

Post-Secondary Writing and Citational Justice

Panel Interview with Brian Hotson, Writing Centre Specialist; Christian Isbister (Métis), Indigenous Initiatives Librarian (UBC-O); Lorisia McLeod, Second Generation Indigenous Librarian (James Smith Cree Nation) (The Alberta Library); [Redacted]; Dr. Katja Thieme, Associate Teaching Professor Journalism, Writing, and Media (UBC)

Facilitated by Dr. Jason Collins (UVic) and Dr. Loren Gaudet (UVic)

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Interview Questions

- What does it mean to practice citational justice?
- In your opinion, is there a difference in the roles of individual academics/students, institutional policies, and institutional staff in citational justice?
- What do you see as the major challenges in teaching citational justice to undergraduate or graduate students?
- If you had the opportunity to give advice to any writing instructor or writing centre staff (or any other writing practitioner), what might you say?
- What do you think makes Citational Justice in what is now called Canada unique? What are the issues that students and scholars in what is now called Canada deal with?
- We are going to draft a position statement on Citational Justice in what is now called Canada. What do you think is crucial information to include in such a position statement?

Transcript

Facilitator 1 (Dr. Jason Collins): So, our first question – and again feel free to answer or raise your hand if you have something to contribute. If you don't, no pressure – but our first question, in terms of citational justice, is what does it mean to practice citation justice? What does it look? Maybe in the classroom, in our research... your experience with citational justice. So, any one of our interviewees that would like to speak on that, if you could raise your hand, we'll call on you. okay. I see [redacted] has a hand up.

[redacted]: I can start. Can you all hear me okay? The obligatory Zoom question. Thank you. Before I get into the answer to that question,

[Section redacted to protect the identity of the interviewee].

And so that's a little bit about me and I'm so excited to be here today.

We had the invitation from Jason to speak very much in "I" terms. So I thought, this is a question that I can answer very much within my own experience, and this connects directly

to the work that Lorisia McLeod has done with developing templates for citing Indigenous knowledge and elders.

[Section redacted to protect the identity of the interviewee.]

And then Lorisia's work came along. It felt right, right? Like, it felt like I was able to do the thing correctly and respectfully, and I was so grateful to Lorisia for the work that she had done on that in order to give a pathway to that. So, I think for me, it's really about respecting those relationships that exist between authors and knowledge keepers and elders, and, just, people, really, in a way that allows us to bring in those voices in a way that demonstrates that respect in a similar way to how we treat all other authors. And so, I raise my hands to Lorisia in gratitude for that.

Facilitator 1: Thank you so much. Anyone else that would like to speak to what does it mean to practice this citational justice? Oh, I see, I see your hand, Katja. Please.

Dr. Katja Thieme: Thank you. Thank you. I didn't want to just barge in. So, I'm Katja. I'm on Musqueam territory here as an uninvited guest. Thank you, [redacted], for getting our responses started in such an amazing way. I wanted to kind of just fan out the range of thoughts in my head when I think of citational justice. So, one has to do with the selections I make, to stay with "I" statements, when I put course lists together, for instance. It has to do with my relationships with students that I build. Trying to understand and know their own positionality and support them in their own search for voices and sources and topics in an intersectional way.

One, two, three points in my head. Of course, my own work and being aware and noticing gaps always in my own practices of citation.

Another point has to do with the particular direction of my work. I do a number of corpus-based analyses. I'm really interested in the range of writing practices across disciplines, and there is really a lot of quantitative and qualitative work that highlights for us how uneven practices of citation are – how people are systematically excluded from research practices, from their work being heard by being cited, and how that is tied to their identities in very intersectional ways.

And my particular focus, over the last few years, which has been in collaboration with my colleague Mary Ann Saunders on Trans Writing Studies, and kind of analysis of practices of inclusion and separation of trans knowledge and trans experience in research in particular. That's been our focus. So, I'll stop there. That's sort of kind of immediately the fanning of issues – to give just a little... a little summary.

Facilitator 1: Wonderful. Thank you so much. Yeah, Christian? I see your hand.

Christian Isbister: I'll go next. So, I'll start with the personal introduction, and say hi everyone. My name is Christian Isbister. You got that last name right, Jason. I'm a Métis

librarian. I work at UBC Okanagan campus, so I'm sort of Katja's cousin down in the Okanagan. So, this is traditional and unceded Syilx Okanagan territory. I, like I said, I'm a Métis librarian. I have mixed Métis and Ukrainian ancestry, and my father's side is from treaty 6 [territory] in Saskatchewan. So right around Saskatoon. And then a mix of Dutch and Irish from my mom's side around treaty 4 [territory] in Saskatchewan. I grew up in Red Deer, Alberta, which is right on the borders of treaty 6 and 7. I've lived in Edmonton, or *amiskwaciwâskahikan*, which is firmly located within that treaty 6 territory. And I've been here for the past three years.

So many great things have been mentioned already, and so when I think about the work that I do in relation to citation justice, I'm thinking, often of the support that I offer to students. And I think so often when I'm chatting with students they're showing up in a rush and they need, you know, just two articles for an assignment that is maybe due the next day, and so lots of the work that I can do is to kind of try and push back against that a little bit and encourage folks to think critically about the kinds of sources that they're bringing in. How can they be in good relationship with knowledge? Lots of times when I'm talking about citations, which can feel really dry and boring and fiddly, I'm thinking about citations as one of the only ways that we practice and demonstrate relationality in academia, that we can formalize those relationships. And so making sure that we're engaging in those relationships in a good way is how I see this. I'll no doubt expand on that later. So maybe, I'll leave it there for now.

Facilitator 1: Thanks so much, Christian. Brian, I see you have a hand up.

Brian Hotson: Hello everybody. I'm um... let me lower my hand here. I'm meeting you from the... from my lawn, obviously. Yeah, I would like to acknowledge that I'm coming to you from Mi'kma'ki, which is the unceded land of the Mi'kmaq people and also want to recognize that Nova Scotia was the last jurisdiction in Canada to enslave human beings. So I think that's also important to point out. And those human beings were African who were stolen from their lands.

Thank you for inviting me to this session today. I really appreciate it. I'm no longer at Dalhousie. I was at Dalhousie, but my contract ended, and so I am now floating about in the ether, literally and figuratively. In terms of social justice for citation, I concur with what everyone was saying here. For me, it's also about sharing. So with my own work, I like to make sure that I... that all my bibliographies are public to everyone who would like to look at them. And as a white settler who works in decoloniality and social justice work, especially around the colonization of knowledge, I spend a great deal of time looking at the sources of my sources. So, you know, if I'm reading, for example, Magnolo, I'll give that as an example, he speaks about delinking, well, this actually goes back to Samir Amin, who is a Marxist philosopher, an Egyptian philosopher, who wrote about delinking first, and so I think it's important for me to go back to see who... [and] where these ideas come from and to make sure that those are known in my own writing. And also, the last thing I'll mention too is to challenge, folks, when it is appropriate for me as a white settler to do so, and to

challenge folks to do the digging and go back and not to simply use those popular sources for their own citation and in their work and as a reviewer for journal articles and so on to use that opportunity to introduce writers and scholars to, you know, to these writers who may not necessarily be known in Western audiences. So. Thank you.

Faciliator 1: Thanks so much, Brian. Yeah. Lorisia? I see your hand.

Lorisia McLeod: Yeah. So first of all, [redacted], thank you for the slight early introduction you gave of me and my work and your kind introduction at that. My name is Lorisia McLeod. I am a member of the James Smith Cree Nation, and I was born and raised in Edmonton, Alberta. I currently work for the Alberta Library, which is a not-for-profit library consortium. So, we serve libraries, not the public or academics. But I have previous experience working in academic libraries of varying sizes. I... my nation is actually in what's now known as Saskatchewan, so I was born and raised downriver from that. And that was actually a part of what kind of led to me being invested in the role that libraries play in terms of my own access to my knowledge, as somebody who was born and raised away from community. I'm a third-generation library worker, second generation Cree librarian. My dad, my sister and I are all alumnis from the same library school and work in different areas of the field. So, libraries are very near and dear to my heart. And yeah, so that's just kind of a little bit about me.

[Redacted] mentioned my work regarding templates for citing Indigenous elders and knowledge keepers. And that's, I think, a linchpin of why I'm here. But I don't want to go too far into that because, trust me, I can talk for hours on it. But I want to make sure I'm actually going to answer the questions we have today. So, in terms of citational justice, I think for me because I didn't actually know that word, really, when I started working on challenging citational status quos, or working with elders and knowledge keepers about talking about how they would like to be represented in academia, I think, for me, I kind of focus on the breakdown of the words. To me, I'm not a legal expert, but I think of it the same way I look at the difference between law versus justice. Citational laws would be like the styles, the rules. "Do this. Don't do that." Whereas citational justice is really about a broader practice, it's the rules contextualized into reality and the practice of implementing them.

Most importantly, I would say it's continuously critically reviewing whether the laws are still appropriate for creating the system of justice, the goals we have on mass, or, if we really need to look at amending them. So I think for me that's what those words kind of meant to me. Similar to the justice system, I'd like to think that there are continuous improvement that can be made, and, similar to the justice system, I think that there are past harms that citation has been involved in and academia has been involved in that we cannot, nor should we forget – and may or may not even be able to redress. But we can use them to inform a better tomorrow. And that's what citational justice really boils down to [for] me is looking ahead for a better future, a better justice system. A more fair and appropriate way forward for us all.

Facilitator 1: Thank you. Thank you so much. Thank you to all the panelists for helping us understand, like, what is this thing we're talking about? Citation justice. So, our next question will come from Loren Gaudet.

Facilitator 2: (Dr. Loren Gaudet): And I think that... I mean, thank you so much. You guys are all so insightful, but I think Lorisia leaving us with that metaphor gives us... It's just such a nice bridge to the next question because obviously in this kind of, like, law versus justice system, different roles are played by different people and different people have different abilities to make interventions. So, kind of building on that in your... in all of your opinions, is there a difference in the roles of individual academics and students, institutional policies and institutional staff in citational justice? In other words, like, yeah, how do we manage these kind of different responsibilities if there are any, and what are those? And I'll put that in the chat as well. [redacted]?

[redacted]: I don't know if you wanted us to go in the same order or not, but...

Facilitator 2: Oh no. Whoever feels particularly motivated.

[redacted]: Okay. I can... I don't want to take up space, if someone else might want to jump in with... I'm looking at the other panelists to see if anyone else wants to start. Okay.

Facilitator 2: Go for it. Thank you.

[redacted]: Okay. My experience has been that there are significant differences in the roles simply because of the glacial pace of change at the institutional level. And that if we wait for institutions to enact change first, and then individuals follow through beyond that, we could wait forever. I think there are opportunities for individuals, students, to look at it from the point of view of "what about my immediate status quo can I change?" and start affecting small change and, in effect, those small changes can encourage those larger changes. You know, and I'm.... And that is... And I'm speaking again from experience on this, that this is what I've been trying to do particularly and also in, you know, what the writing centre's been trying to do, is really looking at in our day-to-day, what can we change in terms of how we are engaging in those relationships? So that as that institutional change comes, we're kind of aligned with that change, but not waiting for it.

Now, I think there's some... I wanna recognize there's some challenges in that. So for example, it would be very challenging for staff whose jobs aren't protected to come out against institutional policies, right? So there's... there can be attention there. Faculty can have academic freedom. Staff may not. I know I don't. So, you know, I have to be mindful in what I'm doing and how we position what we're saying, and what actions we're taking to like, fall within those institutional policies. But I think often times there are places that we can all push a little bit or a lot. And I think students can run up against power imbalances with instructors where, you know, instructors want APA and only APA or whatever the system is or, you know, only peer-reviewed materials that have gone through Western publishing system and therefore aren't interested in other types of knowledge. And that's

really. That's hard for students because if they want to push against that and the instructor says no, where do you... where do you go from there as a student, right? That's really hard. So, I think there are definitely differences in those roles, but I'm...

You know, one of the things that we're trying to do in the writing centre is to, if students want to have those kinds of conversations around "I want to bring in traditional knowledge into my work. How can I do that in a way that is going to satisfy my instructor's expectations?" is to try and give them some tools to perhaps have that conversation or to point out, you know, things like the citation template that show how to approach that information in a way such that it can be positioned in the same way as you know, typical peer review. To have conversations about "isn't traditional knowledge peer reviewed by its very nature? So maybe can we start thinking about what peer review means in a way that expands beyond kind of that very Western colonial definition of it?" Just to give students some more tools so that when they go to have those conversations with their instructors, they're more equipped to have that conversation to be able to advocate for themselves.

Facilitator 2: Yes. Absolutely. Thank you, [redacted]. Lorisia: your turn.

McLeod: Excellent. [redacted], I think you hit a lot of the same points that I was going to mention. So I'll try not to repeat, but a lot of it I can easily just say like plus one to what [redacted] said.

I think that what I've seen is that there are going to be individuals who push against status quos because they see knowledges that they're familiar with or identities that they're familiar with not being represented in ways that they view as appropriate in academia. And I think that's excellent and fantastic. Unfortunately, this means the emotional labour of a lot of this citational justice rests on, a lot of the time, minority identity people. And there is a lot of weight to that kind of work. So, I would like to see there be a more active role that institutions take in recognizing that, and recognizing the toll that can take, particularly when, at the same time, they might have policies where they say as an institution, we support diversifying academia or we want to welcome different voices. I think there is a difference between just welcoming someone in and making sure that they have a place to sit. And so, looking at what policies need to be in place to empower those individuals, to create constructive communication filters where, you know [redacted], I think you really hit the nail on the head in terms of the difficulty with some of the pace that these institutions can change. I don't necessarily think it's wrong, so long as the individuals involved in trying to create this change feel like they are making progress and feel like they understand how to change the direction of this massive boat of an institution, or that they understand the pace to expect. And I don't think a lot of that is very clearly explained to people when they're involved in the academic machine.

So, I don't have an answer for how exactly that could look like, because it's just more like a theoretical conceptual idea. However, I can say, you know, I'd really like to see, as you mentioned, staff who have additional protections maybe be involved in taking on some of

that emotional labour or having those protections extended to people who are expected to take on complex matters like citational justice. It's hard to tell an institution “Hey, I think you're wrong” or “I think there's a better way to do this,” if you don't have intergenerational wealth to fall back on and you don't have long-term job protections.

Additionally, on a more individual level, I definitely would like to see academia foster... I used to be a musical kid, so, my brain immediately goes to like the adlib “yes and” sort of perspective where when you hear someone's idea, if it doesn't quite match with yours, that doesn't necessarily make it wrong. Instead, approaching other people's ideas with this “Oh yes, that's interesting. And I wonder how it could apply to my own perspectives or my own area of expertise” and wanting to work together. I don't blame the fact that I feel like the capitalist ideal of, you know, “who's better” has crept into academia, but I would like to see that change. Because I really think when we work together, when we bring a lot of perspectives to bear, that's when we get the best possible product and change.

Yeah. So I would love to see clear policies, protection of intellectual property of employees, hiring practices that align with playing... paying people for additional emotional labor expectations and those clearly noted in job expectations and tenure packages. You know, if you want to be a leading institution in academic or citational justice, your staff are going to make some potentially uncomfortable recommendations. They might say we should not allow students for one year to use any citational style at all. They have to come up with it themselves to make them really think about what matters to me in citation. There could be some just wild ideas that might seem like, oh gosh, what did we do? But if you really want to be a world leader, if you really want to create change, you have to be open to hearing ideas that completely shatter the status quo. You might not implement them exactly as recommended – that might be an open discussion – but at least hearing them and critically engaging with, “could we do that? What could we do that like? What's the pedagogical reason behind that, and does it support our values?”

So institutions looking more at the big picture as they should... as the big as the big institution, they should look big picture. So questioning themselves in terms of retention, who gets tenure and how. Is there an expectation of citational justice in people's work before they can get tenure? Are there ways to encourage the intake of critique of ideas like citation that would allow their institution to become like a world leader in developing these changes. Those would require coming up with some other ways of doing stuff. So they're going to be uncomfortable conversations, but I can't imagine how cool the outcomes could look like and who might be at that table that might be voices that we traditionally have not gotten to see at high levels of empowerment in institutions like academia. So... Yeah, I guess that's my answer. A little pie in the sky, some specifics, but, mostly pie in the sky. I hope. I wish.

Facilitator 2: Thank you. Brian, I saw you had your hand up. Would you like to go next?

Hotson: Yeah. Thank you to [redacted] and Lorisia for that. I can... I'll speak from my own experience. We cannot rely on the institution for anything from what we're talking about today. I was a senior administrator in one institution in Canada, and I've worked in three different institutions now, and the inherent racism and colonial reinforcement at the highest levels of the universities I worked at, is astounding. I was surprised sitting in committees at the points of view of senior members of staff and senior administrators, as well as senior faculty within the universities. And I can say that freely now, because I don't plan [on] working at anymore... at universities any longer.

I could regale you with stories for hours about. Specific incidents that happened that were appalling to anyone. So, we can't rely on institutions to do this work. The only people we can rely on are the folks that are here now, in this in this meeting, and the other people who are in like positions in their own institutions and the way to do that is to affect the change through students and through faculty members by putting pressure on administration – the last thing administration wants is bad press. And so, Lorisia, I think your pie in the sky actually could be instituted through pressure from faculty. So, I was never a faculty member, and I, as a senior administrator and writing centre director... anything that I wanted to do, I always got faculty on my side, so I called them the friends of the centre and at a very low grassroots level, I said, are you in on this? Let's do something together to get this done.

So for example, I'll give you a small example. Just a few years ago, just getting the... if you recall, the brouhaha around pronouns, remember that? Remember Fox News shutting down? I was working at the WLN blog as the editor then and somebody hacked the blog because OWL Purdue said that we should... which was connected to WLN, said that they should have pronouns. So these small things that now, you know, are... seem trivial in terms of how they are used now, these only came about from the ground up and from folks getting together at a very low level. We cannot rely on institutions to be our partners, to be our friends because they're... an institution's goal is to remain an institution, is to carry on. And... Yeah, it's, it's sad, but it's what... that's my experience I'm speaking from.

And then in terms of students, you know, for many years I ran several... for several years, 15 years, introduction to university, how to be a student [courses]. And it's in these initial meetings with students where you can lay the groundwork for them with things that Lorisia was talking about. I also did a lot of instruction with new faculty. And the thing about new faculty, when they come in, they don't know anything. About how the institution works, they don't know how systems work in the university, so they're looking for... to the senior members of the university to find out. So, you just say, "Here's how things work." And you eventually find, I found over the years, that then that's where you find the people who are you're going to work with. Those are the people who are going to, from my experience, become the "friend of the centre" – and I've had success around that.

The other folks that can help with this kind of justice work are the student government, because many a time... the example I'll give you is the pronoun document that we

produced, produced the document at the writing centre, it was a Teaching and Learning Centre committee, it was the English department, and it was the student union. So, I got in touch with the student union and the president, and they put their stamp on it as well. So the force... university administration does not want to make an enemy of the students. And so those kinds of pressures are just an example of other – and there's other things I could talk about, but I want to use this one example – that's where the justice and that's where it works, you know? And I'm a student of Edward Soja, and the idea of spatiality, and spatial justice. And one of their ideas was that all space is political, as we know, all space is constructed, and all space comes with its politics a priori, it's already constructed when we enter into it. So we as scholars as writing centre tutors and administrators and as faculty members, when we enter into these spaces, we have to consider everyone who's there and bring them all together. So from my perspective, my one skill that I have is bringing people together, and so I've been able to do that, and that's when things have gotten done. Thank you.

Facilitator 2: Thank you, Brian. Fantastic. Katja, would you like to speak to this? Thanks.

Thieme: Thank you. Thank you to the three of you who have spoken before me. We've covered such an incredible amount of ground in the issues for my own memory sake, I just want to highlight, I appreciate the discussion on academic freedom and how it is very unevenly distributed among workers in the university. The question of precarity that plays into it and job security, the question of, like, on the one hand, individually, we want instructors and staff and tutors to be doing to be pushing citational justice to be thinking about citational justice, but not everyone will do that. And so, there's then also a question of students who have been thinking in those terms and wish to instantiate that in their work, running kind of into friction with some of their instructors. I appreciate that scenario being brought up and the advocacy that students – and agency – that students need in those situations. And, I wanted to add to Brian's emphasis on, kind of, the dynamics of administrations of university administrations. What came to my mind when I read the question around institutional responsibilities and institutional policies is, like as a genre, I think immediately that institutional policies are genres that are produced through processes and these processes also involve citation. However, they are documents that don't put their citational practices on their sleeves, and it's behind the scenes, it's untraceable in some ways.

And the reason why that kind of way of thinking was so prominent for me is that, just last week, I was part of a meeting where we discussed how at UBC there is a very active advocacy group around disability justice, and it's very... it's grassroots. And this group has been producing documents, has been sending letters to the administration, has been putting pressure, has been... Has offered, like, detailed suggestions and criticisms of existing policies, has modelled how to rethink existing practices to the lines of disability justice, and has experienced – gained some profile in that work – but has experienced a number of, like, slights in this... in the interaction with administration. And they're so much about citation, so that's why I'm mentioning them. So, these documents are received by

the administration. There is, kind of, a meeting that might happen, but then it's unclear where that impetus goes, where that energy goes, what the response is to the specific criticisms being raised. And then, when an administration puts together some sort of task force, some sort of committee, and does not include members of the advocacy group that has brought the issue to the foreground, that is also an aspect of citational injustice. And just kind of... it was like the meeting kind of detailed a number of these steps that we can think of as practices of citation: how knowledge of others, how criticism, how critique that has names and people attached to it as speakers gets taken up in somewhat underhanded ways and channelled in the interests of those with decision-making power. So, I think it's really, really complex to think of citational justice when we think these different roles and positions together and these institutional dynamics and structures of power.

Facilitator 2: Thank you. So, I am keeping one eye on the time, and so one thing I would just like to do... I'm going to put a link in the chat here. And this will take you to – it's a long link, sorry. This will take you to a blank document called “additional thoughts.” And so I invite anyone in the workshop, including our panellists and our participants, if you have comments, questions, additional ideas, please take time now or after and dump all of your ideas in there. And in the interest of time, thank you all of you guys for your fantastic comments on that. And the other thing is, I feel like there's so many tie-ins to our other workshop themes. So I just want to quickly plug [that] on October 15th, we're having a workshop specifically on working conditions, and I would love to continue this conversation there because I mean, these things are all together. But, to keep us moving along, I'm going to pass it over to Jason with another question for our panelists.

Facilitator 1: Thanks, Loren. Yeah. So I've I think there's been this theme, from our panellists, about challenges we face, like, at the institutional level – of all kinds, right? But we're also wondering, if we're trying to implement and teach and work with citational justice with students, whether it's inside the classroom or outside of the classroom, what kinds of challenges have you encountered? Or have you thought of that might come up when working with students and citational justice? Yeah, Christian?

Isbister: What a great question. I'm going to cheat a little bit, and I'm going to complain about faculty really quickly. But I see sort of two challenges in here. The first is that the times that I get to talk about citation justice the most are when I get invited into classes, and to get invited into classes the faculty needs to invite me into their class. And so, I kinda joke that I can go rogue maybe once, and if I do that and the faculty is not on board, then I just don't get invited again. And so, I think it's really important... like, that one of the roles that I see in a relatively smaller institution like the [UBC] Okanagan campus is to build good relationships with faculty members so that they invite me in, and they're open to these conversations. I was really excited I got to go to a TA introduction, sort of lecture series, and I talked about citation justice there, and so I think there's opportunities to kind of work there. But getting faculty on board is the first challenge.

The second challenge that I'll mention really quickly is combating what I see as, like, a perceived lack of agency among students. And I want to be very clear that that is through no fault of the students themselves, but like I think back when I was an undergraduate, I felt like it was tacitly encouraged that I just keep my head down, that I find my three articles, and that I move on. And then once I'm much higher up in the institution, I'm allowed to have, like, thoughts and opinions and ideas on these things. And so, one of the things I try and really get at when I go into classes is to encourage students to think about their own agency, their own responsibility in the kinds of things that they're pulling from, right? The fact that if they care about – a common example is Indigenous identity – so, if you care about including self-identified Indigenous folks in their reference list, then that has a tangible impact on the work that gets done on campus. So yeah, maybe. I'll leave it there for now.

Facilitator 1: Wonderful. Thank you. Thanks so much. Anyone else have thoughts on this? Like challenges working... Yeah, Katja. I see your hand.

Thieme: Those are such great, great points, Christian. I'm always tempted to ask you like which discipline/faculties are most amenable to... but I'm just posing the question. You don't need to answer. So, because I'm going to bring up disciplinarity and disciplinary differences – it's my hobby horse. I teach one version of our research writing course to students in applied science and science. It is so fun. So, I don't even want to say the word challenge in that regard. But, there are tensions with the way their minds are disciplined in their fields around a kind of neutrality of voice and detached positionality, and objective use of data and language. And... I do enjoy it so much. I get to be a little bit rogue because I'm not working in those departments, and I'm offering a service, and I can create niches for thinking, and create... like, give students the option of making use of the course in, like an academically free way. They don't have to pursue projects that are perfectly aligned with their programs. They can experiment. And they can try out a different voice and a different way of writing while I am teaching them what... how different disciplines talk and what it looks like in their field.

And so. Yeah. Where was I going with? So citational justice, I guess the challenge, the one thing that I would call a challenge in that regard is, how I would like to have more room in my schedule – like my workload puts real limitations on that. I have found that the best way to approach it with the students in those courses in particular, where they do not come pre-trained in the same way as students in humanities and social sciences come, I think it works best in like really project-focused almost one-on-one ways to guide them in using voice in using choices of language, in shaping the material that they work with, in searching for a citationally just, or just generally, ways of pursuing their work. Yeah, so, taking this seriously as an intersectional process requires a lot of this detailed engagement and kind of... a mass-produced way of approaching it is not, is not a good way.

Facilitator 1: Awesome. Thank you so much. Yeah. I have thoughts, but I wanna keep us rolling so... [redacted], I think I saw your hand up first?

[redacted]: First of all, I would like to be a fly on the wall when Katja goes rogue. Because that sounds fun. So, can I come along please?

I think, building on what's been said, the thing that I often think about is that citational justice is something that requires more time and explanation and anchoring in a way? Like, you can't just parachute in and go "here's citational justice" and *yoink*, "I'm out," because like you have to talk about racism and colonialism and how the structures that post-secondary education are based upon are at their core racist colonial structures. And like the history of the educational system in Canada, and like that bigger picture is so enormous when you're speaking to this one thing, which of course isn't one thing, but... And then a lot of that is going to be personalized to the person you're talking to and where they are on that pathway of understanding. Because if I go to somebody and say, well, you know universities are racist, right? They're like, "whoa. What? What are you talking about?" Then I have to step back and I have to start there versus talking, you know... Or like, "publishing systems are racist, right?" "What are you talking about?" So that kind of personalization and then the investment of that time and helping people grow that understanding so that they can get to a point where they... citational justice starts to be something that they can see themselves in. I think that's a challenge.

And kind of connected to that is how busy students are. I mean and like, the thing that comes to mind when I'm thinking about this right now is, you know, how all of the conversations that we're having around generative AI and what a time saver it is for students, right? Time saver keeps coming up. Citational justice takes longer. Like it, it's... And you really have to be thoughtful about what you're doing, and Western systems of publishing, Google Scholar, like all of the ways that people find information, cite information, use information are set up for optimal efficiency, but that also then tends to prioritize the voices that are already being heard, not the voices that have been intentionally left out. And so, asking students to slow down and take the time to think about this when students are already under so much time pressure and everything else, there's a real tension there. And I have a lot of empathy for students around that – like, that's really hard. But, like, I can speak from experience. Some colleagues and I just recently published an article, and we intentionally, because we were talking about truth and reconciliation and decolonizing online spaces, we intentionally... all of the authors in that work that we cited are Indigenous authors. And we made sure of that. That took longer, right? And oftentimes, Indigenous authors are being published in smaller presses that only print material. Like, you're not necessarily going to find it in one of these huge online databases. That takes time. So I think there's just a lot of stuff. Whereas you know APA I can go "here's how you cite an e-book." Boom and done. Those are my thoughts.

Facilitator 1: Yeah. Wonderful. Thanks so much. Yeah, I mean this theme of the labour involved is really coming through – and another shoutout, I think, to our October 15th working conditions workshop. I think these things would be really great to be able to talk through there. I want to pass it back to... I know like, we want to keep this conversation

going. I see Brian and Heather's hands, but we're also almost out of time here with our interview portion. And so, I also want to remind everyone that we do have that document that Loren put into the chat. If you have thoughts, questions, additional things you want to dump into that document, feel free to throw anything you want in there. But I think Loren has one more question to ask, and I saw your hand, Brian. So, maybe we'll go to Brian? But I'll leave that up to Loren.

Facilitator 2: Brian, you can absolutely weigh in. And then the other thing is you guys have been very kindly direct messaging me, letting me know you can't actually edit the document. So... first pancake! Let us make those changes. That link will still work, and we will get on that right now. You know, Teams is a finicky, finicky little zone, so I appreciate your patience. So, Brian, why don't you weigh in and then I will throw one final question at everybody. Thank you.

Hotson: Yeah, I think the thing that I point I want to make very specific and that is that faculty, for whatever reason, they have their own citation styles and they will... some faculty will only accept certain citations styles, and I've seen students fail a course several times because they didn't cite things properly – several times. So, what I did was – speaking of science – I banded together with – this took three years – with science professors, and we created a citation handbook specifically to environmental science and geography that included student input. As well as the writing centre. And that book went through the Science Department – or Science faculty – and was approved. And so, if a student came and said something was cited improperly. It was right there on the guide.

Facilitator 2: Awesome. Thank you. So the last kind of question I wanna throw out there is to help us all kind of move forward, I suppose. You've alluded to this in terms of institutional responsibility and policies and what, as the title of this SSHRC Project kind of alludes to, one of the things we're hoping to do here is create some policies or position statements so that institutions can do this better. So the question is, we are going to draft position statements on citational justice in what is now called Canada. What do you think is crucial information to include in such position statements, and I will take that into the chat. But I'll let you think about it, and then anyone who feels like they've got some gems of wisdom please.... Yeah. Lorisia?

McLeod: I like how, like, the hardest question is at the end and we're like, oh, right, this one. I think for me the most important aspect that I would like to see included in a draft position is the concept of citational justice as an ongoing process, not a box to check. I think for me personally coming up on the National Day of Truth and Reconciliation, that's very much in my head because of how there can be divergent ways that people talk about reconciliation, and for me personally, it is this aspect of... it's an ongoing process and we never quite know where we're going to need to know, like, where we're going to need to go in the future, until we start taking some steps. So, we might find out we maybe went down a path that we have to loop back around, or we come to another fork in the road and we're not sure where to go. But having it be an ongoing process that requires continual critical

engagement and critical engagement with who's involved in the conversation, too, in particular. You know, there was a point where conversations around academia like this, there would not be people like me because I would have had my Indian status stripped from me to try and be involved in academia. So change is inevitable. We have always experienced change. That might sound like a threat: "change is inevitable. Fear it." No. Accept that change will happen. And we have the option to either float down this river or we can take an active role in paddling where we can actually be bothered to look out for rocks, to see if there's people who might be in the river, who we need to pick up along the way. So I'd like to see it mentioned how it's like a critical ongoing process that requires self-reflection on even a position statement. Maybe in 10 years a new statement will have to be written. Who knows.

Facilitator 2: Fantastic. Thank you. Anyone else want to offer some thoughts? Yeah, Brian.

Hotson: I think we have to make sure in such a statement that we come very clear about the colonial nature of education in Canada and Western education in general. We also have to be aware of what's happening in the South below us, in the United States, where our colleagues are constantly under threat for fire for saying things that are not as controversial as what we're saying here now. And I think that's very important. It's also very important, I think, that this statement has students who are, you know, from across Canada, have the ability to add to such a statement and be involved. I often find that especially in administration and faculty, they're very good at putting out statements, but they forget the third pillar of education, which is students.

Facilitator 2: Absolutely. Thank you, Brian. Katja?

Thieme: I am thinking about the importance of discussing or mentioning the materiality or the material effects of citation. It is a disembodied practice, but it has effects for people's livelihoods and people's continued ability to participate in knowledge making processes or governing processes. And so, like that's always at the forefront of my mind. Along with that, the need to think in all directions of marginalization. Maybe not always possible all at the same time, but perhaps framing it in a way that Lorisia did,, as an ongoing process. So, we can pay attention to the place of Indigenous knowledge makers in our work, we can pay attention to the place of precarious academics in our work, we can pay attention to the place of non-normatively gendered voices that we cite, we can pay attention to the place of a people of different socio-economic status. So there are many dimensions to it in my mind. I would want that to be a part of the statement.

Facilitator 2: Okay. Yes, thank you. So many good points that we will hopefully grapple with in the drafting or discussing portion of the workshop. I would just like to thank everybody who took part in this panel. What a wise and generous set of responses. I feel really lucky to have been able to take part in this, and I really appreciate you all weighing in such thoughtful, considered and... *smart* for lack of a better word? I'm like, these are very *smart* responses. So, thank you.