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 (Earth Sciences 162)

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.

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

9:00am                   Keynote: Ry Moran (Earth Sciences 162)

As the first Director of the National Centre for Truth and Reconciliation (NCTR), it is Ry Moran’s job to guide the creation of an enduring national treasure – a dynamic Indigenous archive built on integrity, trust and dignity. Ry came to the centre directly from the Truth and Reconciliation Commission of Canada (TRC). Before joining the TRC, Ry was the founder and president of YellowTilt Productions, which delivered services in a variety of areas including Aboriginal language presentation and oral history. He has hosted internationally broadcast television programs, produced national cultural events, and written and produced original music for children’s television. Ry’s professional skills and creativity have earned him many awards, including a National Aboriginal Role Model Award, and a Canadian Aboriginal Music Award. Ry is a proud member of the Metis Nation.

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

The Truth and Reconciliation Commission (TRC) Roundtable will be an opportunity to learn about and discuss what academic libraries and other institutions are doing to implement the TRC Calls to Actions and Recommendations.
particularly as their efforts and innovations relate to the libraries and archives as well as providing access to the TRC archives. It will consist of five people including Ry Moran, Director of the National Centre for Truth and Reconciliation (NCTR). Each participant will have approximately 5 minutes to talk. After this, there will be a 15-20 minute question period with questions from the audience directed to the panel. The roundtable and questions period will be moderated by Camille Callison, Indigenous Services Librarian, University of Manitoba.

- Ry Moran (National Centre for Truth and Reconciliation)
- Ann Carr-Wiggin (University of Alberta)
- Yayo Umetsubo Yayo (Cape Breton University)
- Courtney Waugh (University of Western Ontario)
- Jessie Loyer (Mount Royal University)

12:00pm Lunch on your own

12:30pm CAPAL Meetings (Earth Sciences 54, 162 and 443);

The Research and Scholarship Committee meeting (open to all members) is at 12:30 in Social Sciences 1102. Directions: Take elevator to 11th floor Social Sciences. Exit elevator into lobby, which has two doors. Go through the door on the left. 1102 is the first room on the left.

1:30pm Concurrent Session 1a: Academic Librarians as Community Agents #1 (Earth Sciences 54)

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** (Earth Sciences 162)
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.

**Concurrent Session 1c: Learning about Learning #1** (Earth Sciences 443)
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 (Earth Sciences 54)

  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?
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.

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 2c: Mapping the Library #1 (Earth Sciences 443)
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 (Earth Sciences 54, 162 and 443)
6:00pm Dine Around

Day Two – Monday, May 30

8:00am Registration and Coffee (Earth Sciences 162)

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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 (Earth Sciences 162)
Convenor: Michael Dudley

- Vampire Slayers, Zombies and Cyborgs: The Librarian and Rheories 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 (Earth Sciences 54)  
  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 (Earth Sciences 443)
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
  Presenters: 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
Concurrent Session 4a: Re-theorizing the Library #2 (Earth Sciences 54)

Convenor: Camille Callison

  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 (Earth Sciences 162)

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** (Earth Sciences 443)
  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** (Earth Sciences 54)
  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.

  Concurrent Session 5b: Beyond the Book (Earth Sciences 162)
  Convenor: Édith-Anne Pageot

- Thinking Outside the Book: Experimenting with Creative Tool and Object Librarianship at the Banff Centre
  Presenter: Marianne 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 Through 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 (Earth Sciences 443)
Convenor: Sean Luy

- 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 over-all 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 (Earth Sciences 162)

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.

8:00am Concurrent Session 6a: Civic and Democratic Engagement #2 (Earth Sciences 54)
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 governments 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.

Concurrent Session 6b: Identity Matters #2 (Earth Sciences 162)
Convenor: Rhiannon Jones

• Case Study Research as a means of Understanding Communities
  Presenter: Margaret Patterson, Werklund 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 (Earth Sciences 443)
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 (Earth Sciences 54)
                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,
                Academic Identity, Exercising your Rights: Exploring Librarian Engagement with
                Faculty Associations (Earth Sciences 162)
                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:
   What are the benefits and challenges of engagement by academic librarians in faculty associations? This
   roundtable session will explore librarians’ participation in faculty associations through the themes of professional
   confidence, collegial governance, identifying as academic, and exercising your rights. The panelists will speak to
   these themes, based on relevant research and their experiences as leaders within their faculty associations. This
will be followed by a facilitated discussion with participants to share and further develop an understanding of librarians’ roles as academic staff within the university, how librarians can continue to engage with academic communities through their faculty associations, and the critical role this engagement plays.

**Concurrent Session 7c: PANEL: Developing Strong Town-Gown Relationships** (Earth Sciences 443)
Convenor: Sandra Cowan

Reaching out: Academic libraries and community needs

- Leanne 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 social media era**

**Chantal Hébert**, Journalist, *Toronto Star*

*Speaker bios are available on our website at: http://conference.capalibrarians.org/program/*