Keren Dali, Ph.D.
Abridged Curriculum Vitae

Relevant Education

2010   Doctor of Philosophy (Ph.D.), Faculty of Information, U of Toronto, Canada

2005   Master of Information Studies (MISt), Faculty of Information Studies, U of Toronto, Canada

Relevant Employment History

2025 – present   Associate Professor, Department of Information Sciences, College of Arts & Sciences, The Catholic University of America

2023 – 2025   Associate Professor, Department of Research Methods & Information Science, Morgridge College of Education (MCE), U of Denver.

2019 – 2023   Assistant Professor (tenure-track), Department of Research Methods & Information Science, Morgridge College of Education (MCE), U of Denver.

2018 – 2019   Principal Consultant – D2H2 Consulting: organizational change; employee engagement; diversity management; an inclusive climate at the workplace; scholarly communication; grant writing; leisure practices, Canada

2016 – 2017   Assistant Professor (tenure-track), School of Library & Information Studies (SLIS), U of Alberta.

2015 – 2016   Visiting Assistant Professor, GSLIS, Queens College, CUNY.

2014 – 2016   Postdoctoral fellow, FIMS, Western University.

2011– 2013   Assistant Professor (contractually limited appointment), iSchool, U of Toronto.

2010   Sessional Instructor, Faculty of Information, U of Toronto.

2007–2010   Reference Librarian, Scott Library, York University.

2003- 2006   Cataloger, Material Processing Department, Robarts Library, U of Toronto.

2002–2005   Graduate Assistant Library Technician (GALT), Petro Jacyk Central and East European Resource Centre (PJRC), Robarts Library, U of Toronto.

Awards & Honors

Research Awards & Honors

2023   Received the [ALISE/ProQuest Methodology Paper Award](#) (with Deborah Charbonneau) for "Using hermeneutic phenomenology and the Single Question Aimed at Inducing Narrative (SQUIN) in disability research."

2022   Nominated for the Distinguished Scholar Award, U of Denver

2021–
2022   For the series of articles "The expectation and learning impact framework (ELIF)" (https://doi.org/10.1016/j.acalib.2021.102456) & "Learning and change through diversity, equity, and inclusion professional development: Academic librarians' perspectives" (https://doi.org/10.1016/j.acalib.2021.102448) *Journal of Academic Librarianship*, 46(6); funded by the U of Denver Faculty Research Fund grant, received the following honors:

   - Interviewed for a *Library Connect* platform, the aim of which is to "provide resources for librarians globally to share LIS best practices, issues, technology and trends through articles, webinars, infographics and more" (Elsevier Publisher)
   - Interviewed by a researcher from Concordia U, Quebec, Canada, about library dysfunction and possible solutions based on this series of articles.
   - Nominated (with Norda Bell and Zach Valdes) for the American Library Association (ALA) Jesse H. Shera Award for Distinguished Published Research (2022).

   The second article ("Learning and change through diversity, equity, and inclusion professional development…") chosen as Featured Article for the October 2021 issue of the *Informed Librarian Online*, an Emerald Publisher current awareness service.

2021   Featured in the Gallery of Information Behavior Gratitude created by Dr. Jenna Hartel, iSchool, U of Toronto, Canada, for the article: "The Lifeways We Avoid: The Role of Information Avoidance in Discrimination Against People with Disabilities" (student choice) https://galleryofgratitude.weebly.com/

2021   Nominated and shortlisted (with collaborator Dr. Nadia Caidi) for the Emerald "Driving the Impact" Award (https://tinyurl.com/y24nbba7) for the development of and four years of effort to promote the "Diversity by Design" concept and its application. Although we did not get the award, we were shortlisted and invited to contribute to the Emerald Impact blog.

2021   An article chosen as Featured Article for the February 2021 issue of the *Informed Librarian Online*, an Emerald Publisher current awareness service for 290 LIS journals: Dali, K. & McNiff, L. (2020). Reading work as a diversity practice: A differentiated approach to reading promotion in academic libraries in North America. *Journal of Librarianship and Information Science* (*JoLIS*). https://doi.org/10.1177/0961000620902247

2018   Received the ALA David Cohen/ EMIERT Multicultural Award for the article "Diversity by Design," co-authored with Nadia Caidi and published in 2017 in *The Library* Quarterly. https://doi.org/10.1086/690735. https://www.ala.org/news/press-releases/2018/5/dali-caidi-receive-2018-david-cohen-emiert

2017   Received the Outstanding Paper Award in the 2017 Emerald Literati Network Awards for Excellence for Dali, K. & Caidi, N. (2016). A two-way street: Building the recruitment narrative in LIS programs. *New Library World, 117*(7/8), 499-539. https://doi.org/10.1108/NLW-03-2016-0020

2016   Received the Highly Commended Paper Award in the 2016 Emerald Literati Network Award for Excellence distinction for Dali, K. (2015). How we missed the boat: Reading scholarship and the field of LIS. New Library World, 116(9/10), 477-502. https://doi.org/10.1108/NLW- 01-2015-0007

2015   Received the inaugural Association for LIS Education (ALISE) Connie Van Fleet Award for Research Excellence in Public Library Services to Adults.

2011   The *New Library World* article Readers' advisory interactions with immigrant readers (2010) (https://doi.org/10.1108/03074801011044089) included in the Emerald ListAssist – a list of select resources for educators.

Teaching Awards & Honors

2024   Received the DU-wide Emerging Faculty Career Champion Award.

2024   Nominated for the DU Provost's Award for Excellence in Advising

2025

2023   Nominated as a Faculty Career Champion for the career and professional development
2022   support to U of Denver students for four consecutive years (won this award in 2024 – see
2021   above)
2020

2022   Nominated for the Outstanding Information Science Teacher Award, Association for
        Information Science & Technology (ASIS&T).

2013   Received the inaugural Outstanding Instructor Award by Master of Information Student
        Council, Faculty of Information, U of Toronto (https://misc.ischool.utoronto.ca/accordions/past-winners/).

Service Awards & Honors

2025   ASIS&T Distinguished member

2025   Named by the MCE Dean and the DU Provost as one of DU's most outstanding faculty
        members for excellence in service.

2024   Received a Certificate of Participation from the Library Research Round Table (LRRT) for
        participating in the Mentorship Program and serving as a mentor to two early career
        researchers.

2023   Received a letter of service commendation from ASIS&T.

2021   Received an Outstanding Reviewer Award, *The International Journal of Information,
        Diversity, & Inclusion* (2020-2021).

2019   Received an ALISE Norman Horrocks Leadership Award.

2017   Received a Certificate of Recognition for serving as Chair of the Education & Professional
        Advancement Committee (EPAC) for ASIS&T (2015-2017).

2015   Received an Outstanding Reviewer Award for *Reference Services Review* in the Emerald
        Literati Network Awards for Excellence.

Scholarship

Grants

1. Dali, K. (PI), in partnership with New York Public Library; Brooklyn Public Library; and Pueblo City-County Library District (also, Arapaho Public Library, CO, partnered for one phase. (2022-2025). *Enhancing the capacity of public library staff to serve multilingual communities*. IMLS Laura Bush 21 grant. Awarded. $254,711.

2. Dali, K. (PI) & Thompson, K.M. (co-PI), in partnership with CU Boulder Library & U of South Carolina Library. (2022-2025). *The practice model for an equitable workplace transition program: Disability and neurodiversity*. IMLS National Leadership grant. Awarded. $149,966 (2022-2024).

3. Dali, K. (PI) & Charbonneau, D. (co-PI). (2021-2022). *Experiences of disabled and neurodiverse Ph.D. students in information science*. MCE Flowback Grant for the project. Awarded $7,826US.

4. Dali, K. (sub-grantee) (2020-2021). The impact of disabilities training on LIS professionals. Part of the larger grant: Small, R. (PI). (2020-2021). *The impact of disabilities training on libraries, librarians, and patrons with disabilities: An innovative research collaboration*. IMLS National Leadership Grant (collaboration of Syracuse University, U of Denver, U of Maryland, and CUNY). Requested funds for U of Denver $119.115US. Not funded.

5. Dali, K. (2021). *The global story connection* (grant project title: Mainstreaming stories from around the world: Reviews of children's international literature in English translation. ALA Carnegie-Whitney grant. Awarded $5,000US.

6. Dali, K., Bell, N., & Valdes, Z. (2020). *Diversity and inclusion in professional development for academic librarians*. U of Denver 2020 Faculty Research Fund. Awarded $3,000US.
Project website: https://www.lisdeipd.com/

7. Caidi, N. (co-PI) & Dali, K. (co-PI). (2017). *Diversity by design: Reframing diversity discourse in Canada*. Social Sciences & Humanities Research Council of Canada (SSHRC) grant. Connection program – Connecting for Canada's 150th. Awarded $22,728CAN.

8. Dali, K. (PI). (2014-2015). *Biblio or therapy? An annotated bibliography on bibliotherapy for librarians*. ALA Carnegie-Whitney grant. Awarded $5,000US.

9. Dali, K. (2014-2015). *Immigrant readers and public libraries in Canada: Collaborating toward Integration*. Social Sciences and Humanities Research Council (SSHRC) Postdoctoral Fellowship, held at the Faculty of Information & Media Studies, Western U, Ontario, Canada. Awarded $81,000CAN.

10. Dali, K. (2012-2013). *Immigrant readers and public libraries in Canada: Collaborating toward Integration*. Social Sciences and Humanities Research Council (SSHRC) Postdoctoral Fellowship, to be held at the Faculty of Information & Media Studies, Western U, Ontario, Canada. Awarded $81,000CAN. Award declined.

11. Dali, K. (2009-2010). U of Toronto Doctoral Completion Grant. $3,424CAN

12. Dali, K. (2008, March). The inaugural Ethel W. Auster Scholarship for Doctoral Research. $1,700CAN.

13. Dali, K. (2007-2008). Ontario Graduate Scholarship. $10,000CAN

The Use of Symbols

☛ Co-authored with former or current students ⚥ Award or honor recipient $ Funded research

Doctoral & Postdoctoral Research

- **Postdoctoral research:** Dali, K. (2014-2016). *Immigrant readers and public libraries in Canada: Collaborating toward Integration*. Funded by a SSHRC Postdoctoral Fellowship. Western University, Canada.

- **Doctoral dissertation:** (2010). *The psychosocial portrait of immigration through the medium of reading: Leisure reading and its role in the lives of Russian-speaking immigrants in Toronto*. University of Toronto, Canada.
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Books

1. Dali, K., Zhu, Y., & Anderson, S. (2025). Reading for the soul and mind: The voices of multilingual readers. Book proposal submitted as part of the *Publishing and book culture: A Cambridge elements series*, edited by Marianne Martens, Gitte Balling, DeNel Rehberg Sedo and Knut Oterholm.

2. Dali, K. & Thompson, K. (2024). *Disabled and neurodiverse staff: Toward inclusion in the library and information science workforce*. In progress. In contract with Rowman & Littlefield/Bloomsbury (*ALISE book series*). Projected completion: October 2025.
3. Dali, K. & Thompson, K. (2023). *Inglorious pedagogy: Difficult, unpopular, and uncommon topics in LIS education in times of crisis and quiet*. *ALISE book series.* Rowman & Littlefield.
4. Dali, K. & Caidi, N. (Eds.) (2021). *Humanizing LIS education and practice: Diversity by design*. Routledge.
5. Dilevko, J., Dali, K. & Garbutt, G. (2011). *Contemporary world fiction: A guide to literature in translation*. Libraries Unlimited.

Book Chapters

1. Dali, K. (2023). The academia-practice gap: It takes two to tango. Original chapter in Dali, K. & Thompson, K. (2023). *Inglorious pedagogy: Difficult, unpopular, and uncommon topics in LIS education in times of crisis and quiet*. Rowman & Littlefield. (peer-reviewed chapter).

2. Dali, K. & Jaeger, P.T. (2023). We, who can't unlearn: (Un)learning and disabled faculty in American (post)pandemic academia. Original chapter in Dali, K. & Thompson, K. (2023). *Inglorious pedagogy: Difficult, unpopular, and uncommon topics in LIS education in times of crisis and quiet*. Rowman & Littlefield. (peer-reviewed chapter).

3. Thompson, K. M. & Dali, K. (2023). Introduction: The glories and inglories of Library and Information Science Pedagogy. *Inglorious pedagogy: Difficult, unpopular, and uncommon topics in LIS education in times of crisis and quiet*. Rowman & Littlefield. (non-peer-reviewed chapter).

4. Dali, K. & Thompson, K. M. (2023). Epilogue: Concluding the (in)glorious journey. *Inglorious pedagogy: Difficult, unpopular, and uncommon topics in LIS education in times of crisis and quiet*. Rowman & Littlefield. (non-peer-reviewed chapter).

5. Dali, K. & Caidi, N. (2021). Looking beyond the 'us versus them' and retrofitting. In Dali, K. and Caidi, N. (eds.), *Humanizing LIS education and practice: Diversity by design* (pp. 13-22). Routledge. (not peer-reviewed chapter)

6. Mehra, B. & Dali, K. (2020). Extending the framework for the benefit of praxis: A strategic literacy-based approach to diversity education (SLADE). In Julien, H., Gross, M. & Latham, D. (eds.). The

information literacy framework: Case studies of successful implementation (pp. 220-234). Rowman & Littlefield. (peer-reviewed chapter)

7. Dali, K. (2018). Integrating social work perspectives into LIS Education: Blended professionals as change agents. In Percel, J. et al. (eds.). *Re-envisioning the MLS: Perspectives on the Future of Library and Information Science Education. Advances in Librarianship, 44* (pp. 83–121). Emerald. (peer-reviewed chapter).

8. Dali, K. & Dilevko, J. (2015). Smoothing the transition: Retraining centers in Canada for immigrant librarians from Eastern Europe and the former Soviet Union. In *International Librarianship: Critical Concepts in Media and Cultural Studies, Vol. II* (162-183). Routledge. (reprint of the peer-reviewed article from *Slavic & East European Information Resources*).

Research Reports

Dali, K. & Thompson, K. (2025). *An equitable workplace transition program*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Dali, K. & Thompson, K. (2025). *Guidelines for changing workplace policies and practices*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Dali, K., Thompson, K., & Gillespie, C. (2025). *The analysis of policies relevant to the inclusion of disabled and neurodiverse employees at the workplace*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Dali, K. & Thompson, K. (2025). *Employment experiences of MLIS of disabled and neurodiverse MLIS graduates*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Dali, K. (2025). *Research blueprints*. Research report based on the totality of findings from eight online surveys pertinent to the study. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2025). *Building balanced world-language collections: Review guidelines*. Research report based on the totality of findings from eight online surveys pertinent to the study. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2025). *Engaging multilingual communities: Recommendations for staff training: Research- and experience-based recommendations*. Research report based on the totality of findings from eight online surveys pertinent to the study. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2025). *The survey of reading practices of multilingual readers: Ukrainian-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2025). *The survey of reading practices of multilingual readers: Russian-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2024). *The survey of reading practices of multilingual readers: Spanish-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2024). *The survey of reading practices of multilingual readers: Chinese-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2024). *The survey of reading practices of multilingual readers: Arabic-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2024). *The survey of reading practices of multilingual readers: Haitian Creole speakers.* Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K. (2024). *The survey of reading practices of multilingual readers: French-speaking patrons*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Thompson, K., Dali, K., & Wan, Y. (2024). *Perceptions of disability and neurodiversity: A survey of library employees.* Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Dali, K. (2023). *The survey of public library staff who serve multilingual communities*. Research Report. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22).

Dali, K., Thompson, K.M., & Gillespie, C. (2023). *Supervising for inclusion: A survey of academic library managers in the context of disability and neurodiversity*. Research Report. **($)** This study was made possible in part by possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

Peer-Reviewed and Invited Articles and Editorials

1. Dali, K., Velte, A., Anderson, S., Ganz, M., Lindaman, J., & Tuliao, M. (2025). Guest speakers as mentors: What classroom experiences mean to them. *Journal of Education for Library & Information Science*, 66(1), 40-59. (peer-reviewed paper)

2. Dali, K., Charbonneau, D., & Zhu, Y. (2024). Scientific empathy and the 12 principles for evaluating hermeneutic phenomenological research. *The Library Quarterly*, 94(3), 272-295. **($; ✒)** Funded by an MCE Flowback grant. (peer-reviewed paper)

3. Dali, K. & Charbonneau, D. (2024). Academic ableism and the experiences of disabled and neurodiverse Ph.D. students in LIS programs. *Education for Information.* **($)** Funded by an MCE Flowback grant. (peer-reviewed paper) (⚥) Featured in the October 2024 issue of the *Informed Librarian Online*. *Education for Information.*

4. Dali, K. & Charbonneau, D. (2024). The experiences of disabled and neurodiverse Ph.D. students in LIS programs during the COVID-19 pandemic: Weathering the storm. **($)** Funded by an MCE Flowback grant. (⚥) Featured in the April 2024 issue of the *Informed Librarian Online*. *Education for Information*. (peer-reviewed paper)

5. Dali, K. & Charbonneau, D. (2024). The holistic empowering methodological approach (HEMA): Putting participants in the driver's seat. *Journal of Education for Library & Information Science (JELIS), 65*(2), 182-215. **($)** Funded by an MCE Flowback grant. (⚥) A shortened version of the paper won the 2023 ALISE/ProQuest Methodology Paper Award. (peer-reviewed paper)

6. Dali, K. and Hohmann, G. (2023). Preserving the wonder of stories: The role of reflection in reading education in LIS programs. *Journal of Education for Library & Information Science*, *64*(2), 206-229. (advance access article). (✒) (peer-reviewed article)

7. Dali, K. and Caidi, N. (2023). Social work education for the digital age: Insight from information

science. *Social Work Education), 42*(5), 663-693. (peer-reviewed article)

8. Dali, K. (2022). A calling, not a call of duty: Public librarians' engagement with immigrant communities. *The Journal of Library Administration, 62*(2), 206-234. Funded by Social Sciences & Humanities Research Council of Canada. **($)** (peer-reviewed article)

9. Dali, K. (2021). Learning about immigrant and migrant readers, transforming libraries: Spanish-speaking readers in North America. *Canadian Journal of Information and Library Science CJILS/RCSIB), 44*(2/3). Funded by Social Sciences & Humanities Research Council of Canada. **($)** (peer-reviewed article)

10. Dali, K., Bell, N., & Valdes, Z. (2021). The expectation and learning impact framework (ELIF): Evaluating diversity, equity, and inclusion professional development events for academic librarians. *Journal of Academic Librarianship, 47*(6), 102456. **(⚥ , $)** (peer-reviewed article) Companion website (open access distribution of findings/asynchronous workshop: https://www.lisdeipd.com/).

11. Dali, K., Bell, N., & Valdes, Z. (2021). Learning and change through diversity, equity, and inclusion professional development: Academic librarians' perspectives. *Journal of Academic Librarianship, 47*(6), 102448. **(⚥ , $).** (peer-reviewed article). Companion website open access distribution of findings/asynchronous workshop: https://www.lisdeipd.com/.

12. Dali, K., Caidi, N., Thompson, K. M., & Garner, J. (2021). The tales from three countries and one academia: Academic faculty in the time of the pandemic. *The Library Quarterly, 91*(4), 371-384. (invited and peer-reviewed article).

13. Dali, K. (2021). The image of the library through the eyes of immigrant and migrant readers. *Journal of Documentation, 77*(5), 1073-1095. **($)** (peer-reviewed article)

14. Dali, K. (2021). Ruminations on peer review in the time of social change. *Journal of Documentation, 77*(5), 1096-1106. (peer-reviewed article)

15. Dali, K. (2021). Fostering the reading experience for Spanish-speaking readers: Post-migration changes in reading practices and the implication for libraries. *The Reference Librarian, 62*(1), 34-58. Funded by Social Sciences & Humanities Research Council of Canada. **($)** (peer-reviewed article)

16. Dali, K., Brillante, A.M., Bass, P.I., Love, A.M., Byrnes, L., Fontaine, A. & Buren, M.M. (2021). Conversing with readers: A framework for the reading experience conversation. *The Reference Librarian, 62*(2), 81-87. (✍) (peer-reviewed article)

17. Dali, K. (2021). Reading practices of Spanish-speaking readers in the United States and Canada. *Journal of Librarianship and Information Science*, 54 (2), 188–207. Funded by Social Sciences & Humanities Research Council of Canada. **($)** (peer-reviewed article)

18. Dali, K., Vannier, C. & Douglass, L. (2021). Reading experience librarianship: Working with readers in the 21st century. *Journal of Documentation, 77*(1), 259- 283. (✍) (peer-reviewed article)

19. Dali, K. & Brochu, L. (2020). The right to listen: A not so simple matter of audiobooks. Library *Resources & Technical Services, 64*(3), 109-116. (✍) (peer-reviewed article)

20. Dali, K. & McNiff, L. (2019). Reading work as a diversity practice: A differentiated approach to reading promotion in academic libraries in North America. *Journal of Librarianship and Information Science (JoLIS), 52*(4), 1050-1062. **(⚥ , ✍)** (peer-reviewed article)

21. Dali, K. & McNiff, L. (2019). What citation patterns reveal about reading research and practice in academic libraries. *Reference Services Review, 47*(4), 570-593. (✍) (peer-reviewed article)

22. Dali, K. (2019). Avoiding a senseless endurance test: Hidden disabilities and interviewing in LIS. *The International Journal of Information, Diversity, & Inclusion, 3*(1). (peer-reviewed editorial)

23. Dali, K. (2018). The lifeways we avoid: The role of information avoidance in discrimination

against people with disabilities. *The Journal of Documentation, 74*(6), 1258-1273. (⚕) (peer-reviewed article)

24. Dali, K. (2018). The right to be included: Introducing a new model of an oppressive workplace environment experienced by people with disabilities. *Information & Learning Science, 119*(9/10), 486-513. (peer-reviewed article)

25. Dali, K. (2018). 'Culture fit' as 'anti-diversity': Avoiding human resources decisions that disadvantage the brightest. *The International Journal of Information, Diversity, & Inclusion, 2*(4). (peer-reviewed editorial)

26. Dali, K. (2018). On the privilege of being a diversity scholar and how we choose to use it. *The International Journal of Information, Diversity, & Inclusion, 2*(3). (2018). (peer-reviewed editorial)

27. Dali, K. & Jaeger, P.T. (2018). *IJIDI* - The new beginning: A welcome editorial. *The International Journal of Information, Diversity, & Inclusion, 2*(1/2). (peer-reviewed editorial)

28. Caidi, N. & Dali, K. (2018). Editorial: The special issues: The International Diversity by Design Symposium Toronto, ON, Canada (September 13-14, 2017). *The International Journal of Information, Diversity, & Inclusion, 2*(1/2) (invited editorial)

29. Dali, K. & Jaeger, P.T. (2018). Beyond scholarly publishing: The human dimension of peer review in LIS. *The Library Quarterly 88*(2), 99-124. (peer-reviewed article)

30. Dali, K. & Rabina, D.L. (2017). On responsibility in the classroom and the ubiquity of politics: Postelection reflections from the U.S. and Canada, by way of the world. *The Library Quarterly, 87*(4), 306-316. (invited and peer-reviewed article)

31. Dali, K. (2017). The way of WalDorF: Fostering creativity in LIS programs. *Journal of Documentation, 73*(3), 407-431. (⚕). Nominated for the ALA Jesse H. Shera Award for Distinguished Published Research award

32. Dali, K. & Caidi, N. (2017). Diversity by design. *The Library Quarterly, 87*(2), 88-98. (⚕) (peer-reviewed article/guest editorial). Received the ALA David Cohen/ EMIERT Multicultural Award.

33. Dali, K. (2016). Readers' histories as a way of studying and understanding multicultural library communities. *The Library Review, 65*(8/9), 519-534. (peer-reviewed article) **($)** Funded by SSHRC.

34. Dali, K. & Caidi, N. (2016). A two-way street: Building the recruitment narrative in LIS programs. *New Library World, 117*(7/8), 499-539. (⚕) Received the Outstanding Paper Award in the 2017 Emerald Literati Network Awards for Excellence. (peer-reviewed article)

35. Dali, K., Lau, A., & Risk, K. (2015). Academically informed creative writing in LIS programs and the freedom to be creative. *Journal of Education for Library & Information Science (JELIS), 56*(4), 298-324. (☛) (peer-reviewed article)

36. Caidi, N. & Dali, K. (2015). Can we talk? Perceptions of diversity issues by students with diverse backgrounds, and a rumination on personal roads to systemic change. *New Library World, 116*(11/12), 748-780. (peer-reviewed article)

37. Dali, K. (2015). How we missed the boat: Reading scholarship and the field of LIS. *New Library World, 116*(9/10), 477-502. (⚕) Received the Highly Commended Paper Award in the 2016 Emerald Literati Network Awards for Excellence. (peer-reviewed article)

38. Dali, K. (2015). Readers Advisory: Can we take it to the next level? *Library Review, 64*(4/5), 372-392. (peer-reviewed article)

39. Dali, K. & Alsabbagh, L. (2015). Learning about translators from library catalog records: Implications for readers' advisory. *New Library World, 116*(5/6), 264-276. (☛) (peer-reviewed)

40. Dali, K. & Alsabbagh, L. (2014). Access to translated fiction in Canadian public libraries. *Reference Services Review, 42*(4), 569-602. (☛) (peer-reviewed article)

41. Dali, K. (2014). From book appeal to reading appeal: Redefining the concept of appeal in readers'

advisory. *The Library Quarterly, 84*(1), 22-48. (peer-reviewed article)

42. Dali, K. (2013). 'Ask me what I read': Readers' advisory and immigrant adaptation. *New Library World, 114*(11/12), 507-526. (peer-reviewed article)

43. Dali, K. (2013). Hearing stories, not keywords: Teaching contextual readers' advisory. *Reference Services Review, 41*(3), 474-502. (peer-reviewed article)

44. Dali, K. (2013). Books in their suitcases: Leisure reading in the lives of Russian-speaking immigrants in Canada. *Journal of Librarianship and Information Science (JoLIS)*, 45(4), 261-293. (peer-reviewed)

45. Dali, K. (2012). Reading their way through immigration: The leisure reading practices of Russian-speaking immigrants in Canada. *Library & Information Science Research (LISR)*, *34*(3), 197-211. (peer-reviewed article)

46. Dali, K. (2010). Readers' advisory in public libraries and translated fiction. *The Reference Librarian, 51*(3), 175-188. (peer-reviewed article)

47. Dali, K. (2010). Readers' advisory interactions with immigrant readers. *New Library World, 111*(5/6), 213-222. (♅) (peer-reviewed article)

48. Dali, K. & Dilevko, J. (2009). The evaluation of international credentials and the hiring of internationally trained librarians in Canadian academic and public libraries. *International Information and Library Review (II&LR), 41*(3), 146-162. (peer-reviewed article)

49. Dali, K. & Dilevko, J. (2007). Smoothing the transition: Retraining centers in Canada for immigrant librarians from Eastern Europe and the former Soviet Union. *Slavic and East European Information Resources (SEEIR), 8*(1), 77-102. (peer-reviewed article)

50. Dali, K. & Dilevko, J. (2006). Toward improved collections in medical humanities: Fiction in academic health sciences libraries. *Journal of Academic Librarianship, 32*(3), 259-273. (peer-reviewed article)

51. Dilevko, J. & Dali, K. (2006). Book history and ideological hierarchies. *Intercultural Education, 17*(2), 221-233. (peer-reviewed article)

52. Dilevko, J. & Dali, K. (2006). The self-publishing phenomenon and libraries. *Library & Information Science Research, 28*(2), 208-234. (peer-reviewed article)

53. Dali, K. (2005). Russian-language periodicals in Toronto: Information sources for immigrants and records for documenting community. *Slavic & East European Information Resources (SEEIR), 6*(1), 57-100. (peer-reviewed article)

54. Dali, K. & Dilevko, J. (2005). Beyond approval plans: Methods of selection and acquisition of books in Slavic and East European Languages in North American Libraries. *Library Collections, Acquisitions and Technical Services, 29*(3), 238-269. (peer-reviewed article)

55. Dali, K. (2004). Reading by Russian-speaking immigrants in Toronto: Use of public libraries, bookstores, and home book collections. *International Information & Library Review, 36*(4), 341-366. (peer-reviewed article)

56. Dilevko, J. & Dali, K. (2004). Improving collection development and reference services for interdisciplinary fields through analysis of citation patterns: An example using tourism studies. *College and Research Libraries, 65*(3), 216-241. (peer-reviewed article)

57. Dilevko, J. & Dali, K. (2004). Reviews of independent press books in counterpoise and other publications. *College and Research Libraries, 65*(1), 56-77. (peer-reviewed article)

58. Dilevko, J. & Dali, K. (2003). Electronic databases for readers' advisory services and intellectual access to translated fiction not originally written in English. *Library Resources and Technical*

Services, 47 (3), 80-95. (peer-reviewed article)

59. Dilevko, J. & Dali, K. (2002). The challenge of building multilingual collections in Canadian public libraries. *Library Resources and Technical Services, 46*(4), 116-137. (peer-reviewed article)

60. Dali, K. (2002). From Russia with books: Reading and readership in the Russian-speaking community in Toronto. *Toronto Slavic Quarterly, 2* (2002). (peer-reviewed article)

Published Non-Peer-Reviewed Articles

1. Dali, K. & Charbonneau, D. H. (2025). The inclusion of disabled and neurodiverse Ph.D. students: Embracing care and kindness. *Information Matters*.

2. Dali, K. (2023). Just the beginning of the conversation: DEIA in the words of academic librarians. (Open access summary article of the previously published research. This piece was initially written for the Elsevier Library Connect open access project. We eventually decided not to publish with the venue but to make it available open access elsewhere.

3. (PDF) The Expectation and Learning Impact Framework (ELIF): Evaluating diversity, equity, and inclusion professional development events for academic librarians. Available from: https://www.researchgate.net/publication/355720987_The_Expectation_and_Learning_Impact_Framework_ELIF_Evaluating_diversity_equity_and_inclusion_professional_development_events_for_academic_librarians.

4. Dali, K. & Jaeger, P.T. (2018). A privilege, a gift, and a reason for gratitude: Appreciating the human dimension of peer review. *The London School of Economics (LSE) Impact Blog.*

5. Chu, C.M., Raju, J., [alphabetically] Albright, K.S., Bothma, T., Chow, A., S., Dali, K., Heco, T., Juznic, P Renon, F., Talavera-Ibarra, A. M. (2018). Building strong LIS education: A call to global and local action. An IFLA BSLISE working group white paper. (Non-peer-reviewed)

6. Dali, K. (2014). On Dangers of Reading and Bibliotherapy: two papers written for the NoveList (EBSCO) database (2014) (https://www.ebsco.com/blogs/novelist/dangers-reading; https://www.ebsco.com/blogs/novelist/bibliotherapy).

7. Dali, K. (2012). Understanding immigrant readers through their reading practices. *OLA Access Magazine,* 18(1), 36-37. (invited)

8. Dali, K. (2010). Immigrant readers feeling 'at home' in library reading programs. *Readers' Advisor News*, Libraries Unlimited, 2010 (invited contribution).

9. Czubik, L. & Dali, K. (2005). *Contemporary novels and short stories from Eastern Europe, exhibition of books*, January-May 2005 (available at:

10. Dali, K. (2003). The 1919 diary of a Russian White Army officer. *Halcyon: The Newsletter of the Friends of the Thomas Fisher Rare Book Library*, 32, 4-5. Available at.

Conference Presentations & Posters

1. Dali, K., Thompson, K.M., & Smith, A.J. (2025) (conveners). Authentic inclusion: Highlighting inclusive LIS pedagogical and professional practices. Proposal accepted for the Disabilities in LIS SIG Session at the 2025 ALISE Annual Conference.

2. Charbonneau, D.H., Dali, K., Kitzie, V., Kizhakkethil, P., & Velez, L. (2025). Qualitative research in the AI landscape. An alternative event proposal accepted for the 2025 ASIST Annual Meeting; sponsored by the Research Engagement Committee.

3. Dali, K., Mikel, A., Blancarte-Hayward, A., Lobash, L., & Peterson, J. (2025). Intentional service design for multilingual readers: The programming and training focus. Panel at the 2025

annual conference of the American Library Association, Philadelphia, PA, June 2025.

4. Dali, K., Mikel, A., Blancarte-Hayward, A., Lobash, L., Peterson, J., & Zhu, Y. (2025). Intentional service design for multilingual readers: The collections focus. Poster presented for the 2025 annual conference of the American Library Association, Philadelphia, PA, June 2025.

5. Thompson, K., Dali, K., McLure, M., & Carey, F.C. (2025). Hiring and retention: Supporting disabled and neurodiverse librarians. The University of the West Indies at Mona (Jamaica) Library conference, April 16, 2025. Presented in absentia.

6. Dali, K., Thompson, K., McLure, M., & Carey, F.C. (2025). Making libraries inclusive of disabled and neurodiverse employees. Workshop presented at the 17th Bridging the Spectrum Symposium, The Catholic University of America, Washington DC, April 11, 2025.

7. Dali, K. & Zhu, Y. (2025). Reading practices of Chinese speakers and their interactions with public libraries. Paper presented at the 17th Bridging the Spectrum Symposium, The Catholic University of America, Washington DC, April 11, 2025.

8. Charbonneau, D.H., Dali, K., Bossaller, J., Hartel, J., & Senteio, C. (2024). Centering care and kindness: Mentoring Ph.D. students in tumultuous times. An alternative event presented the 2024 ASIST Annual Meeting, Calgary, AB, Canada.

9. Thompson, K.M., Dali, K., McLure, M., & Carey, F.C. (2024). Academic libraries as (in)equitable workplaces: Voices of disabled and neurodiverse librarians. Workshop presented at the *IDEAL 2024: The Inclusion, Diversity, Equity, and Accessibility in Libraries and Archives (IDEAL) Conference*, Toronto, Ontario, Canada, July, 2024. **($)** This study was made possible in part by the Institute of Museum and Library Services National Leadership Grant (#LG-252342-OLS-22).

10. Dali, K., Adkins, D., & LaTesha Velez. (2024). Let's talk about what we study but don't teach: The reading experience and multicultural readers. Panel presented at the *Researching the Reading Experience in the Digital Age: From Print to the Bookternet and Back Again* conference, Copenhagen, Denmark, June 2024.

11. Dali, K. & Anderson, Stephanie. (2024). The reading experience in the multilingual landscape. Paper presented at the *Researching the Reading Experience in the Digital Age: From Print to the Bookternet and Back Again* conference, Copenhagen, Denmark, June 2024. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22)

12. Dali, K. (convener), Ammari, T., Costello, K., Hill, H., and Senteio, C. (2024). 'Stumbling' to succeed: Challenges, obstacles, and ethical dilemmas in human participant research. Panel proposal accepted for the *2024 CAIS conference*, June 2024. [prepared but was unable to attend the conference]

13. Zhu, Y., Dali, K., & Blancarte-Hayward, A. (2024). Serving multilingual communities: Voices of public library staff. Poster presented at the *2024 Annual ALA conference*, June 2024. **($)** This study was made possible in part by the Institute of Museum and Library Services Laura Bush 21 Grant (#RE-252345-OLS-22)

14. Dali, K. & Charbonneau, D. (2023). Using hermeneutic phenomenology and the Single Question Aimed at Inducing Narrative (SQUIN) in disability research. Methodology Paper Award presentation delivered at the 2023 ALISE annual conference.

15. Dali, K. & Charbonneau, D. (2023). Ableism rekindled: Experiences of Ph.D. students during the COVID-19 pandemic. Paper presentation delivered at the ALISE Disabilities in the LIS SIG session, ALISE annual conference.

16. Thompson, K. & Dali, K. (2023). Broadening academic library employment: Neurodiversity in academic library hiring. Paper presentation delivered at the 2023 ALISE Disabilities in the LIS SIG session, ALISE annual conference.

17. Dali, K. (2023). [Acceptance and inclusion of faculty with disability or neurodiversity](). Paper delivered at the 2023 Canadian Association of Information Science (CAIS) conference, as part of the panel: *Reimagining LIS education: Everything we wanted to say but were afraid to* composed of (alphabetically) Thompson, K.M. (convener), Birdi, B., Bossaller, JS., Dali, K., Goulding, A., Nelson, SB, & Vardell, E.

18. Dali, K., Lenstra N., Ogden, L., Senteio, C., Williams, R. (2022). LIS and social work: From current issues to a collaborative future. A panel presented at the 2022 Annual ALISE conference, Pittsburgh, PA (October, 2022) https://www.alise.org/2022-annual-conference (peer-reviewed panel)

19. Dali, K. (2022). Unrecognized relevance: Mainstreaming international content in LIS courses. A paper presented for the International Library Education SIG, the 2022 Annual ALISE conference, Pittsburgh, PA (October, 2022) https://www.alise.org/2022-annual-conference (peer-reviewed paper)

20. Dali, K. & Thompson, K. (2022). Helping LIS educators make sense of disability definitions and models. A panel presented at the Disabilities in LIS SIG session, the 2022 Annual ALISE conference, Pittsburgh, PA (October, 2022) https://www.alise.org/2022-annual-conference (invited SIG paper)

21. Charbonneau, D. & Dali, K. (2022). The experiences of disabled and neurodiverse Ph.D. students in LIS programs during the COVID-19 pandemic: Preliminary findings. A panel presented at the Disabilities in LIS SIG session, the 2022 Annual ALISE conference, Pittsburgh, PA (October, 2022) https://www.alise.org/2022-annual-conference (invited SIG paper)

22. Dali, K. (session organizer), Lenstra, N., Senteio, C., Esposito, A., & Wynia Baluk, K. (2022). LIS and social work: Intersecting pasts, a shared future (https://www.cais2022.ca/talk/13.social/). A panel presented at the 50th Annual Conference of the Canadian Association for Information Science /l'Association canadienne des sciences de l'information (CAIS/ACSI). *100 Years of Information Science: Understanding the past and building the future*. https://www.cais2022.ca/ (peer-reviewed panel)

23. Dali, K. (2021). Developing the diversity mindset for the information fields. *An international IDEA (Inclusion, Diversity, Equity, & Accessibility) panel* organized by a group of iSchools. Virtual event. (invited)

24. Dali, K. (session organizer), Andrew Smith, and Michelle K. Hahn. (2021). Leading, educating, and inspiring LIS professionals to embrace accessibility for a resilient future. SIG session presented at the 2021 Annual ALISE virtual conference. Abstract published in *Conference Proceedings*: https://www.ideals.illinois.edu/handle/2142/110921 (invited)

25. Caidi, N., Dali, K., Assefa, S., Thompson, K.M., & Goulding, A. (2021). "Put your mask on first before helping others": Faculty members as a neglected population during COVID. Panel at the 2021 Annual ALISE virtual conference. Abstract published in *Conference Proceedings*: https://www.ideals.illinois.edu/handle/2142/110954 (peer-reviewed)

26. Dali, K. and Caidi, N. (2020). Invited speaker and organizer of the 2020 Virtual ALISE Academy. The diversity mindset: A guiding principle for leadership in the information fields. https://www.alise.org/alise-2020-virtual-academy (invited)

27. Dali, K. (session organizer). (2020). Transforming LIS education through disability inclusion. A Disabilities in LIS SIG session presented at for the 2020 ALISE conference, Pittsburgh, PA. Abstract published in the *Conference Proceedings*. https://www.ideals.illinois.edu/handle/2142/108797 (invited)

28. Dali, K. & Brochu, L. (2020). Advocacy for audiobooks and Diversity by Design. A paper presented as part of the *Technical Services Education: Transformation and Advocacy* SIG session at the 2020 ALISE conference, Pittsburgh, PA. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/108789 (peer-reviewed)

29. Dali, K. (session organizer). (2019). Including disability in LIS education and workplaces: From local concerns to global vision. An ALISE Academy session at the 2019 ALISE conference, Knoxville, TN. (with Mirah Dow, Kim M. Thompson, Brady D. Lund, and Kevin J. Mallary). Abstract published in the *Conference Proceedings* http://hdl.handle.net/2142/104680 (invited)

30. Dali, K. (2019). The true meaning of "meta": Contributions of LIS to social work education in a globalized learning environment. A paper presentation at the 2019 ALISE conference, Knoxville, TN. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/105329 (peer-reviewed)

31. Dali, K. (session organizer), Bossaller, J., Caidi, N., Mehra, B., & Thompson, K.M. The Agony and the ecstasy of publishing with Master's students: The importance of scholarly publishing for global information professionals. A panel presented at the 2019 ALISE conference, Knoxville, TN). Abstract published in the *Conference Proceedings* http://hdl.handle.net/2142/105306 (peer-reviewed)

32. Mehra B. & Dali, K. (2019). Integrating the Framework into a diversity course for the benefit of praxis. A paper presentation at the panel Information literacy in a global context: Incorporating the ACRL Framework into preservice education for information professionals by Gross, M., Latham, D., Julien, H. (session conveners), at the 2019 ALISE conference, Knoxville, TN. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/105304 (peer-reviewed)

33. Dali, K., Thompson, K.M., & Jaeger, P.T. (2019). Beyond representation: Developing Inclusive workplaces for faculty and staff with disabilities. A workshop presented at the 2019 iConference, Washington, DC.

34. Oltmann, S., Dali, K. & Albright, K. (2019). Happy authors, happy editors: Tips and tricks to getting published in a peer-reviewed journal. A panel presented at the 2019 ALA Annual Conference in Washington, DC.

35. Dali, K. (session organizer), Burgess, J., Lee, S., & Vorbach, J. (2018). Will "online" go the distance? The quality of teaching and evaluation in online LIS education. A panel presented at the 2018 ALISE annual conference, Denver, CO. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/98928.

36. Dali, K. (session convener), Chu, C. M., Južnic, P., Martínez-Arellano, F. F., Raju, J., Tammaro, A. M. LIS qualifications, certification, and the meaning of 'professional' around the world. A panel presented at the 2018 ALISE annual conference, Denver, CO. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/98928.

37. Dali, K. (2018). Is time up for discrimination & bullying in academia: What social work and LIS can do to improve the psychological climate on campus. A paper presented at the SIG Information Ethics session at the 2018 ALISE annual conference, Denver, CO, USA. Abstract published in the *Conference Proceedings* https://www.ideals.illinois.edu/handle/2142/98928.

38. Dali, K., Jaeger, P. T., & Lee, L. (2017). Human dimensions of peer review in Information Science. A poster presented at the ASIS&T 2017 annual conference, Silver City, VA, USA.

39. Caidi, N. & Dali, K. (2017). Diversity by design: From concept to action. A poster presented at the ASIS&T 2017 annual conference, Silver City, VA, USA.

40. Dali, K. (2017). The right to be included: A curious case of an oxymoron, missing legislation, and academics with disabilities. A paper presented at the Diversity by Design Symposium, Toronto, ON, September 2017. https://idiversitybydesigndotcom.wordpress.com/program-schedule/ **($).** Funded by the Social Sciences & Humanities Research Council of Canada. (invited)

41. Dali, K. (2017). There is no pill for an unkind heart: The duty to accommodate and limitations of policies in academic settings. A paper presented at the U of Maryland Disability Summit 2017 Disability in a polarized nation. (peer-reviewed)

42. Dali, K. (2017). Educating creative minds: Do our pedagogical practices foster meaningful community engagement? A paper presented at the 2017 ALISE Conference, Atlanta, GA. (peer-reviewed)

43. Dali, K. (2016). LIS professionals as change agents: Tapping into our true potential through collaboration with social work. An invited pre-conference workshop presented at the 5th Annual Conference on Inclusion and Diversity in Library and Information Science, October 20-21, 2016, U of Maryland, College Park, MD. (peer-reviewed)

44. Dali, K. (2016). Researching the experiences of internationally educated LIS professionals in the North American job market: Implications for education quality assessment. A paper presented at the 2016 IFLA Satellite Meeting co-organized by the Section on Education and Training and Section on Library Theory and Research, August 10, 2016, Dublin, OH. (invited)

45. Dali, K. & Caidi, N. (session organizers), Bertot, J., Komlodi, A. & Shah, C. (session facilitators). (2016). From information professionals to information creatives: On educating future generations in iSchools. A Session for Interactive Engagement (SIE) at the 2016 iConference in Philadelphia, PA.

46. Dali, K. (2016). LIS Professionals and Social Work: Facilitating the Change and Transition of Immigration (paper presented at the 2016 ALISE Conference, Boston, MA, USA). https://alise2016.sched.org/event/5aow/session-31-c-juried-paper-lis-professionals-and- social-work-facilitating-the-change-and-transition-of-immigration).

47. Dali, K. & Gazan, R. (2016). Changing it back for the better: Expanding the use of oral exams in LIS. A paper presented at the 2016 ALISE Conference; SIG for Innovative pedagogies, Boston, MA. https://alise2016.sched.org/event/5DpV/session-12-sig-session-innovative-pedagogies-in-lis-education.

48. Caidi, N. & Dali, K. (2015). A different kind of diversity: Ruminations on the (un)attractiveness of LIS programs to culturally diverse students. A paper presented at the 2015 ALISE conference, Boston, MA. https://alise2016.sched.org/event/5apa/session-72-a-juried-paper-a-different-kind-of-diversity-ruminations-on-the-unattractiveness-of-lis-programs-to-culturally-diverse-students.

49. Dali, K. (session organizer), Budd, J.M., Chu, C.M., & O'Brien, H. (2015). Making an impact through experiential learning. A panel presented at the 78th ASIS&T Annual Conference, St. Louis, MO. https://dl.acm.org/doi/10.5555/2857070.2857077

50. Dali, K. and Granfield, D. (2015). Promoting reading for pleasure in academia to educate the "whole person." A paper presented at the 2015 annual Canadian Applied Literature Association [CALA], Ottawa, ON.

51. Dali, K., Lau, A. & Risk, K. (2015). Is there a place for creative writing in LIS programs? A creative film presentation at the SIG on Innovative Pedagogies, at the 2015 ALISE conference, Chicago, IL.

52. Dali, K., Fisher, G., Patterson, J., Restivo, K., & Rohweder, M. (2014). Readers' advisory in academic libraries. A poster presented at the Ontario Library Association Superconference, Toronto, ON.

53. Caidi, N., Dali, K., & Dallas, C. (alphabetical order). (2013). The many faces of partnership: Partnership-based education and graduate professional programs. A panel presented at the 8th Annual Teaching & Learning Symposium *Learning Across & Beyond Borders*, U of Toronto, Toronto, ON.

54. Dali, K. (2010). Reading transnationalism from below: Ethnic and transnational communities of Russian-Speaking Readers. A paper presented at the SHARP conference, Helsinki, Finland.

55. Dali, K. (2009). Reading practices of immigrants. A poster presented at the annual conference of the Canadian Library Association (CLA), Montreal, QC.

56. Dali, K. (2009). International LIS credentials and internationally trained librarians in Canada. A poster presented at the annual conference of the Canadian Library Association (CLA), Montreal, QC.

57. Dali, K. (2009). The role of leisure reading in the lives of Russian-speaking immigrants in Toronto. A paper presented at the annual conference of the Canadian Association of Slavists (CAS), Carleton University, Ottawa, ON.

58. Dali, K. & Dilevko, J. (2007). Retraining centres in Canada for immigrant librarians from Eastern Europe and the former Soviet Union. A paper presented at the Faculty of Information Studies (FIS) Research Day, U of Toronto, Toronto, ON.

59. Dali, K. & Dilevko, J. (2006). Smoothing the transition: Retraining centres for East European (EE) immigrant librarians in Canada. A paper presented at the annual conference of the Canadian Association of Slavists (CAS), York University, Toronto, ON.

Delivered Keynotes, Guest Lectures, Invited Talks, & Media Appearances

1. Dali, K. (May 2025). Keynote on Bibliotherapy at the IMLS-funded symposium, Libraries Advancing Community Learning to Prevent Substance Use. https://lacl.missouri.edu/index.php/schedule-and-speakers/

2. Dali, K. (May 2025). Bibliotherapy. An invited workshop for the Wisconsin Educational Media & Technology Association.

3. Dali, K. (2022, November). Keynote 1: The information lives of our clients: Information science for social workers. *Social Work in Libraries Symposium*. An International Symposium, Charles Sturt University, Australia.

4. Dali, K. (2022, May). Insight that cannot be taught: Creating an inclusive workplace for disabled and neurodiverse library staff. An invited talk at the U of California Irvine Library, DEIA series.

5. Dali, K. (2022, March). Disability & accessibility in LIS: Selected issues. Two lectures delivered at the U of Toronto iSchool, in the graduate course "Communities & Values."

6. Interviewed by the ALISE Community Building Co-Chairs (J. Bossaller & C. Post) as a co-convener and co-founder of the Disabilities in LIS SIG. https://www.youtube.com/watch?v=j_GLraxRcSA&t=52s

7. Dali, K. (2020, May). Why you will NOT be learning about reading behaviors in an LIS program. An invited talk delivered at the iSchool, U of Toronto, in the graduate course "Information Behavior."

8. Dali, K. (2021, February). The role of information avoidance in discriminatory attitudes toward disabilities. Invited Talk/Webinar, iSchool, U of Toronto.

9. Dali, K. (2019, May). Librarians as change agents: Tapping into our true potential through collaboration with social work. An invited presentation delivered at the Toronto Public Library, Toronto, ON.

10. Dali, K. (2019, March). From service provision to community engagement: Recent shifts in libraries and information organizations. A presentation delivered at the U of Copenhagen, on invitation from Bibliotekarforbundet - The Danish Union of Librarians and U of Copenhagen, Copenhagen, Denmark.

11. Dali, K. (2019, March). If you have not done readers' advisory before, you might just get it right! Sharing North American experiences (and mistakes) with Danish colleagues. A presentation delivered to the public librarians in Copenhagen, Gentofte Centralbibliotek, Hellerup, Denmark.

12. Dali, K. (2017, January). Library and information studies professionals as change agents: Working on the intersection of LIS and social work. Speakers' Corner/ Colloquium talk given at SLIS, U of Alberta.

13. Interviewed as an expert for: Beeson, L. Exploring the health benefits of fiction therapy, The Toronto Star, Dec. 19, 2016. Available at: https://www.thestar.com/life/2016/12/19/exploring-the-health-benefits-of-fiction-therapy.html

14. Dali, K. (2014, October). "The whole of life," or Why teach and study reading in LIS programs? An invited talk at the iSchool, U of British Columbia, Vancouver, October 21, 2014.

15. Dali, K. (2014, October). Serving immigrant readers more effectively. A keynote address at the *RA [Readers' Advisory] in Half a Day* conference, British Columbia Library Association.

16. Dali, K. (2013, November). Reading and immigrant communities. An invited speech and workshop delivered at the *RA in a Day [RA=Readers' Advisory]* conference, Ontario Public Library Association, Toronto, ON.

Curated Online Research Content

1. *Enhancing the capacity of public library staff to serve multilingual communities*. Dali, K. (PI), in partnership with New York Public Library; Brooklyn Public Library; and Pueblo City-County Library District. (2021-2022). IMLS Laura Bush 21 grant. Awarded. $254,711 (2022-2024).

2. *The practice model for an equitable workplace transition program: Disability and neurodiversity*. Dali, K. (PI) & Thompson, K.M. (co-PI), in partnership with CU Boulder Library & U of South Carolina Library. (2021-2022). IMLS National Leadership grant. Awarded. $149,966 (2022-2024).

3. *LIS DEI professional development*. (Not actively curated; created with support of the DU Faculty Research Fund grant, 2020-2022)
   A companion website to two articles published in the *Journal of Academic Librarianship* in 2021 ("The expectation and learning impact framework (ELIF)…" & "Learning and change through diversity, equity, and inclusion professional development…"); funded by the U of Denver Faculty Research Fund. Created for the open access distribution of the most salient study findings. Includes summary findings; downloadable handouts (pdf documents); and two videos for asynchronous learning. Three additional videos are contributed by external facilitators and elaborate on the topics of increased interest, based on the study findings (e.g., controlling bias in hiring) or add value by providing information on the areas not addressed by the study participants (e.g., accessibility).

4. *Global story connection: Connecting children with stories from around the world*. (Not actively curated; created with support of an ALA Carnegie-Whitney grant, 2021-2022)
   A website based on the comprehensive research of international children's titles in English translation; features regional and country-based divisions; in-depth book reviews that highlight cross- and trans- cultural and sensitive aspects in translated titles, with ample notes for practicing children's librarians; also features programming ideas for librarians based on the chosen titles; and the kid's section for young website users to explore on their own. The project will wrap up in December 2022.

5. *Reading Experience Librarianship in world languages* (Not actively curated; on hiatus).
   This website is intended to provide a summary of research findings related to reading practices in immigrant communities in a way that makes it useful to busy librarians who work with readers.

6. *Biblio or therapy? An annotated bibliography on bibliotherapy for librarians. An online annotated bibliography* (Not actively curated; completed project; funded by an ALA Carnegie-Whitney grant, 2014-2015)

Teaching

Department of Information Sciences (DIS), College of Arts & Sciences, CUA

1. LSC 533: Information Sources & Services (fall 2025)

2. LSC 672: Management (fall 2025)

3. LSC 838: The Reading Experience in Libraries, Archives, and Museums

Research Methods & Information Science Department (RMIS), U of Denver

1. LIS 4700: Serving Diverse Communities (spring 2025) – two-credit course
2. LIS 4700: Engaging immigrants & refugees in libraries: Select issues (spring 2024). – one-credit / one-day intensive course.
3. LIS 4700: Engaging disabled and neurodiverse communities: Select issues (winter 2024) – one-credit / one-day intensive course.
4. LIS4700: Preparing for the job market (spring 2021; spring 2024; spring 2025) – one-credit course

    (starting Fall 2024 – course renamed) LIS4000: Libraries, Information and Society (fall 2024-2U; winter 2025-2U; spring 2025-2U).
    (prior to fall 2024) LIS 4000. Foundations of LAIS (fall 2019; fall 2020 – two sections; fall 2022; winter 2024-2U).
5. LIS4355: The Reading Experience in LIS (formerly, Working with Readers in Libraries & Beyond) (winter 2020; winter 2021; winter 2022; winter 2023; winter 2024; winter 2025).
6. LIS4321: Collection management (fall 2019; fall 2020 – two sections, one of which was 2U; winter 2022 – two sections 2U; spring 2022 – 2U; winter 2023 – 2U; spring 2023 – 2U; summer 2023 – 2U)
7. LIS4320: Outreach (spring 2020; spring 2023-2U; Fall 2024-2U; winter 2025-2U; spring 2025)
8. LIS4700: Privilege & equity (fall 2019)
9. LIS4700: Information behavior: Communities & contexts (developed; never offered)

School of Library & Information Studies (SLIS), U of Alberta

1. LIS 598: Information & libraries in the international context

Graduate School of Library & Information Studies (GSLIS), Queens College, CUNY, NYC

1. LBSCI 701: Fundamentals of Library and Information
2. Science LBSCI 702: Information sources and services

Faculty of Information (iSchool), U of Toronto

1. INF1310H: Introduction to reference [multiple offerings]
2. INF2172H: Readers' advisory: Reference work and resources [multiple offerings]
3. INF2127H: Collection development, evaluation, & management
4. INF1005/1006H: Information workshop: Reading maps: Expanding the reading experience beyond the book

5. INF1300H: Foundations in LIS [multiple offerings]
6. INF2156H: Reading and the reading public in North America and around the world" [multiple offerings]
7. INF2125H: Information and culture in a global context

Service

Academic Event Organization

2021, November	Editorial Board Member: New Librarianship Symposia Series. Symposium 3: International Influences https://scholarcommons.sc.edu/newlibrarianshipsymposia/
2020	Co-Chair (with Suliman Hawamdeh) of the 2020 ALISE annual conference: https://ali.memberclicks.net/alise-2020-conference
2017	Co-organized the Diversity by Design Symposium (Toronto, ON, Canada, Sept. 13- 14, 2017; see: https://idiversitybydesigndotcom.wordpress.com/program-schedule/); took the lead on the publication of the symposium proceedings in collaboration with *the International Journal of Information, Diversity, & Inclusion* (*IJIDI*)
2011	Reading Connections - Student Reading Conference, Faculty of Information, U of Toronto, September 23, 2011. https://reading.ischool.utoronto.ca/

Department of Information Sciences, College of Arts & Sciences, CUA

Dates	Role
2025-2026	CUA Graduate Board member
2025-2026	DIS Curriculum Committee Chair
2025-2026	Advisor for DIS AGLISS (student organization)

RMIS, MCE, U of Denver

Dates	Role
2025	Volunteered for the DU Accessibility Ambassador Program and was selected to serve as an ambassador on behalf of the Accessibility Council Steering Committee (as of April 2025)
2025	MCE Panel: Stories and lessons learned from faculty who have gone from getting MCE/DU grants to getting external grants. Presenter.
2024	The MCE AI Working group member (headed by Dr. Assefa)
2024	The Director of Accreditation & Assessment search committee member (headed by Dr. Salazar)
2024-2025	Co-lead on the ALA Accreditation process
2024	Other ad-hoc: proposed the name change for LIS4000; compiled a list of equivalent core courses names in other LIS ALA-accredited programs; compiled a list of courses for marketing community-engagement-related courses in the LIS program; preparing materials and doing research for the Ph.D. program proposal
2024	Ad-hoc Service Committee for Finalizing Service Rubrics member

2024	Search committee member: Visiting Professor for Qualitative Research
2023-2024	MCE Research Support team member
2022 – present	Vice-President for Research at the Faculty Executive Committee (FEC)
2022-2024	Participated in the 2U Admitted Students Days and Prospective Students Days; the latter discontinued in 2024. Includes update to the presentation slides (content, design, accessibility).
2020-present	Reviewing admissions applications for onsite and online programs (ongoing)
2023	Charged with overseeing the alumni satisfaction survey
2023	Charged with overseeing the employer survey
2022-2023	Participated in the Provost Listening Tours regarding the state of research support at DU; participated in interviews and provided written feedback; outside of the tours (in 2023) provided written feedback to the OIPTT (Office for Intellectual Property and Technology Transfer) on the drafts of DUA (Data Use Agreement) policies.
2022-2023	Overseeing the Teacher-Librarian Concentration Re-authorization on behalf of the LIS program (charge ended as the concentration will be suspended)
2021– 2022	Initiated and curated LIS information session for prospective students
2021 – present	Producing reports for the LIS program on the meetings and updates from the ALA Committee of Accreditation (CoA)
2022	Led the preparation of the 2022 Virtual Graduation Ceremony
2021 – present	Serving as a program representative at ALISE
2021 – 2022 (August)	Serving as a faculty advisor to the LIS Student & Alumni Association (LISSAA)
2022	Implemented substantive revisions of *The LIS Handbook* revisions
2021, January-February	TAC – Think and Action Collaborative: Neurodiversity & Disability (2021). Champion. The group discontinued its activities due to logistical issues.
2020-2021	Participated in the working group on the equitable teaching load and course release policy
2020-2022	LIS program assessment (ongoing), including • program presentation • student learning outcomes and course syllabi • portfolios and first-year and exit essays guideline revisions
2020-2021	Served as a faculty advisor to the LIS Accessibility Advocacy Student Group
2019-2021	Served as a faculty advisor to the Readers for Change Student Group
2020-2022	Served as advisor to the RMIS Student Annual Research conference/ RMIS Research Day: http://portfolio.du.edu/rmisstudentconference2020 (2020) (co-advisor in 2020, with Dr. Nick Cutforth); https://portfolio.du.edu/RMSConference2021/page/105169 (2021); https://sites.google.com/view/rmis-conference-2022/home (2022).
2019-present	Taking the lead on coordinating the marketing and promotion of the LIS program inside and outside of DU

2020	Proposed the review and changes to MCE faculty and staff onboarding practices (developed proposed guidelines forwarded to Associate Deans)
2019	Developed a proposal on diversity recruitment in the LIS program
2019	Proposed the review and change to the video promotion of the LIS programs (developed proposed guidelines, 2019-2020)

Editorships and Editorial and Advisory Board Memberships

2024 - present	Editorial Board member for *Journal of Documentation*
2024 - present	Editorial Board member for *Education for Information*
2016 – 2022; 2025 – present	Member of the Editorial Board of *Journal of Education for Library & Info Science (JELIS)*
2023 - 2025	Advisory Board member for the IMLS grant by Dr. Melissa Gross and Dr. Don Latham (FSU) tentatively titled "Social Services in Public Libraries" (and written on the intersection of LIS and Social Work)
2016 – present	Editorial Board member for the *Library Quarterly*
2012 – present	International Editorial Advisory Board Member for the *Journal of Librarianship & Information Science (JoLIS)*
2001 – 2004	Editorial and Administrative Assistant for *SIMILE–Studies in Media and Information Literacy Education*
2022	Section Editor (LIS Education & Research) on the Elsevier Major Reference Works Project – *The Encyclopedia of Libraries, Librarianship and Information Science (ELLIS)*
2019 – 2021	Associate Editor for the *International Journal of Information, Diversity, & Inclusion*
2017 – 2019	The inaugural Editor-in-Chief (EiC) for the *International Journal of Information, Diversity, & Inclusion*

Service as Peer Reviewer (excluding editorial boards)

2024	Reviewer for *Archival Science*
2024	Reviewer for the Library Research Seminar (LRS) VIII: *Telling Library Stories*
2024	Reviewer for *Education for Information*
2024	Reviewer for *Social Work Education*
2023	Reviewer for the *Journal of the Australian Library and Information Association*
2023	Reviewer for *Information Research*
2021	Reviewer for the *Journal of Documentation*
2021	Reviewer for the *Web Librarianship* journal
2018	Reviewer for the *Scientometrics* journal
2017	Invited reviewer for the new edition of the *Encyclopedia of Library & Information Science*.

2016	Expert external peer reviewer on the Insight Development Grant, on request of the U of Saskatchewan.
2016	Reviewer for the *Journal of Education for Library & Information Science (JELIS)*.
2015, 2017	Reviewer for Information & Learning Science (formerly, *New Library World*).
2014	Reviewer for *Learning and Individual Differences: A Multidisciplinary Journal in Education*.
2013 – 2014	Member of the reviewers' pool for the *Reference Services Review.*
2005, 2010, 2013	Reviewer for *Slavic and East European Information Resources.*
2012	Reviewer for the *Journal of International Migration & Integration*.
2011	Reviewer for *The Library Quarterly.*

ALISE: Association of Library & Information Science Education

2024-2026	Chair, ALISE Research Grant Competition Committee.
2022-2023	Member, ALISE Accessibility Task Force (the Task Force was formed as a result of my personal advocacy with the ALISE Board over the summer of 2022 and the subsequent request from the Disabilities in LIS SIG and SIG Health for the formation of the Task Force). The Task Force was charged with making recommendations on improving accessibility to ALISE conferences, other professional development events, and ALISE materials.
2022 – 2024	Member, Eugene Garfield Doctoral Dissertation Competition committee
2022	Reviewer for the 2023 ALISE Annual Conference (papers)
2021 – 2025	LIS / DU program representative to ALISE
2019 – present	2019. Co-Founder of the SIG "Disabilities in LIS" (with K. Thompson and M. Dow) 2019-present. Co-Convener and actively supporting the SIG website: https://lisdisabilities.wixsite.com/home Latest initiatives: - Has led advocacy for remote accessibility to the annual conference and accessible materials - Has led advocacy to the ALA CoA regarding the more integral inclusion of disabilities/ accessibility in the revised ALA Accreditation standards. - SIG promotion through ALISE and on social media: https://www.youtube.com/watch?v=j_GLraxRcSA&t=52s
2022 – present	Member, SIG Health
2020 – 2022	Member, ALISE/Norman Horrocks Leadership Award Committee
2021	Reviewer, ALISE 2021 conference
2020 – 2021	Member, Programming Committee
2020 – 2021	Member, Nominating Committee (selected by the ALISE board)
2020	Co-Chair, ALISE conference (with Suliman Hawamdeh)
2018 – 2019	ALISE webinars co-coordinator

2018 – 2019	Member, Eugene Garfield Doctoral Dissertation Competition committee
2018 – 2019	Chair, ALISE Award for Professional Contribution to LIS Education committee
2017 – 2018	Member, ALISE Award for Professional Contribution to LIS Education committee
2017 – 2018	Member, *JELIS* Editor-designate selection committee
2017	Reviewer, ALISE 2018 conference
2017	Adjudication of PhD posters at the 2017 ALISE conference
2016 – 2017	Chair, ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults for ALISE
2016	Reviewer, ALISE 2017 conference
2016	Member, ALISE/ Connie Van Fleet Award for Research Excellence in Public Library Services to Adults Committee member

ASIS&T: Association for Information Science & Technology

2025-2026	ASIS&T Pedagogy Task Force member
2022 – 2025	Research Engagement Committee
2021 – 2023	Member, James M. Crestos Leadership Award Committee
2022	Research Engagement Committee's Early Career Mentorship Program – Mentor
2021 – 2022	Chair, Publications Committee
2020 – 2021	Vice-Chair, Publications Committee
2020 – 2022	Team Lead, Working Group on the New ASIS&T Publication – *iJASIST*
2021	Member, Search Committee for the New Editor-in-Chief of *ARIST* (Annual Review of Information Science & Technology)
2020 – 2021	Member, Search Committee for the New Editor-in-Chief of *Information Matters*
2020	Member, Adjudication panel for the 'Best *JASIST* Paper' Award
2017 – present	Member, SIG-USE, SIG-INFO-LEARN, SIG-INFO-EDUCATION
2016; 2017	Reviewer for the ASIS&T 2016 and 2017 annual conferences
2015 – 2017	Chair, Committee for Education & Professional Advancement, Association for Information Science and Technology
2016	Jury Member, ASIS&T Best Student Chapter of the Year Award
2015	Reviewer for the ASIS&T 2015 conference
2015	Member, Information Professionals Task Force (TF wrapped up its activities)
2015	Mentoring three Ph.D. Student volunteers – ASIS&T members – in the course of processing ASIS&T survey data

ALA: American Library Association

2021 – present	External Review Panel (ERP) Pool Member, Committee on Accreditation (CoA)
2023 – 2024	The Library Research Round Table (LRRT) Mentorship Program; serving as a mentor to two early career researchers

2022	Co-Chair, LRRT (Library Research Round Table) Research Forums Committee
2022	Juror, Jesse H. Shera Award for Distinguished Doctoral Dissertation Proposal
2021	Juror, Jesse H. Shera Award for Distinguished Published Research

IFLA: International Federation of Library Associations & Institutions

| 2016 – 2021 | 2021. Observer for BSLISE
2016 – 2020. Member of the Building Strong Library & Information Science Education (BSLISE) group at IFLA (Quality Assessment of International LIS Education) |
| 2019 | Translations of the survey of LGBTIQ+ Library Resources and Services for the IFLA LGBTQ+ Special Interest Group from English into Russian |