CAIS/ACSI 2025

53e Conférence annuelle de l'Association canadienne des sciences de l'information

'Retour vers le futur'

27-29 MAI, 2025 ~ HALIFAX, NOUVELLE-ÉCOSSE

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RECONNAISSANCE DU TERRITOIRE

L'Université Dalhousie exerce ses activités sur les territoires non cédés des peuples Mi'kmaw, Wolastoqey et Peskotomuhkati. Ces nations souveraines détiennent des droits inhérents en tant que peuples autochtones de ces terres, et nous avons tous des obligations collectives en vertu des traités de paix et d'amitié. L'article 35 de la Loi constitutionnelle de 1982 reconnaît et confirme les droits ancestraux et issus de traités des peuples autochtones au Canada.

Pour en savoir plus sur les relations avec les Mi'kmaq et les Autochtones à l'Université Dalhousie.

Nous reconnaissons que les Afro-Néo-Écossais constituent un peuple distinct dont l'histoire, l'héritage et les contributions ont enrichi cette partie du Mi'kma'ki connue sous le nom de Nouvelle-Écosse depuis plus de 400 ans.

 Apprenez-en davantage sur les liens qui unissent l'Université Dalhousie à la communauté afro-néo-écossaise.

Thématique de la conférence

'Retour vers le futur'

Le thème de cette année, « Retour vers le futur », fait référence à notre retour aux rencontres en personne pour la conférence de l'ACSI, après cinq années exclusivement en ligne.

Il évoque également la tradition vieille de plus d'un demi-siècle de la communauté de l'ACSI, qui consiste à échanger avec d'autres membres de notre communauté interdisciplinaire sur nos valeurs et notre mission communes, auxquelles nous nous référons continuellement pour nous guider à mesure que notre domaine évolue.

Tout comme ce thème nous ramène aux principes fondamentaux d'ouverture et d'inclusivité de la CAIS, il nous tourne également vers l'avenir de notre domaine.

Il pose la question suivante : comment puiser dans notre passé et en tirer des enseignements pour façonner notre avenir ?

Les chercheurs et les praticiens qui composent notre communauté peuvent réfléchir à nos origines, à notre destination et aux liens qui unissent le passé et l'avenir, alors que nous nous réunissons en tant que communauté universitaire dans le présent.

Conférence principale

"Libraries at the end of the world"

Depuis 2021, les bibliothèques sont devenues la cible de forces organisées qui cherchent à supprimer les récits des personnes LGBTQIA+ et BIPOC ainsi que notre histoire. Les tentatives visant à retirer des livres des rayons des bibliothèques ont atteint des chiffres records, tandis que des États tels que la Floride, l'Idaho, le Texas et le Missouri ont inscrit la censure dans leur législation. Ces restrictions au droit de penser, d'écrire et de lire placent les bibliothèques au cœur de la lutte pour la démocratie.

Emily Drabinski est professeure agrégée à la Graduate School of Library and Information Studies du Queens College (CUNY).
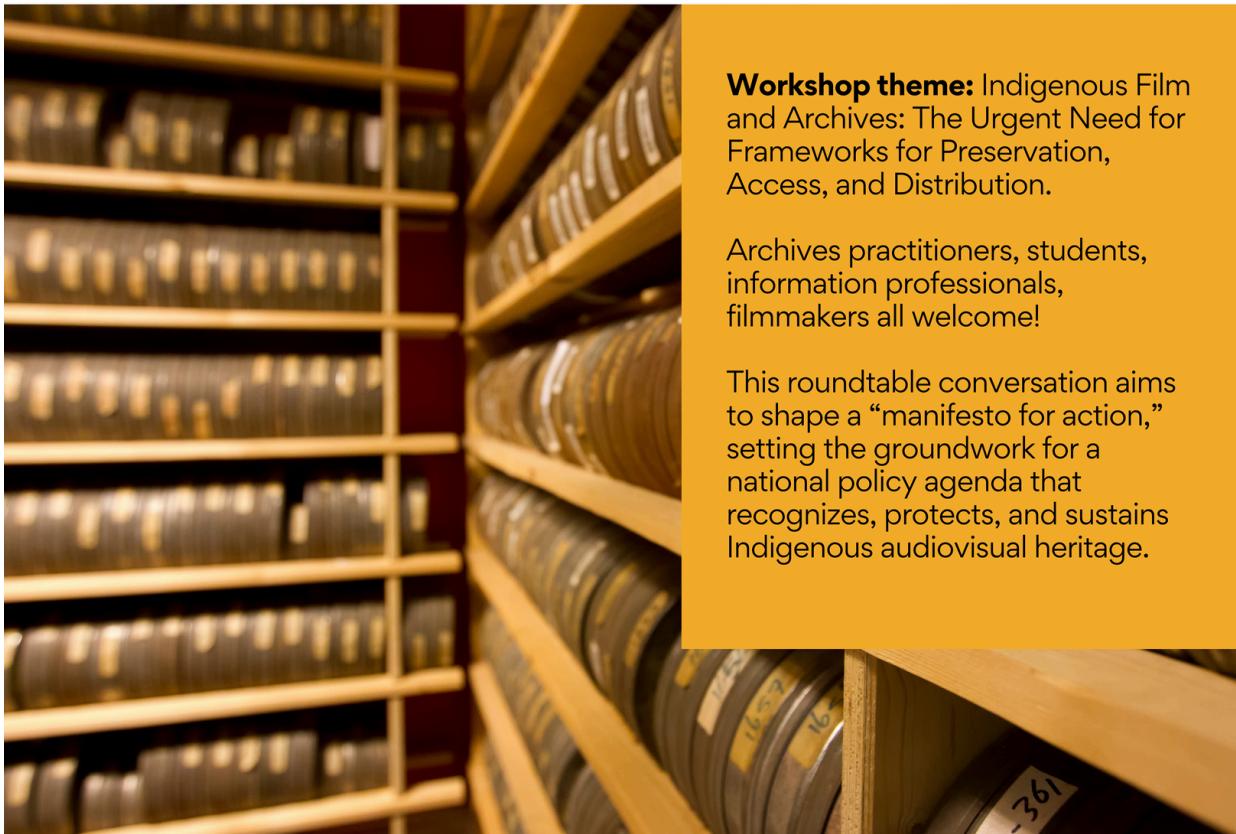
Ses travaux portent sur les perspectives critiques en bibliothéconomie, notamment l'organisation des connaissances, la maîtrise de l'information et la formation. Mme Drabinski est l'ancienne présidente de l'American Library Association.

ARCHIVES IN ACTION

TOWARD A NATIONAL POLICY ACTION PLAN FOR MARGINALIZED AND VULNERABLE AUDIOVISUAL ARCHIVES

Workshop theme: Indigenous Film and Archives: The Urgent Need for Frameworks for Preservation, Access, and Distribution.

Archives practitioners, students, information professionals, filmmakers all welcome!

This roundtable conversation aims to shape a "manifesto for action," setting the groundwork for a national policy agenda that recognizes, protects, and sustains Indigenous audiovisual heritage.

WORKSHOP

KENNETH C. ROWE MANAGEMENT BUILDING, DALHOUSIE UNIVERSITY
MONDAY, MAY 26, 2:30-4:30 PM
FOOD AND DRINKS PROVIDED AT 4:30 PM

Contact: stacy.allison@dal.ca

FREE REGISTRATION!

REGISTER HERE

CAPPED AT 25 PARTICIPANTS.

Social Sciences and Humanities Research Council of Canada   Conseil de recherches en sciences humaines du Canada

archives in | en action

UNIVERSITY OF TORONTO SCARBOROUGH

DALHOUSIE UNIVERSITY

Événements associés
Projection de film et table ronde

ARCHIVES IN ACTION

BEYOND THE REEL: SUSTAINING INDIGENOUS CULTURE THROUGH FILM

FILM SCREENING & PANEL DISCUSSION

FEATURING FILMS BY CATHERINE MARTIN AND SHALAN JOUDRY

POTTER AUDITORIUM, KENNETH C. ROWE
MANAGEMENT BUILDING, DALHOUSIE UNIVERSITY
MONDAY, MAY 26, 7:00-9:30 PM (DOORS AT 6:30 PM)

Contact: stacy.allison@dal.ca

REGISTER HERE

PANEL: CATHERINE MARTIN IN DISCUSSION WITH DR. MARY ELIZABETH LUKA
MODERATED BY DR. STACY ALLISON-CASSIN

CATHERINE MARTIN   DR. MARY ELIZABETH LUKA

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UNIVERSITY OF TORONTO SCARBOROUGH

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Forum de la recherche étudiante de l'ACSI

Date et heure : Mercredi 28 mai, de 13h à 14h 55 (heure avancée de l'Atlantique) (en personne, avec possibilité de participer en ligne si nécessaire).

Objectif : En tant qu'étudiants diplômés en bibliothéconomie et sciences de l'information, nous ne sommes pas seulement des acteurs du présent, nous sommes l'avenir de notre domaine.

Le thème de l'ACSI de cette année, « Retour vers le futur », nous invite à réfléchir à la manière dont les connaissances et les traditions du passé façonnent l'évolution de notre discipline. Dans cet esprit, le forum étudiant offre aux jeunes chercheurs un espace pour discuter de leurs recherches, échanger des idées et nouer des liens avec leurs pairs, tout en explorant les défis et les opportunités qui se présentent aux étudiants diplômés en bibliothéconomie et sciences de l'information.

Cette session est conçue pour favoriser des conversations enrichissantes, des commentaires constructifs et un sentiment de communauté parmi les étudiants de maitrise et de doctorat. En partageant nos expériences et nos parcours de recherche, nous construisons ensemble les fondations de l'avenir de la bibliothéconomie et sciences de l'information.

Structure : Les étudiants présenteront de manière informelle un aspect de leurs recherches pendant 5 à 10 minutes, puis une discussion suivra. L'accent est mis sur la discussion informelle et l'échange.

Visite du département des sciences de l'information

Joignez-vous à nous pour une brève visite guidée du département des sciences de l'information de Dalhousie!

Rendez-vous à l'étage avec un groupe provenant de l'atrium Rowe à 12 h 35 le deuxième jour du congrès, ou dirigez vous directement au quatrième étage (suite 4010).

Nous vous présenterons un aperçu de l'histoire du programme de maîtrise en sciences de l'information, qui existe depuis maintenant un demi-siècle!

Assemblée générale annuelle de la CAIS

Vous êtes invités ! L'assemblée générale annuelle de l'Association canadienne des sciences de l'information a lieu chaque année le dernier jour de la conférence de l'ACSI. Tout le monde est le bienvenu !

Détails
Date : jeudi 29 mai
Heure : 12h15 à 14h (HAE)
Voyez l'heure dans votre fuseau horaire

Lieu: Salle 1007, Kenneth C. Rowe Management Building, Dalhousie University

Le lien Zoom (pour les participants en ligne) est disponible sur le site web de la conférence de l'ACSI.

L'agenda de AG est disponible ici ici.

Enquête de suivi de la conférence

Nous vous invitons à remplir une enquête de suivi après la conférence. Nous souhaitons connaître votre expérience à l'ACSI afin de nous améliorer pour les années à venir.
Vous trouverez l'enquête ici.

Aperçu du programme

ÉVÉNEMENTS ASSOCIÉS~ LUNDI, 26 MAI 2025

Début	Fin	Rowe 3001	Potter Auditorium
14h30	16h30	Atelier "Archives in Action"	
16h30	18h30	Nourriture et rafraîchissements pour les participants à l'atelier	
19h00	21h30		Projection de film et table ronde

Aperçu du programme

Début	Fin	Atrium	Rowe 1009	Rowe 1007	Rowe 1016
8h15	9h00	Inscription / Café et viennoiseries			
9h00	9h20		Mot de bienvenue		
9h20	10h20		Conférence principale		
10h20	10h40	Pause			
10h40	11h10		Cérémonie des prix		
11h10	12h25		Présentation des prix des meilleurs articles		
12h25	13h25	Dîner			
13h25	14h40			Session 1	Session 2
14h40	14h55	Pause			
14h55	16h10			Atelier "Respectful Terminologies"	Session 3
16h10	17h00	Sessions d'affiches en personne			
18h00	20h00	Réception de la conférence au The Social			

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Aperçu du programme

Début	Fin	Atrium	Rowe 1007	Rowe 1016	Rowe 5053
8h15	9h00	Café et viennoiseries			
9h00	10h15		Session 4	Session 5	
10h15	10h30	Pause			
10h30	10h55		Session 6	Session 7	
11h45	13h00	Dîner / Visite du Department of Information Science (12:35-13:00)	Session d'affiches en ligne		
13h00	14h15		Session 8	Session 9	Forum étudiants
14h15	14h30	Pause			
14h30	15h45		Session 10		Forum étudiants
18h00	Tard	Dîner et musique à l'Old Triangle (salle Seanchai)			

Aperçu du programme

Début	Fin	Atrium	Rowe 1007	Rowe 1016
9h15	9h40	Café et viennoiseries		
9h40	11h20		Session 11	Session 12
11h20	11h40		Cérémonie de clôture	
11h40	12h00	Pause/ dîner léger		
12h00	14h00		Assemblée générale annuelle de l'ACSI	
14h25	16h00	Visite guidée en groupe du lieu historique national de la Citadelle d'Halifax		

Prix du meilleur article de la conférence de l'ACSI

Prix du meilleur article

Sarah Barriage, University of Kentucky, Beth Strickland Bloch, University of Kentucky et Ena Prskalo, University of Kentucky

'What does a librarian look like? Understanding undergraduate student perceptions of librarians'

Enduring stereotypes and contemporary discourse surrounding librarianship as a profession may influence students' decisions to use the library and to consider librarianship as a viable career path. This pilot study explores undergraduate students' perceptions of librarians using a drawing activity. Participants were asked to draw a librarian and to provide a description of their drawing using the draw-and-tell or draw-and-write technique. They were also asked to complete a brief survey with questions focused on participant demographics and library use. Study findings may inform recruitment, marketing, and outreach efforts.

Prix du meilleur article rédigé par un praticien

Andrew Weiss, California State University, Northridge

'Exploring Dehumanization and Infrahumanization as Underlying Factors in Misinformation Belief and Spread'

An examination of the literature in misinformation research shows a gap in the area of dehumanization and the related phenomenon of infrahumanization, each of which demonstrates how individuals reduce the human characteristics of others in blatant or subtle ways. This paper examines dehumanizing and infrahumanizing behavior as potential motives and user characteristics in the spread of and belief in misinformation. It is theorized that attitudes expressed against outgroup members reflect the degree to which one infrahumanizes others, with the result that one might more willingly believe and spread misinformation about a targeted outgroup. This paper contributes to the literature in its suggestion of a novel and understudied area in misinformation, identifying key concepts and important considerations for advancing the field of misinformation studies.

Prix étudiant de l'ACSI

Adelaide Tracey, Université de Montréal et Anton Boudreau Ninkov, Université de Montréal

'Cycles of Bias: Soft Censorship in Libraries'

Library professionals, often without knowing, can indirectly reduce access to information, a phenomenon known as soft censorship. This research-in-progress conceptualizes key aspects of soft censorship and identifies conditions conducive to soft censorship in libraries. The individual and systematic biases that form the cycles that facilitate soft censorship become evident through this conceptualization, including content warnings, neutrality, subject headings, hiring, and publishing. In future work, we will analyze other areas where soft censorship has the potential to proliferate, including acquisitions, weeding, and reference, to obtain a fuller picture of soft censorship.

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Session 1

Modératrice: Chantal Ripp

Rowe 1007 et Zoom A

27 mai 13h25 - 14h40

Supported Yet Isolated: Graduate Student Perspectives On Building Community Through Discussion Forums in an Online Accelerated MLIS Program

Mary H. Moen, University of Rhode Island et Lauren H. Mandel, University of Rhode Island

This paper explores graduate students' experiences and perceptions of using discussion forums to build a sense of community in an accelerated online Master of Library and Information Studies program. The Classroom Community Short Form survey was adapted to include short answer questions. The results suggest that while students feel supported and that they care about each other, they still feel isolated. Discussion forums that were informal, provide peer to peer interaction and participation by the instructor were more likely to create a sense of community.

Theorizing Improved NLP Features for Promoting Behavior that Supports CMC Users' Subjective Well-Being

Sarah E. Cornwell, University of Western Ontario

This work-in-progress identifies gaps in the current Natural Language Processing (NLP) approaches for pro-social communication detection by organizing the state-of-the-art NLP feature detection approaches according to models of Subjective Well-Being (SWB) from Positive Psychology. We need to better understand the current state of the field and what features of prosocial computer-mediated communication (CMC) we have yet to address.

Canadian Libraries Use by Immigrants from Ukraine

Lana Soglasnova, University of Toronto Robarts Library et Veronika Makarova, University of Saskatchewan

This presentation addresses the use of libraries by Ukrainian immigrants in Canada based on a mixed methods study conducted primarily in Saskatchewan and Alberta, Canada. The objectives are to investigate the frequency and purpose of library use by the participants, and their preference for library type and services. The findings are important for improving library services to immigrants and refugees.

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Session 2
Modératrice: Constance Poitras

Application des LLM et des technologies sémantiques pour l'extraction de données dans les revues de littérature : une étude pilote en bibliothéconomie et sciences de l'information
Camille Demers, Université de Montréal

Cette étude pilote évalue les capacités de deux LLM, Mistral Small 3.1 et GPT-4o mini, à effectuer une tâche d'extraction d'information basée sur une ontologie afin de soutenir la conduite de revues de littérature en bibliothéconomie et sciences de l'information. Un échantillon de quatre revues systématiques publiées a été sélectionné comme données de référence. Les publications en libre accès incluses dans ces revues (n = 47) ont été collectées puis fournies aux modèles pour extraire différents types d'informations sémantiques, en s'appuyant sur les classes de l'ontologie Document Components Ontology (DoCO). Ces résultats préliminaires mettent en lumière les opportunités et les défis liés à l'utilisation de l'IA et des technologies sémantiques pour soutenir la réalisation de revues de littérature en sciences sociales.

A Study of Graduate Students' Experiences of Artificial Intelligence at the University of New Brunswick
Catherine Gracey, University of New Brunswick, Julie Morris, University of New Brunswick, Richelle Witherspoon, University of New Brunswick et Erik Moore, University of New Brunswick

Artificial intelligence (AI) is increasingly being used by students in higher education for a wide range of tasks, such as brainstorming, finding information, or drafting papers. While we understand the general use cases for AI in the classroom, there is a gap in the research about students' processes for learning, evaluating and implementing new tools into their learning workflows. This talk summarizes the initial findings of focus groups conducted with graduate students at the University of New Brunswick that explored student perceptions of—and experiences with—AI technology.

Adventurers and Algorithms: AI and the Evolution of TTRPG Gameplay
Juliana Hirt, University of Wisconsin-Milwaukee et Wan-Chen Lee, University of Wisconsin-Milwaukee

Modern tabletop role-playing games (TTRPGs) have received increasing attention in library and educational contexts due to their ability to serve as an alternative experiential learning opportunity. However, common TTRPG safety frameworks lack consideration for the adoption and impact of AI tools. To address this gap, this study employs a qualitative approach to explore how AI tools are used in TTRPGs and players' concerns related to fairness, bias, and safety. The findings aim to aid the development of more comprehensive safety frameworks for AI-integrated TTRPG experiences.

Session 3
Modérateur: Bertrum MacDonald

Rowe 1016 et Zoom B

27 mai   14h55 - 15h45

Further to Go: The Pervasive Use of Undesirable Models and Language in Research on Neurodivergence in Academic Libraries

Catharina Ochsner, Humboldt-Universität zu Berlin et Jesse David Dineen, Humboldt-Universität zu Berlin

It has been suggested that LIS literature discussing neurodivergence uses undesirable models of disability and undesirable language despite growing advocacy for alternatives. We examine the models and language used in 44 works on neurodivergence and academic libraries and find that 95% of those works use undesirable language like patronising, person-first, and medicalised/deficit-focused language. The medical model is never explicitly used, but numerous works with no explicit model use medicalised/deficit-focused language. Although no works use explicitly ableist language, undesirable language is present even in works using the social model of disability. Recommendations for future research and practice are provided.

Black Women In STEM: Reimagining the Role of Information Science as a Pathway to STEM Equity in the United States

Joanna Adewunmi, University of Illinois et Melissa Ocepek, University of Illinois

The persistent underrepresentation of Black women in Science, Technology, Engineering and Mathematics (STEM) fields is largely attributed to their race and gender. With measures and interventions being continually undertaken to attain race and gender parity in STEM workforce, there is a lack of information science-based approaches in literature and practice. This might account for the less progress and increase recorded in the participation of Black women in the profession. This gap in STEM fields is an issue of national importance that seeks urgent solution. This paper aims to highlight the experiences of Black women in STEM, and implications for policy and practice.

Framing Disability: Understanding the Future of Post-Secondary Student Accessibility Accommodations by Documenting Past Experiences

Drew Fitzgerald, Dalhousie University

The information structures, styles and priorities of those in the disabled community are vastly different from those that make up academic culture, creating a disparity between the needs of disabled students and the support of the university accommodations system. With mixed methods data that describes the post-secondary accommodations system, a model of overlapping frames of information access and use could be created that would allow for an in-depth analysis of information and the disabled post-secondary experience. In addition to contributing to the literature on post-secondary disability and accessibility, this research will also produce concrete recommendations to improve post-secondary accommodations systems.

Teaching with Archival Materials Using a Trauma-Informed Framework

Jennifer Follen, University of Rhode Island

Working through selecting materials for a syllabus, problematic issues arise in both processed and unprocessed materials. There's a professional urgency in including a trauma-informed framework in instruction and ensuring that people working and viewing collections have the necessary context, preparation, and tools to interpret archival material and manage traumatic responses. Teaching with primary sources requires a knowledge of educational and archival pedagogy. The following paper is a self-reflective exploration into previous work setting a foundation for the models and frameworks still vital in my current role.

Session 4
Modératrice: Ping Li

Rowe 1007 et Zoom A

28 mai 9h00 - 10h15

Extreme Sport and Information: Initial Findings of Technical Cave Diver's Information-Seeking Behaviours

Toni Beaton, Halifax Public Libraries et Stacy Allison-Cassin, Dalhousie University

Using the participatory, arts-based information world mapping (IWM) method, this study investigated the information-seeking behaviors of cave divers before, during, and after cave dives. Cave diving is considered an extreme sport, in which technical divers trained in overhead environments penetrate flooded cave systems. 20 participants were interviewed using the IWM technique and semi-structured open-ended questions. Verbatim clean transcriptions and participant maps were coded using thematic content analysis. Participant data suggests cave divers may be intentionally restrictive in their information-sharing behaviors, choosing vetted contacts willing to reciprocate information exchanges.

Parental HIV Disclosure: Scoping Literature Review with a Lens on Information Behavior

Katherine Veeninga, Dominican University

Many children have been and continue to be impacted by parents living with HIV/AIDS and disclosure of parental positive HIV/AIDS status to their children has multiple benefits. Research has been done on the prevalence and influencing factors of parental HIV disclosure however many identified gaps in research have not yet been fulfilled. The application of an information behavior theoretical framework may enable an opportunity to fulfill such research gaps. This is a scoping literature review that aims to align previously identified research findings about parental HIV disclosure to opportunities that may benefit from the application of information behavior theory and answer the questions: 1) What research has been done about parental HIV disclosure? 2) How has information theory been applied to research about parental HIV/AIDS disclosure?

Employment-Related Information Experiences of Bangladeshi Immigrants in New York City

Nafiz Zaman Shuva, Queens College, City University of New York (CUNY)

This work in progress paper presents findings from 26 semi-structured interviews with Bangladeshi immigrants in New York City, focusing on their employment-related information experiences. It examines the role of personal networks such as friends, family, and co-ethnic community members in providing employment-related information before and after arrival. In this study, while some participants reported receiving helpful and timely employment-related information and support, others encountered outdated, vague, or misleading information and advice. Initial findings of this underscore immigrants' complex, culturally situated employment-related information experiences and offer valuable insights for scholars in information science, migration studies, public policy, and related disciplines.

Session 5

Modérateur: Anton
Boudreau Ninkov

Rowe 1016 et Zoom B

28 mai 9h00 - 10h15

A Window into Generative Artificial Intelligence Under Copyright Law & Policy in Canada

Alissa Centivany, University of Western Ontario

Generative artificial intelligence (GenAI) challenges and alters existing sociotechnical practices and regulatory schemes. This research provides a window into the current Canadian copyright law and policy context concerning GenAI, offering insights derived from existing legal precedent and policymaking efforts. Key issues addressed include the varied nature of policymaking processes, the copyright implications of text and data mining (TDM) and GenAI training models, the evolving roles of licensing and data curation, and ethical considerations around transparency. This work offers perspective on the current state of Canadian copyright law regarding AI and provides guidance on where future policymaking efforts and reforms are most needed.

AI in Canadian LIS Journals: A Text Analysis

Gail M. Thornton et Emily Kroeker, Prairie College

Since its inception in 1955, the term "artificial intelligence" (AI) has seen a recent revival with generative AI. But what does this mean for Canadian Library and Information Sciences (LIS) responses? Text analysis was performed in 56 AI publications from nine Canadian LIS journals spanning 1982 to 2024. Using diachronic and sentiment trends, the identified corpus highlights that past familiarity with more traditional AI has led to a balanced and possibly more critical sentiment that provides context, acceptance, and concern for future generative AI technologies within the Canadian LIS landscape.

Conceptualizations of Information Science by Large Language Models

Ali Shiri, University of Alberta

This paper reports a comparative study of how large language models understand and represent the domain of information science. Five large language models were selected for this study, namely ChatGPT, Perplexity.ai, Google Gemini, Meta AI and Claude. A set of five prompts was utilized in this study for comparison. The findings suggest differences and variations in how these LLMs conceptualize and represent information science, its definitions, and interdisciplinarity, theoretical models, and methods.

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Session 6

Knowledge Organization in a Dangerous Time (panel)

Julia Bullard, University of British Colombia
Melissa Adler, University of Western Ontario
Stacy Allison-Cassin, Dalhousie University
Sharon Farnel, University of Alberta Library
Ali Shiri, University of Alberta

Knowledge organization (KO) work is both critical and risky in the context of rising fascism, creating tools that support both discovery and censorship. Contemporary approaches require knowing how our design work contributes to either outcome. In this panel, we will apply our collective expertise in critique and design of knowledge organization to explore ethical approaches to KO work in dangerous times.

Modérateur: Nafiz Shuva

Rowe 1016 et Zoom B

28 mai 10h30 - 11h45

Cultural Heritage Informatics: Past, Present, and Future

Tyler Youngman, Syracuse University, Sebastian Modrow, Syracuse University et Isaac Meth, Syracuse University

This paper briefly traces the informational history and contemporary formal establishment of Cultural Heritage Informatics as a distinct domain within IS/LIS, motivated by recent calls for more critical, ethical, and community-oriented interrogations of IS/LIS practices and professional identity. We unpack the conceptual history and disciplinary intellectual geography of cultural heritage and informatics to recount prior interpretations of the field. Next, we articulate a holistic domain-specific informatics model to guide the study of cultural heritage within IS/LIS. We conclude by articulating ethical imperatives and new directions for Cultural Heritage Informatics in research, teaching, and practice.

Public Library-Led Digital Literacy Training to Older Adults in Social Housing

Brian Detlor, McMaster University

This paper describes an in-progress two-cycled Action Research investigation of public library-led digital literacy training to older adults in social housing. Prior to the first cycle, the digital literacy needs and training preferences of CityHousing Hamilton (CHH) older adults were identified. These findings were then used to design and evaluate an Android tablet training program delivered by Hamilton Public Library (HPL) to CHH older adults onsite at their CHH place of residence (Cycle One). Findings from Cycle One were then used to design and implement another iteration of onsite HPL-led tablet training to CHH seniors (Cycle Two).

The Librarian's Role in Fostering Positive School-Wide Reading Culture in Georgia Schools

Sarah Sansbury

This study examines how librarians in Georgia's K-12 public schools foster positive reading cultures. Using qualitative research, it explores how librarians promote reading engagement by creating inviting library spaces, curating diverse collections, developing programs that encourage reading for pleasure and academic growth, and collaborating with school community members. The research is guided by the Reading Culture framework, adapted from a combination of the cultures framework and the Expectancy-Value Theory of Achievement Motivation. This framework contextualizes how librarians influence reading culture through resources, programming, and relationships. This study's findings contain best practices for encouraging student reading engagement and increased literacy growth.

Addressing Teen Mental Health Needs at Individual and Community Levels

Irene lopatovska, Pratt Institute, Allison Cathey, Pratt Institute, Celia Coan, Pratt Institute, Melissa Bowden, Pratt Institute, Harrison Cortellesi, Pratt Institue, Alain Laforest, Pratt Institute, Van Nguyen, Pratt Institute et Hannah Ramirez, Pratt Institute

The study explored how to support teen resilience by examining the experiences of adolescents in the U.S. and Ukraine. Semi-structured interviews with parents from the U.S. and Ukraine were used to investigate the emotional distress experienced by adolescents and the resilience strategies and resources they use. Ukrainian and U.S. parents' reports share many similarities and demonstrate the importance of community institutions in supporting teens. Findings suggest that libraries can support adolescents by offering curated content and mental health assistance and by providing safe spaces (digital and physical) to obtain information and socialize with peers.

Library SCEB Model: Advocating Positive Psychology Interventions in Library Settings

Sodiq Onaolapo, University of Western Ontario et Victoria Rubin, University of Western Ontario

Library SCEB is a model that reframes library practices by building on elements from prominent theories in the positive psychology movement. We assert that certain types of space redesign (S), collection building (C), innovative events and programming (E), and bibliotherapy (B) are closely aligned with Positive Psychology Interventions (PPIs), which have been found experimentally to successfully improve subjective wellbeing (positive emotions, engagement, character strengths) in several disciplines, including education, health care, and organizational studies. We identify challenges with the Library SCEB efforts and recommend strategies for further integration of PPIs in the context of academic, public, and school librarianship.

"Like a Splinter had Come Out of Her": A Poetic Inquiry of Shared Reading

Alison Brown, Dalhousie University

Poetry offers a valuable resource at this moment of need for language that not only informs but also connects, enacts, and creates. With this paper, I present a selection of findings from the poetic inquiry phase of my doctoral research examining what happens when we bring people together to read aloud and discuss literary works. I create and share three sets of poems: found poems from the transcripts of my interviews with reading group participants, found poems from the work of relevant theorists, and threshold poems that weave in my voice as the poet-researcher. The poems reveal how the cultivated liminal space of shared reading can engender a practice of listening otherwise experienced as a process of relational wellbeing.

Session 9

Modérateur: Marc-André Simard

Rowe 1016 et Zoom B

28 mai 13h00 - 14h15

Diamond Open Access and Open Infrastructures Have Shaped the Canadian Scholarly Journal Landscape Since the Start of the Digital Era

Simon van Bellen, Érudit et Lucía Céspedes, Érudit

Scholarly publishing involves multiple stakeholders having various types of interest. In Canada, the implication of universities, the presence of societies and the availability of governmental support for periodicals seem to have contributed to a rather diverse ecosystem of journals. This study presents in detail the current state of these journals, in addition to past trends and transformations during the 20th century and, in particular, the digital era. To this effect, we created a new dataset, including a total of 1256 journals, 944 of which appeared to be active today, specifically focusing on the supporting organizations behind the journals, the types of (open) access, disciplines, geographic origins, languages of publication and hosting platforms and tools. The main overarching traits across Canadian scholarly journals are an important presence of Diamond open access, which has been adopted by 62% of the journals, a predominance of the Social Sciences and Humanities disciplines and a scarce presence of the major commercial publishers. The digital era allowed for the development of open infrastructures, which contributed to the creation of a new generation of journals that massively adopted Diamond open access, often supported by university libraries. However, journal cessation also increased, especially among the recently founded journals. These results provide valuable insights for the design of tailored practices and policies that cater to the needs of different types of periodicals and that take into account the evolving practices across the Canadian scholarly journal landscape.

A Bibliometric Analysis of Research by Canadian Library and Information Science Academics and Practitioners

Jean-Sébastien Sauvé, Université de Montréal, Madelaine Hare, University of Ottawa, Geoff Krause, Dalhousie University, Constance Poitras, Université de Montréal, Poppy Riddle, Dalhousie University et Philippe Mongeon, Dalhousie University

Using data from the Canadian Publications in Library and Information Science Database, this study maps the scholarly contributions of Canadian LIS scholars and academic librarians to the field of LIS and examines whether Canadian LIS research is characterized by silos. This paper examines the similarities and differences in publications, impact, topics, and publication venues between academic librarians and scholars in Canada, as well as the extent to which academics and practitioners engage in research collaborations or reference each other's work. While there is some overlap in research topics and publication venues between LIS academics and academic librarians, the two groups appear to act as distinct research communities with distinct topical foci and publishing habits. The two groups also do not appear to engage with each other strongly, either through collaboration or citing each other's work.

Exploring Alternative Formats of University-Community Engaged Knowledge Mobilization

Heather O'Brien, University of British Columbia, Evan Mauro, University of British Columbia, Kirby Manià, University of British Columbia et Avneet Dhillon, University of British Columbia

This paper discusses the use of alternative formats (e.g., videos, clear language summaries, infographics) in scholarly communication and knowledge mobilization. We draw upon two examples: 1) a community-engaged learning project (2019–present) and 2) a multiyear research project (2018–2023), both connected to a larger university-community initiative to make research accessible to non-university audiences. We focus on the use of alternative formats within these projects and efforts to evaluate their value for various constituents, e.g., students, instructors, researchers, and community participants. We report on what we have learned through these projects and argue that it is critical to understand the utility of alternative formats to motivate scholars to mobilize their work and to support research use amongst community knowledge users.

Rowe 1007 et Zoom A

28 mai 14h30 - 15h45

Information, the Library, and Late(r) Capitalist Ideology
John Budd, University of Missouri

Society today may be seen to be, in the words of Guy Debord, a spectacle. This essay examines what exactly that means, within the context of a state of later capitalism. There are attacks on the library and on information as people tend to take belief to equal knowledge. The entirety of the present state of affairs is looked at with capitalism and ideology taken into account. The plausibility of ideas constitutes the ultimate measuring stick.

"Why Should I Stay?" Canadian Black Youth and Public Libraries
Amber Matthews, Old Dominion University

This study used narrative inquiry and critical approaches to race to explore Black youth perceptions of public libraries and community-based programs. The study was conducted in Ontario with youth aged 13 to 24 and parents of youth. Data was drawn from semi-structured interviews with youth and parents and an arts-based qualitative tool. Libraries were identified as safe and welcoming community spaces. However, youth feel poorly represented and seek youth programs with a race-conscious and inclusive approach. Core recommendations include equitable approaches to representation, strengthening relationships with partner organizations, and addressing performative approaches to inclusion.

Supporting Global Equity in Documentary Heritage with a Free, Minimal Computing Solution for Creating Sustainable and Accessible Digital Exhibitions: The Case of Zulima
Pamela Carson, Concordia University et Francisco Berrizbeitia, Concordia University

The Global South's documentary heritage is less online than the Global North's and tools and methods are needed for enhancing the discoverability of collections where resources are constrained. The Zulima collection, late 19th- and early 20th-century documents pertaining to an important female Venezuelan author and playwright is a collection at risk of being lost as there are currently no memory institutions in Venezuela that can safely keep it. This project proposes a way to expand on existing metadata management software, SWALLOW, minimal web templates, a data export to Wikidata, and free asset hosting, to make this collection available online and accessible for future researchers.

Session 11
Modérateur: Philippe Mongeon

L'état des frontières sous-disciplinaires en bibliothéconomie et sciences de l'information : entre porosité et étanchéité

Constance Poitras, Université de Montréal

Cette présentation d'une thèse de doctorat en cours explore la structure disciplinaire de la bibliothéconomie et des sciences de l'information (BSI) en analysant 206 thèses canadiennes complétées entre 2010 et 2024. L'étude examine la répartition des recherches par sous-champs, l'influence des disciplines externes, le corpus de littérature commun et les choix épistémiques des thèses. À travers des analyses bibliométriques et qualitatives, elle vise à mieux comprendre la fragmentation de la discipline et les interactions interdisciplinaires, tout en mettant en lumière les implications pour la cohésion et le développement de la BSI. Des résultats préliminaires seront disponibles pour la conférence.

Mapping SDGs by Faculty to Find New Interdisciplinary Collaborations: a Type of Linked Literature Analysis

Jeffrey Demaine, University of Western Ontario

Partnerships are essential to achieving the United Nations' Sustainable Development Goals. In academia, interdisciplinary research can help to address complex challenges related to the Goals. This paper offers a structured approach to identifying current and potential research collaborations across faculties at a Canadian university. Publications from the Dimensions database with an SDG categorization were matched against publications indexed by the university's Research Information Management System. Potential interdisciplinary research collaborations are then identified by matching authors from different faculties who both have publications within the same research category. Intriguingly, this technique for linking potential collaborators via a shared research category is similar to the hypothesis-discovery model first proposed by Swanson in the 1980s for use in the biomedical field. The utility of this technique for inferring new relationships suggests that it is an archetypal pattern in information science which has applicability in other contexts. Indeed, interest in these techniques is growing as Large Language Models allow causal relationships to be extracted from a broader range of fields.

Discriminations au sein des professions et métiers documentaires au Québec, qu'en est-il? Résultats d'une enquête sur la réconciliation, l'équité, la diversité et l'inclusion (RÉDI)

Christine Dufour, Université de Montréal, Marie D Martel, Université de Montréal, Micheline Brûlé, Services Documentaires Multimédia, Jennifer Ricard, Bibliothèque et Archives nationales du Québec et **Julie Lise Simard, Université de Montréal**

Cet article examine les enjeux de réconciliation, d'équité, de diversité et d'inclusion (RÉDI) dans les milieux documentaires québécois, à travers une enquête réalisée par la Fédération des Milieux Documentaires (FMD) et l'Université de Montréal. Fondée sur un questionnaire en ligne complété par 602 personnes participantes, l'étude dresse un portrait inédit et détaillé des travailleurs et travailleuses, de leurs milieux de travail et des discriminations vécues ou observées. Les résultats révèlent chez les personnes répondantes une diversité présente, mais également des discriminations, des tensions interculturelles et des défis institutionnels liés à l'identité, l'ethnicité, le genre et les handicaps, malgré les efforts déclarés.

Investigating Document Type Discrepancies Between OpenAlex and the Web of Science

Philippe Mongeon, Dalhousie University, Madelaine Hare, University of Ottawa, Geoff Krause, Dalhousie University, Rebecca Marjoram, Dalhousie University, Poppy Riddle, Dalhousie University, Rémi Toupin, Dalhousie University et Summer Wilson, Dalhousie University

Bibliometrics, whether used for research or research evaluation, relies on large multidisciplinary databases of research outputs and citation indices. The Web of Science (WoS) was the main supporting infrastructure of the field for more than 30 years until several new competitors emerged. OpenAlex, launched in 2022, stands out for its openness and extensive coverage. While OpenAlex may reduce or eliminate barriers to accessing bibliometric data, one of the concerns that hinder its broader adoption for research and research evaluation is the quality of its metadata. This study aims to assess the metadata quality of works in OpenAlex and WoS, focusing on document type accuracy. We observe that over 4% of the publications indexed in both OpenAlex and WoS appear to be misclassified as research articles or reviews, and that the vast majority (about 97%) of these errors occur in OpenAlex. By addressing discrepancies and misattributions in document types this research seeks to enhance awareness of data quality issues that could impact bibliometric research and evaluation outcomes.

Session 12
Modératrice: Poppy Riddle

Rowe 1016 et Zoom B

29 mai 9h40 - 11h20

Information Management Practices and Methodologies in Architecting Information Systems

Tatiana Orel, University of Ottawa, Inge Alberts, University of Ottawa et Mary Cavanagh, University of Ottawa

An Evidence-Based Approach to Advancing Open Science at the University of Ottawa: Experiences from the Open Science Working Group

Leigh-Ann Butler, University of Ottawa, Madelaine Hare, University of Ottawa, Saskia van Walsum, University of Ottawa, Chantal Ripp, University of Ottawa et Stefanie Haustein, University of Ottawa

In 2023 uOttawa formed an Open Science Working Group (OSWG) charged with examining the current state of open science at uOttawa, working to define uOttawa's goals towards open research practices, and recommending an action plan to position uOttawa as an open science leader. Monthly meetings and the final report of the OSWG were informed by a strong evidence base including analyses of uO research output, expenditure on OA fees, and open science policies and practices. This paper provides a detailed account of these processes and methods which can offer insights to institutions aiming to develop their own open science strategies.

Reversing the Gaze: Ontario Public Library Managers' Perception of and Experience with Accommodation for Disability

Heather Hill, University of Western Ontario et Kevin Oswald, University of Western Ontario

Library workers with disabilities remain underrepresented within libraries. This research investigates this problem by turning its gaze towards library managers who provide accommodations in the workplace to their staff. Preliminary findings indicate a strong interest in providing accommodation in the interview process and in the workplace, but a tendency not to signal that openness. Ideas for better signalling desire and willingness to accommodate for disability are recommended.

"Policies and Training Empowers Staff and Management to Act": Preliminary Findings From the Patron-Perpetrated (PPSH) Policies and Procedures Survey

Danielle Allard, University of Alberta et Tami Oliphant, University of Alberta

Library workers across Canada view library policy, training, and reporting as important interventions to prevent and address patron-perpetrated sexual harassment (PPSH). A nation-wide survey indicates that Canadian public libraries vary widely in their development and usage of PPSH policies, procedures, and training. While 40% of libraries surveyed have PPSH policies, 78% have patron codes of conduct and 74% have policies that address workplace violence, harassment & discrimination. Only 26% of participating libraries offer staff PPSH specific training. Of the 69% of participating libraries who had formal incident reporting processes, only 13% list sexual harassment as a reporting option. More positively, findings demonstrate a strong interest by participants to address PPSH in their workplaces.

27

Session d'affiches (en personne)

Rowe atrium

27 mai 16h10 - 17h00

Document Analysis and Information Behavior of Pre-Service Teacher Perceptions of ChatGPT Generated Lesson Plans

Logan Rath, State University of New York System et Peter Kalenda,State University of New York System

This study examined documents produced by generative artificial intelligence as well as users' perceptions of the usefulness of the documents themselves. The researchers performed document analysis on two generations of lesson plans created with ChatGPT versions 3.5 and 4o. Additionally, three semesters of pre-service childhood educators also reviewed the lesson plans for accuracy and adherence to their course assignment goals. This poster will share findings and trends as well as implications for information practice use of as generative artificial intelligence increases in higher education.

Steering the Narrative: An Analysis of how Cybersecurity Rhetoric is used to Hinder the Right to Repair

Jasvinder Mann, University of Western Ontario et Alissa Centivany, University of Western Ontario

The intersection of consumer rights and corporate control is exemplified in the battle over automotive repairability, where claims of cybersecurity risks challenge the Right to Repair movement. This study critically examines challenges to Massachusetts' Data Access Law, which sought to expand independent access to vehicle telematics data for purposes of diagnosis, maintenance, and repair. Through critical discourse analysis, the findings expose rhetorical strategies that prioritize corporate interests under the guise of safety. This research emphasizes the need for policy interventions that prioritize transparency and innovation and recognize that robust security and equitable access to repair can coexist.

Mind your own Business? Business Database Subscriptions in Atlantic Canadian Postsecondary Libraries

Nicole Slipp, Mount Saint Vincent University et Nicole Marcoux, Dalhousie University

For business librarians, decision-making around database subscriptions can prove complex. Decisions made in the past, possibly by now-retired librarians, have a huge influence on what an institution offers. How can librarians be sure these past decisions reflect what is best for their libraries' futures? This project analyses the business database holdings of Council of Atlantic Academic Libraries/ Conseil des Bibliothèques Postsecondaires de l'Atlantique (CAAL-CBPA) member libraries and national comparison schools to determine which business databases are most popular in our region. Our goal is to provide business librarians, especially early career librarians, data-based insights into collections decision making.

Digital Serious Games as Tools to Support Education: Information Practices of Teachers, Integration Perspectives and Challenges of their Preservation at the French National Library (BNF)

Mamoudou Ndiaye, Le Mans Université , Fabrice Pirolli, Le Mans Université et Raphaëlle Fabrice, Le Mans Université

During the last decades, Serious Games (SG) have emerged as innovative educational tools that blend learning with entertainment, addressing the challenges of digital and pedagogical shifts. However, incorporating these hybrid instruments into teaching methods and preserving them as cultural artifacts presents considerable obstacles. This research investigates the information-related behaviours of teachers and pedagogical engineers who work with Serious Games. Furthermore, this paper examines the efforts of the French National Library in preserving SG within its legal deposit framework, highlighting the complexities of archiving these digital artifacts. The findings reveal diverse informational practices, a need for specialized support in SG integration and challenges in long-term preservation.

Personal and Professional Information Behaviours of Comic and Graphic Novel Librarians in Toronto

Alexandra Landy, University of Toronto

This poster will present findings from a study of the information behaviours of librarians in the Greater Toronto Area who work with comic and graphic novel collections across academic, school, and special library contexts. This project extends Sonnenwald et al.'s (2001) information horizon interview (IHI) methodology, considering how different situations and contexts influences information behaviours and comparing. This poster will describe data collection with 11 participants; outline findings from thematic analysis (Braun & Clarke, 2019), compare findings with Hektor's (2001) information activities; and showcase drawings created by participants to promote visual methodologies in LIS.

Session d'affiches (en personne)

Rowe atrium

27 mai 16h10 - 17h00

Patterns of Chat Users: Analyzing Repeat Users of a Consortium-Level Virtual Reference Service

Guinsly Mondesir, Scholar's Portal, Maggie Gordon, Queen's University, Chelsie Lalonde, Ontario Tech University, Yoonhee Lee, University of Toronto, Usman Malik, Guelph University, and Sherri Sunstrum, Carleton University

This poster explores the behaviors and information needs of repeat users of a virtual reference chat service in Ontario academic libraries. Analyzing 1,419 chat transcripts from 360 unique users in 2022-23, the study examines transaction types, instructional interactions, and signs of library anxiety. Using a mixed-methods approach, researchers identified patterns in repeat users' engagement, highlighting implications for service design, training, and outreach. The poster presents data visualizations, thematic analysis, and recommendations to enhance virtual reference services, ensuring they better support sustained user engagement and address evolving patron needs.

Reading the Province: Creating a Multiliteracy Assessment Framework for Nova Scotia

Madelaine Hare, University of Ottawa, Poppy Riddle, Dalhousie University, Sandra Toze, Dalhousie University, Wendy Kraglund-Gauthier, Yorkville University, Alison Brown, Dalhousie University, Lindsay McNiff, Dalhousie University and Jayne Hunter, Literacy Nova Scotia

This scoping review uses systematic review methodology to survey literature on established and emerging forms of literacy and their measurement, focusing on scholarly and grey literature published since 2014. Findings emphasize the need for standardized yet context-sensitive evaluation frameworks, acknowledging regional disparities, cultural contexts, and emerging domains like digital literacy. Key challenges include reflecting multifaceted literacy outcomes such as social connection, independence, and confidence. The study was undertaken to provide an evidence base for the non-profit organization Literacy Nova Scotia as they seek to survey the state of literacy in Nova Scotia. The next phase involves a Delphi study to gather insights from Nova Scotian literacy experts, informing robust, inclusive assessment frameworks.

Librarian Use of the Knowledge Practices and Dispositions in the ACRL Framework

Logan Rath, Brockport University and Heidi Julien, University at Buffalo

This poster details the findings of an investigation of US academic instruction librarians' use of the knowledge practices and dispositions in the Framework for Information Literacy in Higher Education from the Association of College and Research Libraries (2016). The Framework is a departure from the previous set of standards, but is often critiqued for being too theoretical and therefore not relevant to practice. In order to investigate the extent to which academic librarians use this theoretically-grounded document in practice, a questionnaire and interview study was conducted. This questionnaire explored librarian preparation in library science and education; familiarity with the frames, knowledge practices, and dispositions; examples of how, if at all, the knowledge practices and dispositions are implemented in information literacy instruction; and barriers with implementing the Framework. Follow up interviews investigated more deeply how various parts of the Framework were implemented in librarians' daily work.

Libraries in the Spotlight: First Amendment Auditors and Social Media Commentary

Jasvinder Mann, University of Western Ontario

Social media platforms have amplified public scrutiny of libraries, as First Amendment auditors (FAAs) record their interactions to test constitutional boundaries. These encounters spark debates over the balance between free speech and maintaining an inclusive, orderly environment. Through an analysis of 300 YouTube comments on FAA-library interactions, this study highlights polarized public reactions influenced by selective video editing and algorithm-driven echo chambers. While auditors bring attention to issues of transparency, their confrontational tactics often challenge the core mission of libraries. The findings emphasize the importance of clear policies, staff training, and strategies to address the complexities of digital accountability.

Session d'affiches (en ligne)

Rowe 1007 et Zoom A

28 mai 11h45 - 13h00

Modératrice: Lubna Daraz

Digital Search and Health Insurance Literacy in the U.S.

Amanda Lockett, University of South Carolina et Samaneh Borji, University of South Carolina

This research focuses on the impact of digital search on health information, primarily health insurance and health insurance literacy (HIL). Through the use of a Google search simulation software, this study examined the health insurance search of young adults 18-25 and evaluated their literacy using the health insurance literacy measure (HILM). With the marketing of AI to mass audiences and its introduction as a tool for search, this study incorporated AI into the search simulation and measured whether it impacted the development of HIL for the participants.

Semantic Knowledge Management: Towards a Novel Knowledge Representation Perspective

Mayukh Bagchi, Trento + Institute for Globally Distributed Open Research and Education

The paper posits that there are at least five key interlinked representation levels which cumulatively inform the development of any Semantic Knowledge Management (SKM) model, namely, perception, language, ontology, taxonomy and description. To that end, drawing from concepts in knowledge representation, the paper illustrates how representation entanglement impacts the above representation layers culminating in an entangled final SKM model in an SKM exercise. Finally, the paper proposed a representation disentanglement approach to disentangle the aforementioned entanglement leading to the generation of a disentangled SKM model.

Common Issues and Uncommon Solutions to Cataloguing Comic Books in Libraries

Asmita Gupta, University of British Columbia

Comic books have gained popularity in recent years and as such libraries (academic or public) have been making efforts to maintain comic book collection to serve the patron needs. Since comic books are different than traditional resources in nature, cataloguing them have been a pain for most librarians. This paper aims to highlight the common issues faced by libraries in cataloguing comics because of a lack standardized metadata schema and explores a variety of solutions/projects proposed in effort to organize and maintain the collection in brief with the care it deserves.

Understanding Information-Sharing of Artist-Researchers: Emerging Themes

Andrea Kampen, University of British Columbia

Services to persons with disabilities is a topic of interest across library and information science (LIS). The Australian Library and Information Association (ALIA) had had a policy in place since 1998. The American Library Association (ALA) has provided a guidance policy since 2001. The Canadian Federation of Library Associations (CFLA) released their guidance policy in 2016. This paper presents a thematic analysis of these three policies to better understand how services to persons with disabilities is conceptualized.

Session d'affiches (en ligne)

📍 Rowe 1007 et Zoom A

📅 28 mai 11h45 - 13h00

Modératrice: Lubna Daraz

Soft Skills are Important in Doctoral Degree Program: A Reflection by Doctoral Students

Dinesh Rathi, University of Alberta et Jennifer Branch-Mueller, University of Alberta

Doctoral students need both hard skills (i.e., technical skills) and soft skills (i.e., social skills) to manage their learning journey and to succeed in their program of study. The paper presents findings from a qualitative study conducted with doctoral students enrolled in one of the Canadian U15 universities and studying in diverse doctoral degree programs. The study presents findings from the experiential reflection of doctoral students on the use of soft skills to succeed in their program of study. The participating students suggested a range of "non-academic" skills (i.e., soft skills) that were important in their learning journey such as communication, time management, conflict management, stress management, expectation management, work ethics, self- discipline and motivation, power navigation and others. This research aims to identify a wide range of soft skills that doctoral students need to move successfully in their program of study and contribute to the growing body of literature in the area of soft skills, particularly in the context of doctoral students and their programs.

Organizational Culture as a Catalyst for Effective Knowledge Management in Healthcare Delivery among Nurses: Exploring the Link Between Culture and Knowledge Processes in Nursing Practice

Olateju Jumoke Ajanaku, University of Toronto

This study investigated the relationship between organizational culture and knowledge management process (acquisition, conversion, application, and protection) among registered nurses at Obafemi Awolowo Teaching Hospitals Complex in Ile-Ife, Nigeria. Employing a quantitative descriptive survey, a proportionate stratified sampling method was utilized to select a sample size of 126 registered nurses from a total of 756. Questionnaires were administered and a total of 111 questionnaires were collected for analysis resulting in a response rate of 89.5%. Pearson correlation analysis revealed significant and positive relationships between organizational culture and the four dimensions of knowledge management process. The findings underscore the crucial role of organizational culture in supporting effective knowledge management within healthcare delivery. This research contributes to understanding knowledge management as a strategic tool for improving health outcomes and advocates for the integration of supportive cultures to optimize nursing care delivery within the context of South-West Nigeria.

Advancing Environmental Sustainability in Academic Libraries: A Process-Oriented Approach

Lauren Stieglitz, University of Alberta, Virginia Pow, University of Alberta, Olesya Komarnytska, University of Alberta, et Tim Klassen, University of Alberta

The climate crisis poses an existential threat to our planet, necessitating urgent action from all sectors of society, including academic institutions. Libraries, as knowledge hubs and community centers, are pivotal in promoting environmental sustainability and leading by example. This poster presentation shares the work of the University of Alberta Library's (UAL) Environmental Sustainability Working Group and our process-oriented approach to reducing our environmental impact. This work draws on past experiences and research to envision an environmentally sustainable future for academic libraries.

Activités sociales

Jour 1

All are welcome!

CAIS CONFERENCE RECEPTION

AT 'THE SOCIAL'

MAY 27 | 5:00 PM

Located in basement of old University Club building, Studley Campus.

Entrance facing Wickwire Field.

Contact conference@cais-acsi.ca with questions.

Activités sociales

Jour 2

DINNER AND MUSIC AT

The Old Triangle

WEDNESDAY, MAY 28
6:00 PM
5136 PRINCE STREET
SEANCHAI ROOM (PRONOUNCED SHAN-A-KEE)

PLEASE NOTE THAT GUESTS WILL BE ASKED TO PAY THEIR OWN
FOOD AND DRINKS.

THIS IS NOT A TICKETED EVENT. NO REGISTRATION NEEDED.

CONTACT CONFERENCE@CAIS-ACSI.CA WITH QUESTIONS

Contactez nous à conference@cais-acsi.ca

Activités sociales

Jour 3

Join us for a group guided tour of Halifax Citadel National Historic Site!

Contact conference@cais-acsi.ca with any questions.

Thursday, May 29th at 2:25pm, tour starts at 3pm!
Meet at the front entrance: facing the clock tower and waterfront (Brunswick Street). Dress in layers!

Contactez nous à conference@cais-acsi.ca

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Philippe Mongeon, Dalhousie University

Maddie Hare, University of Ottawa

Geoff Krause, Dalhousie University

Poppy Riddle, Dalhousie University

Sandra Toze, Dalhousie University

Constance Poitras, Université de Montréal

Contactez nous à conference@cais-acsi.ca

Bénévoles
Un grand merci à nos bénévoles dévoués :
 Cindy Bergeron, Kate Gaffney, Lisa Taylor, Rebecca Marjoram, Summer Wilson, Rowan Moore, Sarah Clarkson, Sodiq Onaolapo, and Emma Hak-Kovacs.

Traduction
Nous sommes très reconnaissants aux étudiantes de l'Université de Montréal Ambre Lefaix-Franchi, Faye Daw-Yi Fung et Alice Aubin-Mercier pour leur aide dans la traduction des actes de la conférence.

Un grand merci à nos généreux commanditaires !

Intermédiaire

Standard

Apport en nature