



Concordia University Library's
21st Annual
Research Forum

Online - April 25, 2023

Loyola Jesuit Hall and Conference Centre
April 26, 2023



LIBRARY



Day 1 - Online

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13:15	13:30	Policy Recommendations from the CARL funded study entitled Margins: Lessons learned from the lived experiences of marginalized graduate students navigating the academy during the COVID-19 pandemic	
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13:45	14:00	Promising practices for cultivating diversity, equity, inclusion, and accessibility in frontline reference services	Software selection Policies: Do they exist?
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14:15	14:30	Break	
14:30	14:45	Researching Research Support	Arsenic and the Book Trade: A Toxic Relationship
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15:00	15:15	Beyond the academic paper: Turning research into advocacy	"Use Funnier Memes Please": Assessing Instructional Video Tutorials using UX and Participatory Design
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15:30	15:45	If At First You Don't Succeed Tri-Tri-Again? Assessing the Impact of the Tri-Agency Open Access Policy on Publications	AskAway Chat Reference During COVID-19: Research Findings
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Welcome and Opening Remarks

Christine Smith, Chair of the Librarians' Research Forum, Concordia University

Policy Recommendations from the CARL funded study entitled Margins: Lessons learned from the lived experiences of marginalized graduate students navigating the academy during the COVID-19 pandemic

Cecile Farnum, Liaison Librarian, Toronto Metropolitan University (TMU) Libraries
 Lisa Levesque, Assessment and Law Librarian, Toronto Metropolitan University (TMU) Libraries
 Aditi Gupta, Engineering & Science Librarian, McPherson Library, University of Victoria
 Maha Kumaran, Librarian, University of Saskatchewan @librarianca
 Darcia Roache, PhD. DBA. MBA. BSc. ASC., Research Assistant, University of Saskatchewan

Our CARL-funded research project aimed to understand how marginalized graduate students at our institutions adapted to the pandemic situation, particularly in their research activities, with the goal of providing recommendations on policy enhancements to create more inclusive research environments. The focus of our presentation would be on discussing lessons learned from the study, and the resulting policy recommendations.

The COVID-19 pandemic brought many challenges to the education sector and highlighted the barriers users experienced while accessing educational and research resources. In libraries, the impact of the pandemic was felt in the form of limited access to physical library collections, personnel, technology and spaces. Although many libraries implemented new or different forms of service and support, during the initial uncertain times of the pandemic, users had to contend with the closure of physical spaces, suspension of access to physical collections, and a lack of in-person services. In particular, marginalized students experienced these barriers in unique ways compared to the experiences of mainstream library users. Knowing marginalized students' challenges and coping strategies will help the collective library community understand and reduce these barriers, for the benefit of all library users.

The three participating institutions are University of Saskatchewan, Toronto Metropolitan University and the University of Victoria. For this study, we adopted the National Collaborating Centre for Determinants of Health

definition of marginalized populations as “groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions”.

A phenomenological approach was used to understand and capture the lived experiences of marginalized students, and a screening survey identified a range of eligible students willing to participate in focus groups. From our data analysis, we identified a number of policy recommendations for the academic library community to consider.

As we move into a post-pandemic landscape, it is important that the academic library sector learn from the experiences and challenges of marginalized students. The evidence demonstrates that many services and approaches created during the pandemic benefited all our users, and can be implemented by libraries going forward. Our study results affirm the value of library spaces, resources, and expertise which were challenging to access early in the pandemic. This presentation will highlight what actions and policy enhancements audience members can advocate for in their libraries to create more inclusive and equitable research environments.

Promising practices for cultivating diversity, equity, inclusion, and accessibility in frontline reference services

Emilia Marcyk, Head, Reference and Discovery Services, Michigan State University

Sharon Ladenson, Gender and Communication Studies Librarian, Michigan State University

Recent library literature conveys an increasing interest in diversity, equity, inclusion, and accessibility (DEIA) practices for improving library services. How does the literature explore DEIA education practices and training initiatives for library employees, including those who provide frontline reference services? What are examples of strategies for increasing awareness of DEIA topics among frontline reference workers, training reference staff to provide more inclusive or accessible services, or orienting frontline reference towards socially just, equitable practices?

While training in DEIA topics is present in some Library Science master’s programs, most librarians learn reference skills on the job, and many of the people staffing frontline reference services, such as professional or classified staff and student employees, do not have MLIS degrees. This presentation will examine the state of knowledge in the field related to on-the-job training, professional development, or programming that is provided to library workers staffing frontline reference services. Frontline reference services include face-to-face, chat, IM or email reference. They are differentiated from reference consultations that may arise from a liaison or personal librarian program by the following characteristics: openness (anyone can use the service without making an appointment), unpredictability (the library worker could receive any question from any person), and transience (the library user and library worker only interact once, rather than forming a long-term collaborative relationship). These unique challenges make DEIA training all the more important for frontline reference workers, since they likely only have one chance to make a positive impression on the library user.

Through presenting a review and analysis of the literature on DEIA training and education initiatives for library employees, including for frontline reference workers, we aim to identify promising practices as well as specific areas of need for further research. Feminist pedagogy, which facilitates an empathetic and learner-centered approach to reference services, is a key theory guiding our work. Particular attention will be paid to sources that discuss reference services through a feminist or social justice lens.

Software selection Policies: Do they exist?

Mona Elayyan, Digital Projects and Digital Curation Librarian at Wilfrid Laurier University

Joshua Chalfour, Digital Scholarship Librarian at Concordia University owlyph@social.coop

In the ongoing research study, we explore: How can libraries establish selection guidelines for the evaluation, acquisition, and provision of software and technologies, which foster digital scholarship research methods? Librarians typically develop selection policies for guiding their decisions on resources (for example books, journals, films, etc.) to acquire for patron access. The goal of these policies is to ensure the library can support community needs within its limited resourcing and fiscal budget. However, in the context of modern research, and more

specifically research frequently referred to as digital scholarship research or digital humanities, traditional selection policies lack criteria and guidance for selecting software integral to this research.

Digital scholarship research (an umbrella term that incorporates digital humanities) employs digital tools and techniques, such as visualization, textual analysis, data mining, digital storytelling, image processing, etc. that enable scholars to innovate and explore new research methodologies to advance discipline specific ideas and theories which otherwise would not be possible. Community digital needs vary from one research project to another, and have varying financial or human resourcing demands to implement and maintain long term. As digital scholarship becomes an integrated aspect of research in many disciplines, the libraries confront the challenge to sustainably collect and support a range of technologies that meet community demands.

Our methodology to explore existing software selection and collection strategies to support digital scholarship research includes the following steps:

- Literature review
- Performed an environmental scan of Canadian and American institutions to identify those with centres dedicated to supporting digital scholarship research.
- Sent a survey to institutions that fit our criteria. The survey was managed through Qualtrics.
- Based on survey responses, we are requesting semi-structured follow-up interviews from members directly involved in the centres, to collect information about current processes used for selecting software. Although interviews will be scheduled at dates after the conference, we will present the rationale for the interview questions and our criteria for participation. Where possible, we will also share anecdotal evidence of successful and unsuccessful software selection approaches.

The aim in disseminating the results is to build a body of research that guides librarians in producing modern selection policies, which better address current and future research needs across disciplines. The results may help librarians identify gaps in accessibility and equity as it relates to the collection and dissemination of digital software.

Beyond the academic paper: Turning research into advocacy

Stephanie Savage, Scholarly Communications and Copyright Services Librarian,
University of British Columbia @savbrarian

Jennifer Zerkee, Copyright Specialist, Simon Fraser University @jzerkee

Will Power-Jenkins, Scholarly Communications & Systems Librarian, The British Museum

Since 2018 we have been investigating the 2017-2019 parliamentary review of the Copyright Act, focusing on the recommendations made to the review committee for changes to fair dealing and other topics relevant to libraries and higher education. A new review of the Copyright Act was expected to be announced in late 2022 so in the past year we have shifted our focus to think about how this research might support copyright advocacy in libraries and library organizations.

This has us thinking about dissemination beyond the journal article. How can we use our findings to support libraries, institutions, and organizations addressing copyright legislation?

In this session we will use our research project as the framing for a conversation around mobilizing research beyond traditional academic outputs in order to contribute to broader professional discourse. Our aim is to contribute to the library sector's ability to participate in public conversations and advocate for the values that form the core of library work.

“Use Funnier Memes Please”: Assessing Instructional Video Tutorials using UX and Participatory Design

Becca Greer, Director of Teaching & Learning at the University of California, Santa Barbara

Tina Lin, Instructional Designer & Technologist at the University of California, Santa Barbara

Instructional video tutorials have been a commonly adopted method for library instructors to extend their reach as teachers. The limitations of one-shot instruction sessions often require ingenuitive approaches to harness student attention and equip them with the skills and attitudinal awareness to successfully navigate academic library research. One way to extend instructional work is to implement video tutorials before or after a one-shot session. Practical research skills are often fruitful opportunities for developing instructional tutorials, such as database demonstrations or processes of developing keywords. Yet, these types of tutorials often require more frequent updates to ensure they match the platform's latest versioning and that the examples provided are most relevant to the topics being studied in the course. On the contrary, conceptual video tutorials that introduce novice researchers to the dynamic underpinning of academic research, such as source evaluation and research processes, have more longevity than their practical counterparts. Whether the tutorial has a shorter or longer shelf life, we endeavored to assess the impact of both practical and conceptual library video tutorials made at our institution. We desired to know how our diverse student population received these video tutorials and how well they effectively and efficiently targeted students' research needs.

To measure the learnability, effectiveness, efficiency, and student satisfaction of our video tutorials, we invoked the use of usability research design practices and participatory research design methodology. Based on the framework of Jakob Nielsen's usability attributes, we designed two studies to measure a set of practical video tutorials and conceptual video tutorials. In the first study, we assessed the practical video tutorials through student interviews and task scenarios using the UX framework. We re-design our second research study to include both UX and participatory research methodology to assess conceptual video tutorials. These two methodologies are not commonly used in the same research study to assess video tutorials; however, we found that adding participatory design methodology enhanced our UX assessment efforts as students' learning needs could be more fully expressed.

Since we work at a large public university library serving a highly diverse student body, we desired first to engage our first-year, non-native English Speaking undergraduate students. These students participated in individual interviews, focus group discussions, task scenarios, and concept mapping activities. Through these efforts, our study provided a robust textual and graphical data set, offering us better insight into how our practical and conceptual-based video tutorials complement students' prior knowledge and burgeoning research need as novice researchers. The added benefit of this mixed methods approach is that the dataset can be triangulated to validate seminal research findings. In this virtual presentation, we will introduce audience members to our assessment efforts, including how these efforts have evolved and what we have learned from this process. After attending our presentation, audience members will have a better insight into our research methodology, rationales for using usability and participatory design to assess video tutorials, and preliminary outcomes from our analysis.

If At First You Don't Succeed Tri-Tri-Again? Assessing the Impact of the Tri-Agency Open Access Policy on Publications

Hannah Steeves, Reference & Instruction Librarian, Sir James Dunn Law Library, Schulich School of Law
@hjsteeves

By reviewing SSHRC grant projects between 2015–2022, this research intends to determine which recipients have published their findings in peer-reviewed scholarly journals, whether funding was used to cover the cost of an APC, and, if so, was a transformative agreement applied. This research intends to gain insight into:

- 1) Have the publishing practices of early-career Social Sciences and Humanities researchers have shifted,
 - a. If so, has this occurred more within specific disciplines?;
- 2) Do specific journals have benefitted from the OA Policy,
 - a. If so, do specific disciplines benefit?;
- 3) Are libraries are contributing to the cost of the OA Policy through transformative agreements; and
- 4) Whether SSHRC is enforcing the OA policy.

The Tri-Agency funding agencies released an Open Access Policy ("OA Policy") in late 2016. The OA Policy was guided by the following principles: 1) Advance Knowledge, 2) Minimize Research Duplication, 3) Maximize Research Benefits, 4) Promote Research Accomplishments. The policy stated that peer-reviewed journal

publications that had been supported by Tri-Agency funding must be made freely available within (at least) 12 months of publication.

The impact the OA Policy could have on their research careers was brought up during the mandatory consultation period. Appointments, promotions, and tenure processes can place expectations on early-career researchers to select reputable journals with high impact factors. Among myriad concerns, some respondents expressed that they may not be able to publish in the journal of their choice due to the 12-month embargo or the associated costs of publishing open access in a high-ranking journal. The final OA Policy allowed Article Processing Charges (APCs) as an eligible grant expense.

PlanS and cOAlition S, an international consortium of research funding and performing organisations, announced on 26 January 2023 they would no longer provide financial support for open access publishing under transformative agreements after 2024. Continued support for publishing under transformative agreements could increase the risk that they become a permanent fixture in the scholarly publishing process and would perpetuate hybrid open access models that are costly to authors and libraries. The use of transformative agreements to supplement APCs has not been discussed by the Tri-Agency.

To date, no empirical research has been completed to determine impacts of the OA policy, including how much of the funding has been paid to journals with APCs.

The projects includes both quantitative and qualitative analysis. Data on grants awarded will be gathered from the SSHRC website and recipients will be contacted directly with a survey relating to the above questions. Individuals who indicate they are willing to participate in semi-structured interviews will be contacted via telephone or Zoom.

This research could inform amendments to the policy that improve open access publishing practices generally and reduce the financial burden that has been unnecessarily placed on academic libraries.

*This research is being completed as a requirement of the LLM in Intellectual Property Law program at Osgoode Hall Law School, York University. The project is currently pending review by the York University Ethics Board.

AskAway Chat Reference During COVID-19: Research Findings

Barbara Sobol, Public Services Librarian, UBC Library, Okanagan Campus

Aditi Gupta, Engineering & Science Librarian, University of Victoria

Aline Goncalves, Information Literacy & Reference Librarian, Yukon University

Patricia L. Foster, Senior Circulation & Reserve Assistant, UBC Library, Vancouver Campus

This session will present the findings of research into the types of questions posed by patrons during the COVID-19 pandemic on AskAway, the post-secondary consortial chat reference service in BC and the Yukon. The fourteen-member research team, representing eight post-secondary institutions in BC and the Yukon used an iterative process and multiple methods of analysis to examine over 70,000 chat transcripts from September 2019 through August 2021. Utilizing the tools R, Python Pandas, Voyant and Linguistic Inquiry and Word Count (LIWC) the questions asked by patrons were examined from multiple angles. While AskAway is a long-standing element of library services in BC and the Yukon, chat reference rose to prominence during the pandemic as almost all BC academic libraries remained closed for a protracted period of time. Reliance on chat as a primary means of reference and general library services was unplanned and unprecedented. Analysis of the chat transcripts provides an opportunity to make sense of what kind of questions were actually asked of BC libraries during the pandemic. Our findings have resonance for library service delivery during regular and disruptive times. A paper describing the full research findings as been submitted to the journal Evidence Based Library and Information Practice and is currently awaiting review.

Closing Remarks

Pat Riva, Interim University Librarian, Concordia University

Day 2 – In Person

9:00	9:15	Welcome
9:15	9:30	
9:30	9:45	Keynote Address Champions of Accessibility: A Call to Action for LIS Practitioners
9:45	10:00	
10:00	10:15	
10:15	10:30	
10:30	10:45	Channeling Negative to Positive: Using Appreciative Inquiry to Uncover EDI Learning Stories
10:45	11:00	
11:00	11:15	Break
11:15	11:30	
11:30	11:45	Who is (not) counted? Ethno-racial and Indigenous identities in the Census of Canada, 1871-2021
11:45	12:00	
12:00	12:15	The Canadian Census Data Discovery Partnership: Bringing a Data Treasure Chest to Light
12:15	12:30	
12:30	12:45	Lunch
12:45	13:00	
13:00	13:15	
13:15	13:30	
13:30	13:45	Domaine public canadien : L' impact de la loi C-19 sur la visibilité des autrices et des créatrices
13:45	14:00	
14:00	14:15	Factoring into Impact: Librarian involvement on knowledge synthesis projects and relationship to journal impact factor
14:15	14:30	
14:30	14:45	Break
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15:00	15:15	Acquiring Lawyers' Papers: Why Bother?
15:15	15:30	
15:30	15:45	Certificates of Presence: Authorial Portraits and the Orientalist Travelogue
15:45	16:00	
16:00	16:15	Closing

Welcome and Opening Remarks

Christine Smith, Chair of the Librarians' Research Forum, Concordia University

Keynote Address - Champions of Accessibility: A Call to Action for LIS Practitioners

Victoria Owen, Information Policy Scholar-Practitioner,
Faculty of Information, University of Toronto

LIS practitioners are recognized as having deep expertise in information; in its collection, description, preservation, safeguarding, and, up to a point, in making it accessible. Let's note the milestones achieved in making digital information accessible, and determine the distance yet to travel in making it accessible for all. What makes digital information accessible for everyone? What is the social and legal importance of accessibility? What are the policies and practices, nationally and internationally, that underpin it? How do we enshrine accessibility as an integral part of our professional practice and deepen our expertise and proficiency in this area?

Channeling Negative to Positive: Using Appreciative Inquiry to Uncover EDI Learning Stories

Megan Fitzgibbons, Instructional Services Coordinator, Concordia University Library @fitzm

Chloe Lei, Teaching & Research Librarian, Engineering & Computer Science, Concordia University Library @clovolution

This session presents results from a qualitative study of Canadian academic librarians' learning experiences related to Equity, Diversity, and Inclusion (EDI). Our central research question is: "What makes EDI learning transformative and impactful for academic librarians?" In order to answer this question, we conducted in-depth, semi-structured interviews with 20 academic librarians, using Appreciative Inquiry as a framework. Appreciative Inquiry is a strengths-based approach to personal and organizational change based on "the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational" (Whitney & Trosten-Bloom, 2010). The interview data was analyzed thematically using open coding and synthesized to convey emerging narratives and themes.

In the presentation, we will highlight some key findings related to learning transformations reported by participants in the context of their work as academic librarians. For example, self-reflection and social learning were two of the experiences that participants most frequently reported as meaningful and impactful. Realizations included positionality and making sense of one's own identity, learning through discomfort, understanding one's impact on others, and recognizing biases or gaps in their previous thinking.

In addition, in keeping with the spirit of the Library Research Forum, we will provide reflections on our use of Appreciative Inquiry for eliciting individual narratives of EDI learning. For example, we found that the Appreciative Inquiry approach helped participants reflect on the learning, whether it stemmed from a negative or positive experience, giving the reflection more depth and making it more multifaceted. At the same time, we came to realize that some of our interview questions and underlying assumptions could be problematic. For example, although our study focused on the learning processes, it was not always possible for participants to pinpoint what has been learned and the process to get there, as learning could build up from various experiences and happen in a subconscious way. We hope that our reflections on our approach can inform future inquiries in this area.

Overall, attendees will gain insight into the types of learning experiences and environments that can lead to shifts or changes in understandings of EDI as well as further directions for related research that is humanist in approach and framed toward positive potential.

Reference:

Whitney, D. Kaplin., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change* (2nd ed.). Berrett-Koehler Publishers.

Who is (not) counted? Ethno-racial and Indigenous identities in the Census of Canada, 1871-2021

Kevin Manuel, Data Librarian, Toronto Metropolitan University

Rosa Orlandini, Data Services Librarian, York University

Finding published data on race, racialized populations, indigenous populations, and anti-racism in Canada is a challenge when conducting research. A major source of data is the Census of Canada which has been collecting socio-demographic data since 1871 and availability of data on racial, ethno-cultural, and indigenous populations is not consistent from Census to Census, and nor is the terminology that is used by each Census. To help researchers and information professionals, this team of researchers has created an online research guide, *Data on Racialized Populations*, guide to assist information professionals and researchers in finding Canadian data sources. The guide includes a Census of population timeline, which has detailed information about the terminology used for Indigenous and racialized identities for each Census and guidance on where to find published data. Recently, we published a journal article entitled, *Who is counted? Ethno-racial and indigenous identities in the Census of Canada, 1871-2021* (*IASSIST Quarterly*, 46(4), 2022). In the article, we discuss the evolution of how ethno-racial origin identities are reflected in the Census, and review the ongoing changes to sociocultural perceptions impacting the Census. In this presentation, we talk about our research outputs, discuss challenges we have faced in our research project, and our next stage of our research within a context of evaluating data through a lens of decolonization, indigenization and social justice.

The Canadian Census Data Discovery Partnership: Bringing a Data Treasure Chest to Light

Alex Guindon, GIS and Data Services Librarian, Concordia University

This talk presents the Canadian Census Data Discovery Partnership, a research project that brings together librarians and researchers from several Canadian Universities and institutions such as Statistics Canada and Library and Archives Canada. As the research project is still underway, this presentation aims to discuss the main steps that have been achieved so far and to present some early findings from the consultation process with census data users.

The Census of Canada is probably the most important single source of socio-economic data on our country and its citizens. It provides source material not only for academic research from a broad spectrum of disciplines, but also for various government agencies and community organizations, not to mention members of the public who want to stay informed on the evolution of the nation.

Finding precise information in the form of data tables or associated documentation in modern censuses (i.e. 21st century censuses and, to some extent, those from the 1990's) may not necessarily be easy but can be managed by researchers who spend some time becoming familiar with the Census website. However, the same cannot be said for older censuses in which identifying and accessing data tables and reference products can prove to be a significant challenge. Although the vast majority of census volumes are now accessible on the Internet Archive and on the Government of Canada's website, they are, for the most part, only available as large pdf documents. Given the very limited indexing of those documents and the fact that data tables are not catalogued or indexed individually, discovering and accessing those is akin to looking for the proverbial needle in the haystack of census past. Compounding the issue is the lack of controlled vocabulary and the evolution of subject and geographic identifiers across censuses.

The Canadian Census Data Discovery Partnership aims at facilitating this type of research. To that end, the first objective of the Partnership is to establish a complete inventory of the Census of Canada's items (mostly data tables, maps and reference documents) going back all the way to the pre-Confederation censuses. This work is supported by the creation of a set of metadata which consists of several authority tables for aspects such as geography, subject, corporate authors, etc. Another important aspect of the project is a series of consultations with various stakeholders that include data producers as well as various types of data users (academic researchers, government researchers, policy makers, students and NGOs). At this stage, a large part of the inventory work has been completed and we have started the consultation process. The next step will be to compile and organize the survey and interview data to identify the main needs of the community. We are also at the initial stage of designing the prototype of a census data discovery portal that will eventually allow for the identification of all census products at a granular level (e.g. data table, individual reference document).

Domaine public canadien : L' impact de la loi C-19 sur la visibilité des autrices et des créatrices

Marie D. Martel, Professeure agrégée, EBSI, Université de Montréal

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La durée de protection du droit d'auteur au Canada a été prolongée de 20 ans par le biais de la loi C-19 mise en application le 30 décembre 2022. Jusqu'à ce jour, le Canada relevait de la catégorie des pays dits « vie + 50 ans » où la durée de la protection du droit d'auteur s'étendait tout au long de la vie des créateurs et créatrices plus 50 ans après leur mort. Après cette date, les œuvres originales venaient accroître le domaine public où elles devenaient accessibles sans contrainte. Par le biais de la nouvelle législation, la durée de protection s'étend à la vie des créateurs et créatrices plus de 70 ans après leur mort.

Avant de procéder à la mise en œuvre de la loi C-19, le gouvernement a mené une consultation publique. Le milieu des bibliothèques, notamment par l'entremise de La Fédération canadienne des associations de bibliothèques, s'est mobilisé pour faire valoir différents arguments, incluant l'absence d'évidences empiriques en faveur de cette mesure et les inconvénients qui en découlent pour leurs missions et leurs publics. Il existe aussi une littérature savante qui soutient ces préoccupations et qui met de l'avant les conséquences dommageables de cette décision pour la culture, l'éducation, l'édition. Parmi les mémoires déposés, un argument a, en outre, fait valoir que cette mesure était appelée à affecter tout particulièrement la visibilité et la notoriété des autrices et des créatrices dont la présence dans le domaine public canadien avait commencé à augmenter au cours des dernières décennies. Dans une perspective féministe, c'est cette hypothèse de la visibilité compromise par cette politique publique que j'ai voulu vérifiée.

Il existe différentes méthodes pour identifier et dénombrer les entrants et les entrantes dans un domaine public national, mais dont les résultats sont souvent approximatifs. En revanche, et par le biais d'une méthodologie typique des approches en humanités numériques et ayant recours à des requêtes dans Wikidata, la base de données qui alimente Wikipédia, il est possible d'obtenir des résultats qui sont à la fois plus considérables et plus stables. Ce sont ces résultats que je voudrais principalement présenter et qui confirment, avec plus de précision, que le nombre d'entrantes dans le domaine public canadien suivait jusqu'à ce jour une progression croissante depuis le début du 21^{ème} siècle qui se serait poursuivie n'eut été la législation récente. L'interprétation de ces résultats reliés au domaine public, actuel et potentiel, viennent jeter un nouvel éclairage sur l'enjeu de la visibilité des autrices et des créatrices ainsi que, de manière prospective, sur ce qui se profile pour les institutions d'éducation et de mémoire de type GLAM qui se préoccupent du fossé des genres et des questions d'équité, diversité, inclusion.

Dans un second temps, et à la lumière de ces résultats et de travaux sur le domaine public, je voudrais attirer l'attention sur certaines stratégies possibles qui pourraient être envisagées par les institutions pour l'exploitation et la valorisation du domaine public canadien à l'horizon de C-19.

Factoring into Impact: Librarian involvement on knowledge synthesis projects and relationship to journal impact factor

Krista Alexander, Reference & Subject Librarian, Concordia University
Katharine Hall, Reference & Subject Librarian, Concordia University

There are numerous benefits for a researcher to involve a librarian in their knowledge synthesis project. Previously published studies have shown that librarians perform more precise searches when compared to expert searching clinicians, and that there is a correlation between librarian co-authors on systematic reviews and higher quality search strategies and methodological reporting. However, does librarian involvement make a difference when it comes to publication venue? With this project, we sought to determine what, if any, correlation exists between librarian involvement on knowledge synthesis projects, and the impact factor of the journals in which those syntheses are published.

Focusing on the journals from a single category ('Psychology, Clinical') in Clarivate's Journal Citation Reports (JCR), the authors analyzed the librarian involvement (co-author, acknowledged, unclear or none) in a complete set of English language knowledge syntheses published in those journals, over a one-year period (2020). The authors will use that analysis to determine whether a correlation exists between level of librarian involvement and impact factor of the journal in which those knowledge syntheses have been published.

We have currently completed coding all knowledge syntheses for librarian involvement and are in the process of mapping that to the impact factor of the publication venue.

Acquiring Lawyers' Papers: Why Bother?

Dr. Jean Dryden, Adjunct Professor, Faculty of Information, University of Toronto

This paper looks at solicitor-client privilege from the perspective of the harm done to legal history and Canada's documentary heritage by the claim that privilege never ends. Solicitor-client privilege provides that communications between lawyer and client in pursuit of legal advice cannot be disclosed without the consent of the client. Absent that consent, privilege lasts forever. The supposedly permanent duration of privilege has resulted in a gap in the sources for legal history, particularly lawyers' papers. Lawyers' papers may include client files, as well as notebooks, legal opinions, diaries, memoirs, and teaching materials, all of which could potentially breach privilege. Given the central role of the legal profession in Canadian society, such records belong in archival collections. But few lawyers' papers have been preserved in archives, since there is little incentive to allocate resources to them if they can never be used. A significant portion of the documentary heritage of the legal profession has been denied to posterity because of a legal doctrine developed for a completely different and much more limited purpose. My aim is to raise awareness of this issue in the library/archives community as well as (in other fora) in the legal community.

This problem has been periodically discussed in the legal and archival literature since the emergence of legal history in the 1970s, but it has never been satisfactorily resolved. My research was sparked by the prospect of destruction of privileged documents in an archival collection containing records of landmark Canadian legal cases. To do so would be like ripping certain pages out of a novel, leaving gaps in the story. To understand the justification for privilege and the need for perpetuity, I've canvassed the legal treatises, textbooks, and jurisprudence (both Canadian and American) that discuss this aspect of evidence law, and I've found that privilege, and its purportedly absolute and unending nature rests on a shaky foundation. I then turned to the archival and legal literature to state the public interest role of archival institutions in preserving historically valuable records and making them available for research, and the various (unsuccessful) attempts to address the problem. I argue that, after a reasonable interval, the public interest in access to such records trumps privilege, and that archivists can be trusted with the responsible stewardship of such records. I conclude with several measures to resolve the conflict between preservation of the complete historical record and the legal profession's devotion to the sanctity of privilege, and what would be required to convince the provincial law societies that privilege need not last forever.

Certificates of Presence: Authorial Portraits and the Orientalist Travelogue

Stéphanie Hornstein, Concordia Library's Researcher-in-Residence 2022-2023

As a form of writing, travelogues are first-person accounts that present a given place as seen through the eyes of a specific interpreter. With the advent of steam-powered locomotion in the nineteenth century, this genre experienced a marked shift. No longer limited to an aristocratic elite, long-distance travel was now in reach of a greater swath of society whose desire to show themselves as cultured made them eager to share their impressions of far-off lands.

Focussing primarily on travellers who wrote about Egypt and Japan, this paper proposes to explore the ways in which authorial portraits, frequently included as frontispieces at the beginning of travelogues, contributed to what Michel Foucault famously termed the "author-function" of a book. As the success or failure of Orientalist travelogues was frequently judged on the author's ability to evoke a supposedly "authentic" vision of the East, writers needed to convince their audience not only that they had visited the foreign lands under discussion, but that they had engaged meaningfully with them. Attention will be dedicated to the performative nature and symbolic attributes of authorial portraiture, especially as these relate to the Victorian quality of "worldliness." In particular, I will highlight the tendency for authors to portray themselves in foreign dress, partaking in what Marie-Cecile Thorat has dubbed "sartorial Orientalism." Overall, the authorial portraits under discussion will be interpreted as "certificates of presence"—strategic tools used by the author to validate their written testimony as an eyewitness account.

Closing Remarks

Pat Riva, Interim University Librarian, Concordia University

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