

# Interview with Dr. Hannah McGregor, Director and Associate Professor of Publishing (SFU), Parts One and Two

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## **PART ONE: POSTSECONDARY WRITING, ACCESSIBILITY, AND TECHNOLOGY**

### *Interview Questions*

- There is a great deal of fear around GenAI at the moment. What kinds of support do you think writing instructors, support staff, and administrators need to provide students a safe and inclusive learning environment?
- How does technology create barriers in academic environments? Let's reverse the question, how can technology provide greater access?
- What does accessibility mean to you in writing classrooms and writing centres?
- How does technology or lack thereof further systemic oppression in writing classrooms?

### *Transcript*

**Interviewer:** Yes, OK. So, I've sent you a list of draft interview questions, and you really generously offered to speak to two of our themes. Did you have a preference for which theme you wanted to start with? It was *citational justice*, and then the other one was *accessibility and technology*.

**McGregor:** I don't have a preference. Either one's fine.

**Interviewer:** OK.

**McGregor:** This is useful, huh?

**Interviewer:** I mean, since we're on Zoom, maybe technology?

**McGregor:** Sure.

**Interviewer:** OK. Here we go! So, there is a great deal of fear around Gen AI at the moment. What kind of supports do you think writing instructors, support staff, and administrators need to provide students with a safe and inclusive learning environment?

**McGregor:** Ohh so you know the first and foremost concern that I have around the conversation happening in universities about Generative AI right now is that it is encouraging people to sort of amplify the policing of student behaviour in classrooms, and particularly the submission of student work to unbelievably reliable AI checkers. And we know that there's lots of problems with those AI checkers. They're not... They're not good, for one thing. You know, they're likely to penalize students whose English is not their first language if they're, you know, using digital tools

to help them translate stuff. You know, it's more likely to ping them. But also a lot of those tools are using everything submitted to them to train their own AI. And students have not consented to have their work submitted to those tools. Often, you know, in the context of BC, we've got very strict privacy laws, often submitting student work to those trackers or those checkers violates privacy laws, and I think that desire to sort of crack down and find policing-based solution comes out of a kind of panic because the technology is changing so quickly and universities change slow, so people are not and were not prepared for the speed with which they would have to do things like rethink their assignments, rethink the place that writing has in their classrooms, rethink their relationship to AI, for example. You know it's just very, very fast, and I think it, makes perfect sense that that causes a kind of panic.

And so, my advice is that as people are thinking about how to both redesign their courses and support students in doing their work is that you take a values-first approach rather than a technology-first approach. So, taking that step back and saying OK what am I actually trying to teach students how to do? How do I want to treat students? What kinds of relationships do I want to have with them in the classroom? What do I think is important about the assignments that I have historically given them? And what kind of relationship would I like my students to have to AI. And that one's really crucial to me because I think generally the attitude of, sort of, fear and avoidance is counterproductive. The reality is, for better or for worse – I think mostly probably for worse – AI is quickly infiltrating every industry and sending students into the world with a total inability to use AI thoughtfully and rigorously is not going to be serving them well, and so one of the really primary things we have to be thinking about is, like, how do we actually incorporate teaching AI thoughtfully into our classrooms? And that's particularly important in classrooms where we're teaching students to write, because it's going to be one of the primary composition tools moving forward. And so teaching students how to use it thoughtfully, intentionally, transparently, when it's appropriate to use it and when it's not, what the ethical ramifications of using AI are in different genres and different industry settings – *that*, seems to me, to be significantly more vital at this stage than trying to outsmart people using [Gen]AI.

**Interviewer:** Yeah, totally. I love that. And I love the idea of a values first approach. That's both profound and simple. Or maybe not necessarily simple in practice, but...

**McGregor:** It's really helpful when you're facing like, really rapidly trend-shifting scenarios, right? Like I can't, I don't know how to deal with this, but like taking that step back and saying like what's most important for me, you know, my top classroom value is trust, and I don't think you create a culture of trust by assuming that your students are cheating. Right? So, like if we start there, then how do we move forward?

**Interviewer:** Yeah, absolutely. I work at a writing centre and one of the things that we've been talking about is how do we support students navigating AI. And one of the things that we've talked about I think falls within this idea of a value-based approach where you're like, OK, well, if we're thinking about, can I use this tool in this context, am I circumventing a learning outcome? So, if I'm going to harm my learning or the learning that is ostensibly supposed to happen in this course

– the values that are, I guess, espoused by the syllabus – then maybe it's not a great idea to use this tool.

**McGregor:** Yeah.

**Interviewer:** OK. [Question 2:] How does technology create barriers in academic environments, and then we can also reverse the question: how can technology provide greater access?

**McGregor:** Yeah. You know, it's really interesting to me how much teaching, like actual classroom practice, has shifted my relationship with students using technology. Because I definitely started off as a like “I shouldn't see your cell phone.” You know, like that was sort of the attitude I began with. And very quickly I realized ohh... people are using their cell phones to look up words. They are using their cell phones to translate. Things that I am saying they are using their cell phones to make notes. They are... The relationship that people have to technology is really significantly more complex than “you're on TikTok.” And I think the over restriction of technology can create barriers, you know, in a similar way to over reliance on technologies – that's always going to be a challenge if you're teaching something that requires students to have particular kinds of hardware, and you can't assume that they have that at home. You know, that's a conversation that we have to have a lot because in the publishing program we teach students how to use InDesign and the Adobe suite is expensive. So just like, how do we make sure that people have access to the literal tools that they need and not assume that they can afford to pay whatever outrageous monthly cost Adobe is currently charging people?

What particularly strikes me, though is that there's an opportunity to incorporate technologies more thoughtfully and intentionally into classes that turns them into useful teaching tools and reduces barriers for students. And I'm thinking about things like... when I want my students, I often want my students to do stuff with pen and paper. And so, when I want my students to do stuff with pen and paper, I bring a big bag of pens and paper. Because nobody has [pens and paper] with them anymore. And I've gone pretty far in the direction of, like, carrying a huge sack of crafts supplies to class because, you know, I want us all to write something down together, or draw something together, or make zines together, and I'm not, like, right from the get-go, going to assume that people have a thing in their pocket that's going to let them do that. But I'm also... [pause]. When you treat technology as a.. how do I put this... as transparent and not having an impact on the way that students work and the way that they learn, you end up doing things like “grab your phone or your laptop or a piece of paper or whatever and let's do this” as opposed to saying, “we're all going to use this thing together ,and as we use it, we're going to think about how it's impacting what we're doing.”

**Interviewer:** Yeah.

**McGregor:** Yeah. So I think, in both senses, in the sense of how technology creates barriers and how it opens up possibilities, I think a really intentional incorporation of thoughtful engagement with whatever technologies you're using, right? Asking yourself what technologies we'll be using in this classroom? How will I ensure that everybody has access to them and knows how to use them, or that I'm teaching them how to use them? Not only gets people to... or, like you know,

reduces barriers for people actually doing the work, but also becomes a really useful learning outcome that you're, like, actually encouraging people to think about the technologies they use and how they impact what they create.

**Interviewer:** Yeah. Yeah. What's the message in the medium.

**McGregor:** Yeah, that's the one.

**Interviewer:** Yeah, like a really practical question: How do you, in a publishing program, suss out, I guess, whether students have access? Like, do you send around a survey, or...?

**McGregor:** Oh my God. We're trying to do that right now, and it's really tricky. So, we're revamping the computer lab that we used to teach design courses, and we're trying to figure out if we need, you know, ... The cap for breakout groups is 21 students, and we're trying to figure out if we need 21 computers in the teaching labs or if people bring their own laptops. Right? And it's like, you know, it's a cost thing and it's a lot some students, sort of, anecdotally, some students really prefer to bring their own laptops and say just plug them into a monitor so they have a bigger monitor to work on – but that is anecdotal from instructors, and we're trying to figure out how many computers do we actually need versus how many like monitors with plugins. And it's really, it's really hard to figure it out.

**Interviewer:** Sort of like, if everyone came with their own car to this concert or conference, would the parking lot be big enough?

**McGregor:** Yes, yes, exactly. And it's hard. It's so hard to predict, and it varies, and you want to default to making sure that everybody's going to have access to the technology that they need, but also, you know, space is limited, resources are limited. It's hard.

**Interviewer:** Yes, it's hard. I don't envy you. OK, [Question 3:] what does accessibility mean to you in writing classrooms and writing centres? Or I would say maybe we would augment that to say, a publishing program.

**McGregor:** You know, within the context of the publishing program, it means, sort of two major things. One is analyzing the way that shifting laws and policies and frameworks in Canada are demanding a new skill set on the part of publishing professionals. For example, Heritage Canada has essentially legislated that all publishers will have to make their back catalogues accessible. And what that means is accessible epubs, because that's the, you know, the format that renders a book accessible to the greatest possible number of users. And there are very few people who are trained in how to make accessible e-pubs, and the publishers themselves don't have the human capacity, the hours, the skill sets. So, on the one hand, there is this really significant skill gap that, like... the policies are shifting to say you can't just make things that a huge portion of the population can't access anymore if you are funded by the government, right? So these policies apply only to publishers that receive funding, right? I *think* they only apply to publishers who receive funding. But, you know, it's a, it's a thing that the government can say: if we're going to fund you, you have to make everything accessible because we are funding you, and everything

that you make has to be accessible to all Canadians. And we're just, you know, the industry is not keeping up with that yet.

And then when we think about the role that education plays in training people with those really vital skills, the reality is that post-secondary education is still profoundly inaccessible for disabled people who are also the most likely to be passionate about accessibility and bring in the skills and the community connections and the excitement to push this work forward, which is, you know, part of that like cascading problem of lack of trained professionals – is that, like, the places where we train people are themselves deeply inaccessible. And, for me, building accessibility into a program, into a classroom, into a writing centre, really is about. Pushing beyond the legal requirements of accessibility that your institution mandates and doing what you can to build it into your courses as a baseline and build it into your organizations as a baseline.

And that's, you know, definitely easier said than done. We had a student in the Master's of Publishing last year – no, two years ago – who is blind, and the number of resources, tools, exercises, assignments, documents, everything that we had to revamp, revisit, reconsider was enormous, right? Like just the default assumption of sightedness at every stage of the way that the university is structured, the way that our own programs and classes are structured, was daunting, and I would say we did a pretty mediocre job of accommodating her. And, you know, the other thing that really struck me was, like, she was so good at navigating the complexities of accommodation systems, and it's like a second job on top of being a student.

**Interviewer:** Yeah. An expert.

**McGregor:** Yeah. And I kept thinking, you know, every time I interacted with her and was like, "wow, you're really good at this," I would then think of all of the people who couldn't get to this stage because they couldn't be both a student and a full-time accessibility expert. And what an expectation. What a demand. And so when we think about things like you know, "I will accommodate students if I receive an e-mail from the Centre for Accessible Learning, but will do nothing else" – it's so totally the bare minimum. And I mean, some people don't even do that bare minimum. Do you know how often universities get sued because professors refuse to accommodate students?

**Interviewer:** I think I probably don't know.

**McGregor:** It's wild. People are just out here being like, "no." Like what? And my argument is that even just saying yes is insufficient. Right? Making students navigate those systems in the first place... that should be, like, a worst case scenario, right? A best case scenario should be that you've already designed your class to be as accessible as possible. And you know, I've got things I do in my classes that are... Like, where my strength lies in terms of accessibility tends to be around mental health because that is where a lot of my own knowledge and expertise lies. And so, you know, like I said, I recognize that when I have students who have disabilities that I have not taught before, you know, I will often come in without the skills that I wish that I had and without the preparation I wish that I'd done. But, trying to begin from the premise that your class

should work for everyone always strikes me as a better baseline than “I'll do what I've always done, and if somebody tells me I have to do something differently, I will begrudgingly do that.”

**Interviewer:** Right. Right. Right. Yeah. Do you think that... So having had this experience with a student who had a very specific set of needs that, maybe, the program or individual professors hadn't thought of before... is an approach going forward now that you think of really specific needs that are possibilities as opposed to theories, and then you kind of think about how to design the course from the ground up with those specific people in mind? Maybe I'm not being specific enough...

**McGregor:** Yeah. No, no, I totally get it. It's like, how do you, how do you make something as accessible as possible, recognizing that you won't necessarily know what accessibility needs a particular student has coming in. And that, again, for me goes back to thinking about how you design your courses in terms of values, learning outcomes, right, overall, sort of like pedagogical structures, rather than a series of assignments or a series of tasks that they have to go through, right? So if you have thought right from the get go, like, I am trying to get my students to learn this thing, and so to learn this thing, I'm going to have them do this, this and this. And if a student comes and they can't do this, this and this, but I've already begun from “well, I know what I'm actually trying to teach you.” Right? Like I know that the thing that I'm actually trying to teach you is not how to use a specific word processing tool. What I'm trying to teach you is how to synthesize knowledge and express it in your own words. So that's what I'm trying to teach you. There's no reason that I can't shift to, like, we'll sit down and have a conversation about what you've learned in the class. Right? Because if that's the actual outcome... If I'm trying to teach writing, it's a different thing. But, like, I'm often not assigning written work because I'm trying to teach writing. I'm assigning written work because I'm trying to teach synthesis, self-expression, critical thought. So it's easier to pivot if you begin from knowing what it is that you are trying to teach students and what relationship your assignments have to that learning outcome.

**Interviewer:** Right. Because the outcome is not flexible, but the way that you get to the outcome can be flexible, yeah.

**McGregor:** Exactly. There's lots of ways to get to particular outcomes.

**Interviewer:** Right. Yeah, that's great. OK. The last question in this section [question 4] is how does technology, or a lack thereof, further systemic oppression in writing classrooms, or classrooms more generally?

**McGregor:** Yeah, I mean... It is a pretty straightforward relationship in the sense that when we assume that students are going to come into our classes with not only access to particular technologies, but experience using those technologies, what we are actually assuming is that our students will come from a particular cultural and socioeconomic background. Often the same as our own. Right? And so, I'm assuming that students come in...

I used to teach English before I moved to the publishing program, and I would really, really assume that students knew how to use Microsoft Word. And so, I would teach MLA formatting

and be like, yeah, your Works Cited needs a hanging indent. And some students knew exactly what a hanging indent was and how to achieve it on a Word document, and some students had no idea what was happening and no clue how to accomplish that thing. And I wasn't teaching it as a skill. I was just telling them it was an expectation. And right there we've got this small task that for some students is going to be so easy and for others it's going to be so stressful and take up so much room in their brain. And the students who are more likely to know how to do it, or to have a parent at home who knows how to do it, are going to be students who come from wealthier backgrounds whose parents are also university educated who have access to technology at home. Not first-generation students whose parents might have no familiarity with technology, who might not be able to afford technology in the household, who might, right, who might have never opened Microsoft Word before the first time you told them that that's the format you expect their essay to be in – and those levels of experience and levels of access technology map very closely to other forms of structural oppression, right to class, to race, to ability to... you know, being first generation university students versus like...

I'm still shocked every time I see the stats about how many people with PhDs have parents who also have PhDs. It's something really shocking, like 70%. It's so high. And it's because academia relies so deeply on arriving with a set of knowledge that you are never taught. And so the assumption that you will have been taught that stuff at home and that extends significantly beyond technologies, but technologies are a major part of it as well for. It's why I really like teaching students things that I'm fairly certain nobody will have ever done before. It gets everybody on the same playing field.

**Interviewer:** Yeah. Let's just level them all down.

**McGregor:** Yeah. Yeah, none of you know how to do this. Let's get started.

**Interviewer:** Yeah, teaching in September is always wild too. So I when I do teach, I teach first-year writing courses and so, the students, they're like brand new. They're so new. They're so keen. They're there before I am, and you start and you assume all these things, like that they know how to access Brightspace<sup>2</sup> or what Brightspace is, or like any of those things. And they're all looking at you like, excuse me, what? And they're like, I have an institutional e-mail account? And it's like, oh, yes, okay. Let's back up a bit.

**McGregor:** They're like, "I'm here, but I don't even know how I got here."

**Interviewer:** Yes, seriously. [...]

**McGregor:** [...] I don't teach first years anymore. We don't have... we're an undergraduate minor only and we only have one first year core and I am not responsible for it. And sometimes I really miss teaching first years.

**Interviewer:** It is quite a joy. Yes. And watching them forge friendships also is like... Because writing classrooms at UVic are about 30 students. And sometimes that's the smallest class that they will ever go to. And so, they often bond in ways that are really lovely. But, okay, so that was

the last question in the writing, accessibility and technology section. I don't want to take up too much of your time. Do you have time to answer a couple of questions about citational justice?

**McGregor:** Yup. I've gotten till 11.

**Interviewer:** Oh, super OK.

## PART TWO: POSTSECONDARY WRITING AND CITATIONAL JUSTICE

### *Interview Questions:*

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

### *Transcript*

**Interviewer (Natalie Boldt):** So, we'll just jump into the deep end of the pool: what does it mean to practice citational justice?

**Dr. Hannah McGregor:** Oh, okay. So I think of citational justice as incorporating, but moving significantly beyond, sort of, "appropriate academic behaviour" around citing your sources, right? So we've got this baseline of like, it's really important we teach our students not to plagiarize, that we teach our students to think about where they're getting their information, and about how to clearly mark where they're getting their information. You know, and also how to make sure that where they're getting their information is good, which is a really, really vital piece of the whole conversation.

And citational justice incorporates that, but also considers what are the ethics and politics of the actual texts that we are teaching our students as theoretical touchpoints within our disciplines. You know, what do we assume to be the baseline canon that students need to learn, know how to cite, you know, be aware of in order to have a firm grounding in our particular discipline? Who do we like default to as the source of particular theoretical ideas? You know, do we always default to Foucault when we're talking about the Panopticon, or do we think about the like really important contributions that Black scholars have made to rooting the Panopticon, in fact, in slave ships and the technologies of the surveillance of Black bodies? So part of it, citational justice, for me is

actually class design, like course design: who are we teaching and why? Who are we teaching our students are the foundational thinkers in our various fields?

It is also about what we teach them constitutes legitimate knowledge and illegitimate knowledge. So, are we making our students only use, you know, double anonymous peer-reviewed journal articles? If so, have we thought about whose knowledge gets privileged in those formats and whose knowledge gets left out? Can we teach them to think about oral knowledges, about community-based knowledges, about, you know, the sort of, different forms of knowledge and expertise that fall outside of conventional scholarly publishing venues? And that, for me, all falls within the conversation of citational justice, right? Not only “are we setting things correctly,” but who are we sitting in the first place and why?

**Interviewer:** Mhmm. Absolutely. And what do you see as the major challenges in teaching citational justice to undergraduate or graduate students?

**McGregor:** For me, the biggest challenge is finding the balance between teaching them how to navigate misinformation on the Internet while also teaching them not to assume that because something was written by an authority or an academic that means it's true or legitimate. And that is a significantly more nuanced form of critical thinking and critical navigation of knowledge than I think we often do in our classrooms because it's really hard. Like, it's hard to do ourselves, right? It's just... it's just a hard skill. And so I think, for example about talking to my students about what constitutes a legitimate source when they're fact-checking something. I do a lot these days... I teach a lot more fact-checking than I teach research because I find that unless we are going very, very deep on something, it's very easy for them to find information. Right? It's not hard for them to find the answer to a thing or find out who a person is or find a bunch of books on a topic. What is *hard* is for them to navigate the sheer overwhelm of the amount of information that they are going to find and figure out which information they are going to privilege, which information they're going to focus on, and I want that to be a thing that they can think about not only in their own... like in their classroom and in the context of their coursework, but also in their own lives. Right? I want that to be sort of a skill that they bring out. To be like, how do I tell if a TikTok is bullshit?

**Interviewer:** Yes.

**McGregor:** Right? Like what are the critical thinking skills that I bring into the places where I am actually receiving information? The way that I often teach it these days, uh, is [through] a phrase that I borrowed from the podcast *Who? Weekly*, which is a celebrity gossip podcast – and they are very attentive to the question of verifying rumours, right? Because celebrity gossip moves through really interesting, unusual chains of information. And they refer to, like, doing your due diligence as a writer and podcaster, as doing a “second Google.” And I love that. And it's the phrase that I now use when I'm teaching students how to fact check. I'm like, don't just put it in and take the first thing that comes up. You've got to do a second Google. You've got to check a different source, check something else that is going to reinforce. So like, if you have found something where you're like, this is really great and this is really interesting knowledge, and it comes from a source that is not something that would be considered necessarily legitimate in a

classroom setting, so it comes from a TikTok or a blog or what have you, it's like cool. I'm not saying you can't use that. I'm saying you need to do a second Google.

**Interviewer:** Yes. Duck duck go again.

**McGregor:** I need you to find some other stuff. I need you to fact check this thing, right? So what can you find that is, you know, has been legitimized, right? That somebody has checked, that somebody with the expertise to know has checked. And that might be a newspaper article, it might be a journal article, it might be a Wikipedia article with a bunch of good links. It can be a lot of different things, but you gotta do your second Google.

**Interviewer:** Right. Right. Yeah. And I love the framing, too: we can apply this critical skill to TikTok. It is the most transferable skill. Fact checking.

**McGregor:** It's the most transferable skill. It's the one that I most want people to leave my classrooms with, is the ability to encounter information in the world and be like, "huh, I wonder if that's true?" Yeah, not to be like, "well, it must be true. I saw it on my phone."

**Interviewer:** Yeah.

**McGregor:** Like. No, no, no, no, no. I'm mean, this is... I'm also trying to teach my boomer parents this, right?

**Interviewer:** Absolutely. And it goes both directions too, right? Like you believe nothing and you go full, you know, suspicious or you believe everything. And it's like, no, we need to sort of find our space in the middle here.

**McGregor:** There's gotta be a middle ground. My dad once repeated a theory I had voiced to him. I was like, theorizing why millennials and Gen Z were better at having conversations about vaccine status and testing than boomers were. And I was like, I think it's because we came of age in an era where you had to have conversations about STIs as you were navigating intimate relationships, and so we're used to having conversations about consent, about safety, about have you been tested? Are you like... is this going to be... you know, and that's like, awkward. But like, boomers don't have that experience, right? They came of age before the AIDS crisis and... I was like this, you know, here's my theory. And then the next time I was talking to him on the phone, he was like, yeah, I read an article in the newspaper about how my generation isn't as good as and... I was like. No, you didn't. You didn't read an article in the newspaper. That was some shit I said!

**Interviewer:** *[Laughs.]* Okay. In all fairness, I think I've probably done that before – slightly less egregiously, but I think I've said something like, "well, I heard on the news..." and then my partner will be like, did you hear it on the news or did you see it on Instagram? And I'm like, that may have been the case.

**McGregor:** *[Laughs.]* Really hard to say. Yeah, really. Hard to say. And that is why you have to do a second Google.

**Interviewer:** Yes.

**McGregor:** Can't remember if you heard it on the news or saw it on Instagram? Google it.

**Interviewer:** It, yeah. Yes. And sometimes news does show up on Instagram, so you know...

**McGregor:** 100% they are not mutually exclusive.

**Interviewer:** Yes, yeah. Although in Canada, I guess maybe they are becoming more mutually exclusive... *[McGregor laughs.]*

Okay. So, we are going to draft a position statement that's part of the goal of the workshops on citational justice and what is not now called Canada. What do you think is crucial information to include in such a position statement?

**McGregor:** I think that it is really crucial to think about the many, many places that knowledge comes from. And to ensure that we are developing the skills to engage with knowledge that comes from multiple sources, which includes things as simple as making sure that we know how to put things in a work cited, you know? Making things citable that have not been conventionally citable. You know, and some of that's technological infrastructure: how do we make sure that like this, this relatively ephemeral form of online information can be... It's like a major purpose of citation is that the person reading the work can go and find that thing. So if that thing's going to disappear, how do we deal with that? But also recognizing that there are many forms of knowledge that exist outside of the parameters of scholarly communication, and that the citability of those extends beyond the simple, like having the right MLA format and into things like the ethics of who particular knowledge belongs to, what can and should be shared, how it can and should be shared, how it can and should be acknowledged. You know, what is the difference between being inspired by something and stealing from something? And how do you know? Is it enough to cite your sources if you are misappropriating knowledge or cultural practices that come from a culture that is not your own? Or does citational justice in that case, extend to the question of whether that is yours to use at all in the first place. I think we need significantly more nuance about both the sources of knowledge and the ethical ways to engage with those knowledges.

**Interviewer:** Mhmm. And I think going back to what you were saying earlier, sometimes the... this might have been more to with the accessibility and technology bit, but like the legality of it or the laws that we have in place and like copyright laws and all of that, those are bare minimums, but they actually don't always speak to the ethics of citation in a very robust way.

**McGregor:** Yeah, there's an article I come back to time and time again, but it's almost 10 years old now. It's called "#Transform, DH." It's by Moya Bailey. And it is about a DH project that she was doing about the use of hashtags in Black trans women's online communities and how she wanted to be engaging with these communities and the way they were using hashtags and recognized the deep insufficiency of the ethics approval process within her institution. That like, yeah, do that for sure. But also, that model is so insufficient when you are talking about working with a sort of deeply and multiply marginalized community. And so, what she did was create an Advisory Board of Black Trans Femmes to guide her in her work, but also to make sure that she could do things that were useful for them as well. Right? To be like, I'm not just taking from your

community. I'm not just taking knowledge from your community and turning it into scholarship. I'm also like, what do you need from me? What would be useful from me? Like what tools or resources or forms of connection, or whatever I have access to as a university scholar would/could I, sort of, recompense you with?

And it's that kind of like, sure: begin with the baseline legalities of the institution, but also ask yourself, what more can or should I be doing beyond these structures?

**Interviewer:** Yeah. Almost like, the people who you might otherwise be researching on, you start researching with them. They become like co-collaborators or...

**McGregor:** Precisely. There's a version of that that I really like that a number of my colleagues have done. Minelle Mahtani at UBC has incorporated this into her course, and it is that students choose one of the people whose work they engaged with during the semester and write to them to say how engaging with their work impacted them. And it's, you know, this different model of like, I'm going to let you know that I'm engaging with your work and tell you how, and it's a kind of reciprocity that we often don't think about when we think about citation. But, you know, it's a really interesting opportunity to think about citation as dialogue.

**Interviewer:** Yeah, yeah, absolutely. Okay, if you had an opportunity to give advice to any writing instructor or writing centre staff – which is me! So if you had an opportunity to give me advice about citational justice – what might you say?

**McGregor:** Hmm. [Long pause.] I don't know... I don't know if I have much more than what I've already said.

**Interviewer:** Yeah, that's true. Okay, so everything you just said, just sort of copied back. All of the stuff. Okay. So, a final question, if you have time, Hannah, is what do you think makes citational justice in what is now called Canada unique? What are the issues that students and scholars in what is now called Canada deal with?

**McGregor:** Yeah. I mean, I think one of the really vital ones is the recognition of the complexity and the value of Indigenous knowledges. You know I'm... I was at a UBC public humanities celebration of drag last night that was like a combination of drag performances and then scholars talking about drag. It was very cool. Uh, at one point an old white man stood up and talked for a while.

**Interviewer:** As they do.

**McGregor:** As they do. And he started talking about, you know, why he thinks it's really important to archive things. And he was like, "you know, I've got Native blood on both sides." We'll just take that with a huge heaping of salt... And he's like, "Native people have storytelling traditions, but because they never wrote anything down, all of those have now been lost." And I was like, well, that's wrong. That's extremely wrong on multiple levels. That's... I wanted to put my hand up and be like, no, no. Okay. We're not doing this. But, all of the citation practices that universities use,

all of the citation guides, are based on exactly that presumption that real knowledge is written down and published somewhere.

And, on the flip... well, not on the flip side. You know, an additional complication of this is that publication means *publicness*, which, once something is published, it is out in the world. Anybody can read it. Anybody can cite it. Other forms of knowledge, including community-based knowledges and oral knowledges, are not necessarily for everyone or for every time. And so, you know, we see this in conversations about, for example, Open Access and digitization, that from very early on, Indigenous scholars have been saying like we can't assume that everything should be open for everyone all the time. We can't digitize materials that have protocols around who is supposed to have access to those materials and just make them for everyone. And so, I think when we are thinking about what citational justice means in Canada, we need to be thinking about the degree to which our country is built on the systematic oppression and misappropriation of Indigenous knowledges and how neither fully appropriating those into our institutions, nor continuing to exclude them from our institutions is sufficient.

**Interviewer:** Well, that brings us to the end of a huge slew of questions. Thank you.

**McGregor:** My pleasure.

**Interviewer:** Yeah. Okay. Well, thank you so much, Hannah, for taking the time to do this. Contribute to the project and it's... it's been such a pleasure to meet you.

**McGregor:** Yeah. Lovely to meet you as well.