

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Date: August 21st, 2026

Location: Online via [Zoom](#)

Time: 9 AM – 12:30 PM Pacific Daylight Time

12 PM – 3:30 PM Eastern Daylight Time

1 PM – 4:30 PM Atlantic Daylight Time

Time (Eastern)	Event	Speaker
12:00-12:05 PM	Intro, Welcome, and Five-Minute Fascinator Signup	
12:05-1:05 PM	Plenary: What We Give One Another: Practising Knowledge Justice as Information Professionals	The Knowledge Justice Research Collective
1:05-1:15 PM	10-minute break	
1:15-1:35 PM	The Hopeful NLISN Chairs: how our network inspires us in our wider work	Joanne Fitzpatrick Andy Walsh
1:35-1:55 PM	CLOSED SESSION for Neurodivergent community: Times are Tough but We're Tougher: why neurodivergent folks are particularly well suited to lead in these dark times	Albe Gilmore Megan McMeekin
1:55-2:15 PM	Crip Hope: Framing Community Knowledge in GLAM Spaces in Disability Justice Principles <i>Trigger warning: individual and systemic ableism, potential intersectional racism (Indigenous and general)</i>	Drew Fitzgerald
2:15-2:25 PM	10-minute break	
2:25-2:35 PM	Lightning Talk: Note to a would-be music archivist with undiagnosed severe inattentive ADHD (Case example) <i>Trigger warning: ADHD burnout, white privilege, generational wealth privilege, GenXer privilege</i>	Jill Teasley

(Schedule continues on the next page)

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

2:35-2:55 PM	<u>Governance by Gaslighting: How Neoliberal Austerity Creates and Punishes Neurodivergence in the GLAM Sector</u> <i>Trigger warning: Abuse, institutionalization, homelessness, death, death by suicide, death by drowning, death by fire, electroconvulsive therapy, gaslighting, coercive control, job loss</i>	<u>Ben Mitchell</u>
2:55-3:15 PM	<u>Neurodivergence, neoliberal time, and the ethic of care</u>	<u>Emily Carlisle</u>
3:15-finish	Five-minute Fascinators	

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Plenary: What We Give One Another: Practising Knowledge Justice as Information Professionals

Abstract:

In this plenary, three members of the Knowledge Justice Research Collective reflect on how learning about epistemic injustice changed not only our research, but our understanding of ourselves and one another. As neurodivergent librarians and educators, knowledge justice provided us with language to make sense of experiences we had long struggled to name. We came to see knowledge justice as a professional responsibility and the purpose of our work. But that process of unlearning led us to a new question: what does epistemic justice require of us as information professionals?

We argue that knowledge justice cannot end with teaching others to change citation practices or pedagogy. Knowledge justice must lead to decolonial thinking –to question not only whose knowledge is valued and how it is created, but how we relate to one another as knowledge workers. Through the story of our research collective, we explore what is possible when we start dismantling the assumption that there is only one way to be a knower. We also reflect on the tensions of this work, including our responsibilities as a predominantly white research collective.

Grounded in hopepunk's commitment to optimism and gentleness as resistance, this plenary explores how knowledge justice calls us to move beyond responding to epistemic injustices toward building relationships that make decolonial change possible.

The Knowledge Justice Research Collective is an interdisciplinary, cross-institutional collaborative that investigates the role of epistemic justice in academic decolonization. Together, the collective examines how dominant knowledge systems are reproduced within higher education and the helping professions, while developing practical approaches that support dialogue across diverse ways of knowing. Their efforts have resulted in actionable frameworks applicable to a wide variety of disciplines, as seen in resources like *Knowledge Justice in the Helping Professions: From Theory to Practice* (Campbell et al., 2025), *Library Curriculum as Epistemic Justice: Decolonizing Library Instruction Programs* (Campbell & Sich, 2023), and *Creating Transformative Change: Enacting Epistemic Justice in Nursing Practice, Education and Scholarship and Research – 4 Part Webinar Series* (McKeown et al., 2025)

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Plenary: What We Give One Another: Practising Knowledge Justice as Information Professionals

Bios:

Lea Sansom MLIS (she/her) is white settler of British descent. Originally from Toronto, she now lives in London, Ontario on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations. She is a Teaching and Learning Librarian at Brock University responsible for social sciences and humanities. Her scholarship is informed by feminist, critical, and decolonial theory.

Heather Campbell (she/her) is a white, neurodivergent settler of Scottish and Irish descent, who lives and works on traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton nations. As Curriculum Librarian for Western University, she supports the university's strategic curricular initiatives as both a member of Western Libraries and the Centre for Teaching and Learning. Heather's scholarship looks at curriculum decolonization, epistemic justice, and teacher identity. Her most significant identity is that of mama.

Ashley McKeown RN, MN-ANP, CCNE uses she/her pronouns and is lecturer in the Arthur Labatt Family School of Nursing. She is an allied Settler in what is now known as Canada and of Irish heritage. She identifies as a white, cis-gendered female who is a single mother of two young girls and is disillusioned by the patriarchal lens our society hold. She is mindful of how her identities might inform her social construction of others and intersect with providing patient-centred nursing care and seeks to support learners in navigating this space.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

The Hopeful NLISN Chairs: how our network inspires us in our wider work

Abstract:

The Neurodivergent Library and Information Staff Network (NLISN) is a peer support network for neurodivergent (ND) individuals working in the library and information science (LIS) sector in the UK and Ireland. We are a group of volunteer peers using our spare time, and a small budget, to help others like us. Currently we do this through enabling visibility, facilitating informal connection, delivering events and evidencing representation and impact. Our story was recently published as an open access article, available here:

<https://doi.org/10.33178/hslj.2.1.2>

As a network, we have many reasons our members make us hopeful, the first being the high engagement from our network, which we estimate to be at least 1000 strong. As Co-chairs, we are delighted to have helped enable NLISN's members to achieve their best and have plans to develop NLISN further, which will feed into the second of our annual reports to be published in Sep 2026. Beginning 4 years ago as a pilot project, we operated outside of existing systems to win sector awards and eventually register as a community interest company, which in the UK, is a very light touch not for profit company model.

Aside from the awards we've seen NLISN get for its work, we get to see the support that we need ourselves take shape in the world and help others like us in our community. We also find inspiration in this network of peers that informs our wider work and make even more hopeful social justice changes in the world. Andy is an experienced trainer, who in this talk will discuss how NLISN has overlapped with his playful learning work, has informed and inspired him to develop support in the area of neurodivergent burnout. NLISN has enabled him to reflect on how this is different to standard burnout, from being overworked, and consider how we might support each other to see a positive recovery from it. Jo has become chair of her institution's Disabled Employee's Network (DEN) and has transferred NLISN's ethos of peer support and shared goals focusing on raising up the neurodivergent workforce, to transform DEN from it's difficult and combative outward facing stance into something more positive and peer facing.

What else might NLISN inspire our members to do? We are hopeful that more unaffiliated grass roots change will emerge from our network over time.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

The Hopeful NLISN Chairs: how our network inspires us in our wider work

Bios:

Joanne Fitzpatrick MSc MCLIP is the Research Data Manager at Lancaster University Library in the UK, founding co-chair and director of NLISN.org and co-chair of Lancaster University's Disabled Employees Network, and is diagnosed autistic. She is named as one of the CILIP125 list of emerging leaders in the LIS sector in the UK for her EDI work.

Andrew Walsh is a UK based National Teaching Fellow, independent trainer, speaker, and author of various books, articles, etc. on Information Literacy, Playful Learning, Neurodiversity, Fairy Tales and whatever else pops into his head. Currently co-writing a book called "The neurodiverse library". Co-Chair of NLISN and autistic, ADHD, dyspraxic.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Times are Tough but We're Tougher: why neurodivergent folks are particularly well suited to lead in these dark times

Abstract:

Budget cuts, censorship, threats to academic freedom, EDI rollbacks, casual and blatant racism, ableism, and trans/queerphobia... Times are tough, and we can feel it in our workplaces, in every corner of the GLAM sector. But you know who else is tough? Us, neurodivergent GLAM workers!

As two neurodivergent librarians who have worked in archives, and public and academic libraries, we will discuss why we are hopeful. Anti-immigration policies, censorship of anti-genocide perspectives, blatant ableism and eugenics: there is a lot of work to do to resist the most nefarious sociopolitical trends that are seeping into our workplace cultures, and a lot of it is difficult and uncomfortable. Luckily, we're used to functioning in hard mode.

When you are used to going against the grain by virtue of who you are and how your mind and body work, you already have an advantage compared to your colleagues who would like to push back against certain decisions but are not sure how to deal with conflict.

Neurodivergent workers in GLAM often have to navigate ambiguity – there are the written rules, but we often discover the implicit ones by unwittingly breaking them. Some of the strategies to deal with this kind of social uncertainty can be helpful for all workers when comes the time to ask certain questions – for instance, why is wearing a keffiyeh deemed problematic by some workplaces?

The lessons learned from a pandemic that is still not over have also informed how the speakers, and several of their neurodivergent colleagues approach work/life balance and informal accommodations.

From dealing with conflict to thinking outside the box to prioritizing care, we will demonstrate why we think people wired differently are not just inconveniences in the workplace but real assets and sources of knowledge from whom neuronormative people have a lot to learn from, especially when it comes to adapting to an oppressive world.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Times are Tough but We're Tougher: why neurodivergent folks are particularly well suited to lead in these dark times

Bios:

Albe Gilmore (they/them) is a librarian, archivist and writer. They are currently a research librarian at the University of Ottawa Library. Ask them about their favourite species of bats.

Megan McMeekin (she/her) has been a librarian for 15 years, with experience in public and academic libraries. She is currently the interim Head of Inclusion, Accessibility & Outreach at the University of Ottawa, where she prioritizes EDIA - focused programming and events, and building relationships and partnerships across campus and the community.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Crip Hope: Framing Community Knowledge in GLAM Spaces in Disability Justice Principles

Abstract:

From the performance art curations at its roots to the intersection of technology and community that have become projects such as Critical Design's Mapping Access, art, story, and community have always been a cornerstone of the disability justice movement and disability advocacy. In an era where time and labour are at a premium, and the voices of neurodivergent and disabled people are increasingly silenced and lost, leveraging community connections and advocating for the feasibility of access and knowledge sharing can be the key to continued programs. Providing specific stories of success, collaboration, and liberatory care created through support for community knowledge and experience by GLAM professionals is one step forward in the journey toward knowledge justice and collective liberation. Providing theoretical support and a framework of reference can also strengthen the support for such work, while those moving such ideas forward can find solidarity in the experiences of others.

Framed by the core tenets of disability justice, let us showcase the documented success of access-creation and solidarity in GLAM institutions, highlighting the utility and necessity of community knowledge in the work towards accessible institutions. Let us celebrate the librarians and library scientists publishing the experiences of fellow disabled library workers and patrons, calling out the institutional and intersectional ableism in the industry, showing the ways that active listening to disabled public library users and workers can make their institutions stronger and creating frameworks and models from which we can better serve our communities. Let's find solidarity and value in the advocacy of the DisOrdinary Architecture Project, giving autonomy to the disabled artists and community members as their stories are exhibited in partnered museums and archives. Let's acknowledge the strength of disabled artists such as Shannon Finnegan and curators such as Taraneh Fazeli in museum and art gallery exhibitions depicting disabled understandings of time and energy. With projects and processes related to each tenet of the disability justice framework in turn, this collection of success stories shows the variety of ways that community collaboration, ethical inclusion of those most impacted, and strong advocacy for silenced voices only make the work of the GLAM profession stronger, creating more momentum to continue such relationship building and access creation. In bringing together data-driven experiences of accessible knowledge creation in galleries, libraries, archives and museums, we can find hope in the dark, create solidarity across teams and communities, and work together to find liberation.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Crip Hope: Framing Community Knowledge in GLAM Spaces in Disability Justice Principles

Bio:

Drew Fitzgerald (they/them): As a disabled Indigenous person, I navigate the world as a student and employee with and without recognized accommodations, as an advocate, and as an outsider. My experience studying educational pedagogy, with a focus on Universal Design for Learning, and subsequent work in a range of information fields and cultural heritage, informs my focus on translating individual experiences into informational models that benefit all users. My background in public librarianship, cultural heritage data, and quantitative research give me unique insight into systems of information interaction and power structures, to best allow me to improve the experiences of future disabled university students.

I believe that that the world is built upon the stories we preserve and share by, for, and about each other. To make a better world, you have to listen to the authentic narratives of those around you and build those lessons into your life and practice. As an information management professional, my work is built on and around the stories of the communities I serve and the lived experiences that guide them. I believe in stories, and stories will forever be the foundation of my work.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Case example: Note to a would-be music archivist with undiagnosed severe inattentive ADHD

Abstract:

In this lightning talk, I'll share insights with my 25-year-old self, who during the downward slope of the dot-com bubble entered the Master of Archival Studies program as a fallback when I lost funding and stamina for my low-rent lifestyle in Portland, Oregon. I'll advise myself on navigating some of the highs and lows of my personal experiences of undiagnosed severe inattentive disorder ("severe attentive ADHD") within academia and other industries in the US, Canada, Switzerland, and France (including several toxic workplaces). In closing, I'll invite other conference participants to share their own insights relating to finding and making space for some of the more neurodivergent aspects of their being.

Bio:

Jill Teasley (she/her) is a settler on the territories of the Musqueam, Squamish, and Tsleil-Waututh nations. As a descendant of generations of occupiers of many other First Nations' territories in the empire known colonially as the USA, she seeks to redress harms she and her people have committed and continue to commit to Indigenous peoples and communities. She works at some of the lower-traffic, less surveilled intersections of archives and information management consulting and stand-up comedy performance.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Governance by Gaslighting: How Neoliberal Austerity Creates and Punishes Neurodivergence in the GLAM Sector

Abstract:

The closure of the Lakeshore Psychiatric Hospital in 1979 followed a now common pattern of neoliberal austerity: disingenuous or engineered states of financial exigency, denying the existence of contrary evidence, misdirection by means of decorum, process, and technicalities, presenting opposition as inherently emotional and irrational, strategic non-engagement backed by the power to not care, promises that fail to materialize, and a response to any predictable “unintended consequences” with a dismissive shrug and a “well, lessons were learned,” (no lessons were learned). It is a pattern that can be seen in the recent gutting of GLAM institutions across the country and across the world. The most salient feature of these closures is the pattern of coercive control colloquially known as “gaslighting,” the systematic and harmful undermining of people’s cognitive autonomy, an attack on their ability to be knowledge bearers and knowledge actors. This is incredibly important for neurodivergent people, since we are particularly at risk of being undermined and harmed by gaslighting, and the harms caused by gaslighting itself produce acquired forms of neurodivergence such as depression, anxiety, and trauma, which are then used as further justification for our marginalization.

Using the closure of the Lakeshore Psychiatric Hospital and its afterlife as the site of the Lakeshore Grounds Interpretive Center, as well as the speaker’s own experience at an academic librarian at a campus under threat, this talk will explore the concept of gaslighting as a form of coercive control characteristic of neoliberal governance. It is not a state of exception, it is the norm, one that systematically produces, and further harms neurodivergent people.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

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Bio:

Dr. Ben Mitchell is a scholar and librarian interested in making historical and contemporary medical humanities and neurodiversity studies more accessible. As the assistant curator at the Lakeshore Grounds Interpretive Centre, they helped design and deliver exhibits, tours, and other public programming related to the history of mental health and neurodivergence at the former Lakeshore Psychiatric Hospital in Etobicoke, Ontario.

They have been an invited speaker at half a dozen venues on topics related to neurodiversity in libraries and education, including the Waterloo Public Library, Mount Royal University, Thompson Rivers University, and Maskwacis Cultural College. In 2025 they were the keynote speaker at the Atlantic Provinces Library Associations 2025 annual conference, “Breaking Barriers,” and at San José State University’s School of Information’s Disability Pride Month Virtual Symposium.

Dr. Mitchell helps to organize the Neuro-GLAM-orous Discord server for neurodivergent gallery, library, archives, and museum (GLAM) workers.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Neurodivergence, neoliberal time, and the ethic of care

Abstract:

The concept and challenges of neoliberal time are well-documented in literature and research on academia and academic libraries. Neoliberal time is characterized by the “requirement to do more work, and a greater variety of work, in less time; the pervasive scheduling and lengthening of the work day; the blurring of work and personal time; and the need to divide one’s attention, and time, between multiple tasks at once” (Nicolson, 2018, p. 44). Research has shown that for librarians, most of our work time is structured through externally imposed meetings, agendas, deadlines, requests, and interruptions, as well as pressures embedded in organizational policies and practices. Time therefore becomes a reflection of institutional values and power structures.

Within these environments, performance and competence are often measured by one's ability to conform to normative temporal expectations. Yet we know that relationships to time are neither universal nor neutral; they are “gendered, raced, and classed” (Nicholson, 2018, p. 40). Neurodivergence, in particular, can contribute to experiences of time that differ from the norm, rendering the temporal structures in academic libraries inherently inequitable. Normative temporal experiences become the standard against which individuals are measured, while the experiences of neurodivergent workers are dismissed, misunderstood, and “recalibrated.”

My presentation will outline the relationship between neoliberal time, neurodivergence, and hermeneutical injustice in academic library workplaces. It will then explore an ethic of care as a framework for reimagining organizational time through flexibility and trust. In doing so, I will argue that care-based approaches to time enact a form of knowledge justice by recognizing neurodivergent temporalities as legitimate ways of being and working. Calling upon Hopepunk and the optimism and collaboration that it inspires, my presentation will end with a collective, imaginative exercise to envision how neurodivergent experiences of time may be respected, valued, and supported in a workplace that centre an ethic of care in decision-making and systems design.

Reference

Nicholson, K. (2018). *Academic librarians and the space/time of information literacy, the neoliberal university, and the global knowledge economy*. [Doctoral dissertation, Western University]. Western Open Access Repository.

NeuroGLAM 2026 Schedule

Hopepunk: Neurodiversity, GLAM, and neurodivergent knowledge justice

Neurodivergence, neoliberal time, and the ethic of care

Bio:

Emily Carlisle (she/her) is currently the Acting Director of the John & Dotsa Bitove Family Law Library at Western University. She was diagnosed with ADHD just a few years ago.