* (Room TBA)

Convenor: Sandra Cowan

Reaching out: Academic libraries and community needs

- Leeanne Morrow, University of Calgary (Canada)
- Alix Hayden, University of Calgary (Canada)
- Kim Clarke, University of Calgary (Canada)

Abstract:

Academic libraries can play a role in addressing social and civic needs. This panel explores three specific programs developed by University of Calgary librarians in response to the need for stronger community relevance. The panels examine: i) the engagement of K-12 learners through on-campus library programs and how such outreach activities engage with key stakeholders culturally, educationally and specifically through library collections; ii) a variety of specific collaborations that have developed over a decade between university librarians, K-12 teachers and administrators that reach beyond orientation and information literacy sessions for high school students; and, iii) the development of annual legal research workshops called Research in the Real World – a collaboration of Calgary academic, law firm and courthouse law librarians to prepare students for working in law offices as summer associates.

11:00am **Keynote: Dr. Leroy Little Bear** -- (Earth Sciences 162)

What University Education is About and the Role of University Libraries in View of the TRC Challenge.

Dr. Little Bear is an educator, academic, author, former chair of the Native American Studies Department, University of Lethbridge, and founding Director of Harvard University's Native American Program

NOON **Closing Remarks**

12:15pm **Congress Big Thinking Session: *Losing the thread of the conversation: Covering Canadian politics in the socialmedia era***

Chantal Hébert, Journalist, *Toronto Star*

ABOUT THE SPEAKERS

Ellen E. Adams is Director and Curator of the Alice T. Miner Museum in Chazy, NY. She holds a doctorate in American history from the College of William and Mary. Her work focuses on American imperialism, education, and professionalization in the late nineteenth and early twentieth centuries.

Winnie Nekesa Akullo is the Senior Library and Documentation Officer, Public Procurement and Disposal of Public Assets Authority, Kampala, Uganda.

Alan W. Aldrich is Associate Professor and Instructional Services Librarian in the University Libraries at the University of South Dakota, in Vermillion, South Dakota. His research focuses on the role of communication in libraries, the human-technology interface, and libraries as strategic organizations.

Stacy Allison-Cassin holds the W.P. Scott Chair in E-Librarianship at York University where she is working on a project on Linked Open Data and the Yorkville and Mariposa Music Festival scenes. She is also currently writing a dissertation on the topic of Arcade Fire, Indie Rock and ideas of love.

Nicole Askin is currently a librarian at the University of Manitoba Health Sciences Library.

Andrea Baer is an Instructional Services Librarian at the University of West Georgia and a course instructor for Library Juice Academy. Her teaching and research are strongly informed by her range of classroom experiences, as well as by her interest in critical pedagogy and writing studies.

Joshua Barton is the Head of Cataloging & Metadata Services and Assistant Head of Technical Services at Michigan State University.

Joshua F. Beatty is a reference and instruction librarian and repository manager at SUNY Plattsburgh. He holds a doctorate in early American history from the College of William and Mary. His work in both history and librarianship focuses on the interplay of ideas and action, including his dissertation and his

article "Locating Information Literacy within Institutional Oppression" for *In the Library with the Lead Pipe*.

Robin Bergart is a User Experience Librarian at the University of Guelph and Editor-in-Chief of the journal *Partnership: the Canadian Journal of Library and Information Practice and Research*.

Anne Behler is Information Literacy Librarian and Instruction Coordinator for the Library Learning Services Department at the Penn State University Libraries. Behler is an active member of ACRL, and is the co-editor of *Pennsylvania Libraries: Research & Practice*, Pennsylvania's peer-reviewed Library Science journal.

Melanie Brebner is the Information Commons Group Manager at the University of Auckland. She has a B.Com/B.A from the University of Auckland and an M.L.I.S. from Victoria University of Wellington. Melanie was a co-convenor of the Tertiary Libraries Special Interest Group (TELSIG) for four years, from 2011-2015, during which time she established the TELSIG Journal Discussion Groups. Melanie has a keen interest in staff and professional development.

Shirley Calla is currently a faculty member with the KPU Chip and Shannon Wilson School of Design, having worked extensively in fashion design. She recently completed her Master of Education in Curriculum and Instruction emphasizing Creativity, Collaboration and Critical Thinking.

Brenda Chawner is a Senior Lecturer in the School of Information Management at Victoria University of Wellington. She has a B.Sc. and an M.L.S. from the University of Alberta, and a PhD in Information Systems from Victoria University of Wellington. Brenda's research interests include open access, the development and use of free/libre and open source software in libraries and archives, professionalism, and library services to specific groups.

Kim Clarke is the Head of the Bennett Jones Law Library and Adjunct Professor of Law at the University of Calgary. She obtained her LL.B. from the University of Manitoba and her MLIS from the University of Alberta. Previously, Kim worked as a law librarian at The Ohio State University and then at McGeorge School of Law in California where she was the Assistant Dean for Library and Research Services.

Patricia Kosco Cossard came to the University of Maryland in 2000. She has served in a variety of positions including Team Leader of the Arts & Humanities Team, Architecture Librarian, Research

Commons Librarian, and currently Art Librarian where she has worked on a number of space redesign projects. She has held academic appointments at St. Joseph's University Library and Princeton University Library has been a librarian for 30 years. She received her B.A. from Douglass College, Rutgers, her M.A. from the University of Toronto and her Master of Library Science from Rutgers.

Scott R. Cowan is an Information Services Librarian at the University of Windsor. He completed his Master of Library and Information Science degree at the University of Western Ontario, and his undergraduate degrees in Education and Music Education at the University of Saskatchewan. He is a former middle and high school teacher, and his research has focused on information literacy in postsecondary institutions, student experiences, and library services relating to marginalized communities.

Angela Courtney is Head of the Arts and Humanities and Reference Services Departments, Librarian for English and American literature, and Director of the Scholars' Commons at the Herman B. Wells Library at Indiana University, Bloomington. She is the co-editor of the *Victorian Women Writers Project* and *Indiana Authors*.

Denise Dale is the School of Design Liaison Librarian and Archivist at Kwantlen Polytechnic University. Through her liaison work and collaborative projects, Denise has expanded her traditional librarian skill set to include knowledge of historical clothing, fashion and design, clothing collection care, preservation, digitization and description. Denise is also the author of 2 books: *At Your Fingertips! A Household Filing System that Works for You*, and *At Your Fingertips in the Office: Information Management for the Small Business*.

Jennifer Dekker is a subject specialist librarian at the University of Ottawa. She has served for many years in different roles on the Association of Professors of the University of Ottawa (APUO) Executive Committee, Board and in collective bargaining, and is currently in her first year of a two year term as President. In 2014, she edited and published *In Solidarity*, a collection of essays on academic librarian labour participation with Mary Kandiuk. She is active in the Canadian Association of University Teachers (CAUT) Defence Fund and has walked the line with many colleagues as they fight for better working conditions.

Carolyn Doi is an Assistant Librarian at the University Library, University of Saskatchewan, with subject expertise in Music, Education, and Art & Art History. Prior to this, she worked as a Liaison Librarian at the Marvin Duchow Music Library at McGill University. She completed studies in music history at the

University of Victoria and received her MLIS from McGill University in 2010. Carolyn's research interests include special music collections and online information literacy instruction methods.

Shiraz Durrani has worked at the University of Nairobi and at public libraries in the UK and was a Senior Lecturer at London Metropolitan University before his retirement. He is the author of a number of books, including *Never Be Silent: Publishing and Imperialism in Kenya, 1884 - 1963* (2006); *Information and Liberation; Writings on the Politics of Information and Librarianship* (2008), and *Progressive Librarianship: Perspectives From Kenya and Britain, 1979-2010* (2014). Many of his publications are available at <http://vitabooks.co.uk>.

Ania Dymarz is Head of Learning and Instructional Services at Simon Fraser University. Prior to coming to SFU, Ania worked at the University of Western Ontario and the University of Alberta. She is interested in researching the formal and informal structures and practices that define, constrain, and enable work in academic libraries.

Harriett Green is English and Digital Humanities Librarian and assistant professor, University Library at the University of Illinois at Urbana-Champaign. Her research focuses on the usability of digital humanities resources, digital pedagogy, and humanities data curation.

Kalina Grewal is the anthropology, sociology and women's studies librarian at the Scott Library at York University. Her current research interests are in information literacy and community engagement with the library.

Dr. Babak Hamidzadeh is Interim Dean for the University of Maryland Libraries as well as Associate Dean for Digital Systems and Stewardship at the UMD Libraries. He is also an affiliate associate professor with the Department of Computer Science and with the University of Maryland Institute for Advanced Computer Studies. Prior to joining the University of Maryland, Dr. Hamidzadeh served as Director of the Repository Development Center at the Library of Congress where for nearly seven years he led a team and a data center that developed and deployed large-scale digital archives and libraries.

Marni Harrington is an Associate Librarian at the University of Western Ontario where she manages a faculty supported library for the graduate community in the Faculty of Information & Media Studies. Marni's broad research interests include LIS education, professional development, and issues associated with academic librarians in Canada.

Dr. K. Alix Hayden is the Liaison Librarian for Education, Nursing, and Kinesiology at the University of Calgary, Alberta, Canada. Her main research area focuses on collaborations amongst academic and school librarians, and school library learning commons. Alix served on the Alberta School Library Services Initiative Committee which developed the Learning Commons Policy released in 2014.

Holly Hendrigan is a liaison librarian at SFU Surrey, and the Principal Investigator of the TechBC Memory Project. She has also worked for the Vancouver Public Library, the Legal Services Society, and BCIT.

Samantha Schmehl Hines is the Head Librarian for the Missoula College campus library of The University of Montana. She writes and presents widely on issues of online library services, information literacy instruction, and library middle management, and is the author of *Productivity for Librarians* (2010, Chandos), and *Revolutionizing the Development of Library and Information Science Professionals* (2014, IGI-Global).

Kristin Hoffmann is a librarian at the University of Western Ontario. She is currently serving as President for the University of Western Ontario Faculty Association (UWOFA), and she is the first librarian to serve as President of UWOFA. She previously served on the UWOFA Board, started the UWOFA Librarians and Archivists Stewards Committee, and served as UWOFA Vice-President. Kristin is an active researcher and her research interests include academic librarians' professional identity and the role of librarians as practitioner-researchers.

Nadine Hoffman, University of Calgary is currently the Natural Resources, Energy & Environmental Law Librarian at the Bennett Jones Law Library at the University of Calgary. Nadine's scholarship interests include teaching legal research, teaching with technology, embedded librarianship, carbon capture and storage, current awareness services, and interdisciplinary library services and legal research.

Andrea Johnston is in her third and final year at the University of Alberta, studying for a Masters of Library and Information Studies and a Masters of Arts in Humanities Computing. She is due to graduate Spring 2016.

Mary Kandiuk, MA, MLS, is a Senior Librarian at York University in Toronto, Ontario. She is co-editor (with Jennifer Dekker) of the collection *In Solidarity: Academic Librarian Labour Activism and Union Participation in Canada* published by Library Juice Press in 2014, and author of the chapter "Academic

Librarians at the Table: Bargaining for Parity” published in *In Solidarity: Academic Librarian Labour Activism and Union Participation in Canada* (Library Juice Press, 2014).

Blair Kuntz is the Near and Middle Eastern Studies Librarian at the University of Toronto.

Deborah Lee is a Cree, Mohawk and Métis librarian who first began a study of Indigenous research methodologies as an MLIS graduate student at the University of Alberta. She has worked at the National Library of Canada / Library and Archives Canada as a Reference Librarian and has been an academic librarian at the University of Saskatchewan since 2007. Her latest publication is as a co-editor of the book, *Aboriginal and Visible Minority Librarians: Oral Histories from Canada* in 2014.

Carol A. Leibiger is Associate Professor and Information Literacy Coordinator in the University Libraries at the University of South Dakota, in Vermillion, South Dakota. Her areas of research interest are communication theory applied to libraries, constructivist information-literacy instruction, and assessment. For fun, Carol teaches seminars on the works of J.R.R. Tolkien and H.P. Lovecraft.

Johnnieque B. (Johnnie) Love is the Special Projects Librarian of the Collection Development Department of Collection Strategies and Services Division at the University of Maryland, assigned to the Art Library. Prior to coming to the University of Maryland, she was the Education Librarian at Texas A&M University, College Station, Texas. Johnnie has served in national position for ACRL of ALA, serving as the 2013-2014 Chair of African American Studies Section.

Jessie Loyer is Cree-Métis from Michel First Nation. She's a librarian at Mount Royal University and her work focuses on Indigenous perspectives of information literacy.

Scott A. MacDonald is currently in his 2nd year pursuing a concurrent MLIS/PhD LIS at the University of Western Ontario. Scott's research interests include copyright and intellectual property rights literacy for the modern performing musician, utilizing critical theory and Aristotelian philosophy to understand and describe ownership in music performance, issues surrounding privacy and surveillance, and democratic theory and the democratization of information and the impact on the public sphere.

Ebony Magnus is the Assessment & User Experience Librarian at SAIT Polytechnic in Calgary, AB. In this role, she collaborates with her colleagues to critically evaluate and communicate the impact and value of the library for students and faculty. Ebony is an alumnus of the Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups (2014), a 2012-14 Association of Research

Libraries' Initiative to Recruit a Diverse Workforce Diversity Scholar, and a 2012 American Library Association Spectrum Scholar.

Jaclyn McLean has worked at the University Library at the University of Saskatchewan since 2013, after several years in public libraries. She is enjoying taking her public library skills into the academic realm, and developing a program of research using Evidence Based Library and Information Practice (EBLIP).

Caitlin McClurg is the Undergraduate Medical Education liaison librarian for the University of Calgary. Her areas of focus include information literacy for medical students and residents in courses such as Applied Evidence Based Medicine, Population Health and Family Medicine Clerkship. She also works with faculty clinicians by conducting literature searches in medical humanities and practice change topics.

Leeanne Morrow is the Head of Learner Support and Engagement Services for Libraries and Cultural Resources as well as the liaison librarian for Art and Art History. She has a keen interest in all forms of engagement and outreach but specifically a passion for information literacy instruction for Grade 12 high school student transitioning to post secondary learning environments.

Terri Miller is the Assistant Director for Public Services at Michigan State University.

Dr. Muhammad Sajid Mirza is a Principal Librarian at International Islamic University, Islamabad. He has served as Assistant Secretary to the Federal Branch of the Pakistan Library Association (PLA) during 2007-2011 and SLA Asian Chapter as a Country Representative during 2009-2010. He was the winner of Association for Information Science and Technology (ASIST) SIG-III InfoShare Membership Award 2011 and First Place Winner of ASIST SIG-III's International Research Paper Contest 2012.

Onan Mulumba is the Agricultural Librarian, Makerere University College of Agricultural and Environmental Sciences.

Katy Nelson is the Science and Engineering Librarian at the University of Victoria Libraries. Katy was the institutional repository librarian at Uvic for 10 years, and helped to develop UVicSpace, UVic's institutional repository. Before beginning her 25 year career at Uvic, Katy worked at the National Science Library in Ottawa (formerly CISTI) as a cataloguer and reference librarian.

Karen P. Nicholson is Manager, Information Literacy, at the University of Guelph, and a Ph.D. candidate at Western University. She has worked as an information literacy librarian and coordinator in

Canadian academic libraries since 2001 and has served as a faculty member with the ACRL's Information Literacy Immersion programs since 2011.

Tami Oliphant is an assistant professor at the School of Library and Information Studies at the University of Alberta.

Leanne Olson is a Metadata Management Librarian at Western University and a section editor of the journal.

Angela Pashia is an Assistant Professor and Instructional Services Librarian at the University of West Georgia. Her academic background is in cultural anthropology, emphasizing Marxist strains of economic anthropology and political ecology. She holds a MA in Anthropology from the University of Virginia and a MA in Information Science & Learning Technologies with an Emphasis in Library Science from the University of Missouri.

Dr. Margaret (Peggy) Patterson is a full-time faculty member in the Werklund School of Education at the University of Calgary. Dr. Patterson's research focuses on various aspects of the post-secondary environment including, but not limited to, creating healthy campus environments; teaching and learning in higher education; leaders, leadership and governance in higher education, and the evolution of the forms and functions of the higher education in Canada.

Paul R. Pival is the Research Librarian – Data Analytics at the University of Calgary

Manda Plavsá is Head of Collection Development and Access at OCAD University in Toronto. She received her MLIS from the University of Western Ontario in 2008 and her professional experience includes working both in academic libraries and for a library approval vendor. Her undergraduate studies in cultural anthropology strongly influence her interests, including the delivery of information services to marginalized groups and remote regions.

Zahra Premji is currently a student in the online MLIS program at the University of Alberta. She holds a BSc and PhD in Chemistry from the University of Calgary. Zahra worked as a student assistant at the Business Library – University of Calgary from 2003 to 2013.

Mark A. Puente is the director of Diversity and Leadership Programs at the Association of Research Libraries (ARL), a position he has held since March of 2009. Mark advises the ARL ClimateQUAL Team

on diversity issues and is also responsible for the ARL Career Resources and services, designing and directing the annual ARL Leadership Symposium and the biennial National Diversity in Libraries Conference (NDLC).

Suzanne Rackover is the Manager, Library and Archives at the Paul D. Fleck Library & Archives at The Banff Centre. Prior to coming to Banff, Suzanne completed internships at The National Gallery of Canada Library in Ottawa and ArtexTe in Montreal. She holds a Master of Library and Information Studies from McGill University (2010) and a Bachelor (1999) and Master (2003) in Art History from Concordia University in Montreal. Suzanne's research interests include artists' books in library collections and Canadian Jewish artistic production.

Muhammad Rafiq is a Faculty Member of the Department of Library & Information Science at the University of the Punjab in Lahore, Pakistan.

Ryan P. Randall is the Instruction & Outreach Librarian at the College of Western Idaho, a community college serving the greater Boise area. A graduate of Indiana University's library program, he came to librarianship after earning Master's degrees in English and Visual and Cultural Studies.

Nathalie Soini is Head, Information Services at Queen's University and also a section editor of *Partnership*.

Harriet Sonne de Torrens, MA, MIST., Ph.D., L.M.S. is an academic librarian at the University of Toronto Mississauga, Ontario; Chair of the University of Toronto Faculty Association's Librarians Committee and a member of the Executive. In 2015 she was awarded the Ontario Confederation of Faculty Associations Academic Librarians Award. For a list of publications see <https://utoronto.academia.edu/HarrietSonnedeTorrens>.

Elizabeth Stregger has worked at the University Library at the University of Saskatchewan since 2015. Prior to that she worked at the University of Manitoba Libraries in a variety of public and technical services roles.

Joanna Szurmak is a digital initiatives and science liaison librarian at the University of Toronto Mississauga Library. Since 2010, she has worked with the Centre for Teaching Support and Innovation (CTSI) at the University of Toronto on librarian instructional development. Szurmak has graduate degrees

in electrical engineering and information studies from the University of Toronto and publishes on science fiction and innovation

Yayo Umetsubo is the Liaison Librarian for Arts and Social Sciences and Education at Unama'ki College, Cape Breton University

Joanne Wadden holds an MLIS from the iSchool at the University of Toronto (2015) and an MA in Sociology from York University (2010). She is a part-time Reference Librarian at the Scott Library at York University.

Mary Weasel Fat is the Library Coordinator at Red Crow Community College located on the Kainai First Nation/Blood Reserve in Southern Alberta where she has worked since 1997. Most recently, Mary contributed a chapter to the *book Aboriginal and Visible Minority Librarians: Oral Histories from Canada*. Mary was also instrumental in establishing the Kainai Public Library in Standoff, the first public library on an Indian Reserve in Alberta. She is currently rebuilding the library (RCCC campus was destroyed in a fire in August 2015), teaching an English class, and is the Elders Coordinator at RCCC.

Wil Weston is currently the Head of Collections at San Diego State University and is the subject specialist for Public Affairs, Urban Studies, and LGBT Studies. He has earned his doctorate in Higher Education Administration & Leadership from the University of New Orleans and his MLIS from Louisiana State University, Baton Rouge. His recent publications include *The Transitioning Library Collection in the Generation X Librarian* (McFarland, 2011), and “Revisiting the Tao of Resource Sharing” in *Serials Librarian* (July, 2015). His research interests include undergraduate student persistence, resource sharing, online research behavior, and collection development.

Justine Wheeler is a librarian at the University of Calgary. She is the Head of the Business Library and of the Downtown Campus Library. Justine is also actively involved in the University of Calgary Faculty Association. Her work for the Faculty Association includes sitting on the Board of Directors, serving as a pension representative, and representing the Faculty Association on tenure and promotion committees. Justine is also a PhD candidate in the field of educational leadership.

Marianne Williams (MMSt/MI, University of Toronto, 2015) is an emerging artist and librarian with a particular interest in finding innovative and interesting ways to engage and empower communities through culture. Her artistic practice focuses on civic engagement, interactive and immersive media in

libraries. She is currently based in Banff, Alberta, while she completes a practicum at the Paul D. Fleck Library and Archives at the Banff Centre.

Anna Wilson works in the University of Alberta Weir Law Library as a student assistant, in access services, and is a Co-Host of Moccasin Telegraph on the CJSR Campus Radio Network.