



Concordia University Library's  
22nd Annual  
**Research Forum**

Online  
April 16, 2024

Loyola Jesuit Hall and Conference Centre  
April 17, 2024



**LIBRARY**



## Online – 16 April

13:00	13:40	<b>Research on Racial Minority Librarians by Racial Minority Librarians: from Surveys to Publications</b>	
13:40	14:10	<b>What is this job worth? Income and Material Quality of Life for Library Employees</b>	<b>Sex in the Stacks: Moral, Legal, and Practical Factors in Providing Access to Pornographic/Sexually Explicit Material</b>
14:10	14:40	<b>"Fresh Ideas and Emphases": Canadian Post-secondary Students' Perspectives on Key Concepts in the ACRL Framework</b>	<b>Citation analysis of Canadian public policy and public administration scholarly literature.</b>
14:40	15:00	<b>Break</b>	
15:00	15:30	<b>Portrait d'utilisateur fantômes : Quelle place pour les personnes à statut migratoire précaire en bibliothèque publique?</b>	<b>Lack of Collections as Data: Making Meaning Out of the Films We Cannot See</b>
15:30	16:00	<b>Uptake in gender diversity training among Canadian academic library workers: a survey in progress</b>	<b>Using Citation Metadata to Investigate the Implications of Automatic Indexing Algorithms on Information Retrieval</b>

### **Research on Racial Minority Librarians by Racial Minority Librarians: from Surveys to Publications**

Yanli Li, Business and Economics librarian, Wilfrid Laurier University

In the Canadian context, there is a notable dearth of professional literature focusing on racial minority librarians conducted by racial minority librarians. To address this gap, a team of six librarians, representing the Visible Minority Librarians of Canada (ViMLoC) network, undertook a second comprehensive survey in 2021, building on the initial survey conducted in 2013. The 2021 survey, which included data from 162 minority librarians, served as the foundation for three peer-reviewed research papers.

These research studies explored shifts in the demography, education, and employment patterns of racial minority librarians. Additionally, they delved into the experiences of racial microaggressions among minority librarians and scrutinized leadership roles and career barriers, with a specific focus on Chinese Canadian librarians. The outcomes of these investigations have contributed significantly to the field, bridging a crucial gap in the library and information science literature concerning racial minority librarians in the Canadian landscape.

In the role of Principal Investigator for the 2021 survey and Lead in crafting the associated papers, the presenter will share insights into the design, execution, and dissemination of the surveys, available in

both English and French. The presentation will cover the quantitative and qualitative analysis techniques employed in the research and highlight the key findings. The presenter will also offer valuable perspectives on collaboration within the research team and with other colleagues throughout the research process, spanning from surveys to eventual publications.

### **What is this job worth? Income and Material Quality of Life for Library Employees**

Jordan Pedersen, Research and Scholarship Librarian, University of Guelph

For 3 months in 2023 I collected job postings on the partnership job board, and have been analyzing them to determine what salaries people who work in Canadian libraries are being offered, and what that means for their material quality of life.

The main research questions I have set out to answer are:

1. Based on salary information available for new job postings in libraries, what is the material quality of life that someone working in a library can expect to have?
2. Does this quality of life differ depending on the location and level of education required?
3. How do library salaries compare to other incomes within the same community?

To answer the first and third question I am also using the 2021 Canadian census to determine housing costs and salary deciles in the communities where the jobs were posted.

To perform my analysis I have created a python script (with assistance from ChatGPT) to extract information such as salary, location of job, and keywords about required education level from the job postings. I also extracted the relevant census characteristics about income and housing (suitability and cost in relation to income) from the census by location. I joined both datasets on location.

My research is still in progress. I have completely answered the second question, and the others will be completed before the Forum. Sharing a sneak-peak of the results of the second question, I was shocked at how large of a gap there was between MLIS-holders and library technicians, even though I anticipated it would be substantial. The average yearly low of jobs for MLIS postings was \$73,169.95, whereas the average for library technician diploma positions was \$51,103.73. General college diplomas had a higher average than library technician diplomas at \$57,604.76, and general university degree requirements were higher still at \$65,279.98. In my presentation I will discuss in more detail how these results may be complicated by number of postings, location of the jobs, and perhaps even the types of jobs that were included.

I am hopeful that by asking these questions about how well our labour is compensated, we can open ourselves up to understanding a few other things. One, the profession regularly bemoans its heterogeneous nature. We understand through surveys that librarians are predominantly white, female, and middle class, but this may not be true of all people who work in the library. Is it possible that there are economic reasons that these are the only people who can afford to become, and stay, librarians? Two, we are all workers who have full lives within our broader communities. By having a better understanding of where we fall economically within our communities, we can improve our sensitivity around the class and power dynamics that might be at play within our workplaces (both between colleagues and us and our patrons). We can also stand in solidarity with other workers, with an improved self-awareness of our respective privileges and struggles.

## **Sex in the Stacks: Moral, Legal, and Practical Factors in Providing Access to Pornographic/Sexually Explicit Material**

Fiona Enright, Graduate student. Master of Information Studies (MIS), McGill University

Sex – and media that depicts sex and sexually suggestive subject matter – remains stigmatised in western society. As pornography and sexually explicit material more broadly have become of increasing interest to researchers across several disciplines such as pornography studies and gender and sexuality studies, so too does the demand on institutions and practitioners in libraries, archives, and special collections to provide access to these materials. However, the taboo associated with the subject matter of these materials introduces unique challenges in establishing and providing access to both researchers and the broader public.

This project provides an overview of how moral, legal, and practical factors influence access in thought, practice, and policy amongst information professionals and institutions that have sexually explicit and/or pornographic material in their care. Theory and practical guidance for access management attuned to the sociocultural context of sexually explicit and pornographic material is under-represented in library and information science literature. In my research, I have encountered significant difficulty in finding information regarding how practitioners and institutions address the moral, legal, and practical considerations that pornographic and sexually explicit material demand in both application and policy. This research is intended to address this gap.

Using examples, this project provides insight into some of the ways that institutions are addressing the challenges associated with providing access to pornographic and sexually explicit materials in both practice and policy. These ideas are placed in the Canadian context with consideration of both Canadian law – such as the proposed Bill S-210 (44-1) Protecting Young Persons from Exposure to Pornography Act – and sociocultural values. The extent to which these laws and values affect practitioners and institutions is examined by looking at Canadian examples, namely Library and Archives Canada and the Sexual Representation Collection at the University of Toronto's Mark S. Bonham Centre for Sexual Diversity.

A key focus of my research is how sociocultural factors affect practitioners' and institutions' ability to provide access to sexually explicit and/or pornographic material to researchers and the public. This manifests in several ways, including the ability to provide digital access to certain materials or procuring funding for access-related initiatives. Furthermore, I touch on how cornerstones of library and archival practice meant to facilitate access, such as the reference interview, are further complicated by these materials' unique sociocultural standing.

## **“Fresh Ideas and Emphases”: Canadian Post-secondary Students' Perspectives on Key Concepts in the ACRL Framework**

Claire Pienaar, B.A., MIS year two, McGill University

Joan C. Bartlett, Associate Professor, McGill School of Information Studies

Following the introduction of the Association of College and Research Libraries' (ACRL, 2016) Framework for Information Literacy for Higher Education, efforts to meaningfully promote and enact the more conceptually oriented form of post-secondary information literacy instruction (ILI) evinced by the document have spread. However, perceptions of the Framework as elitist or inaccessible; the persistence of one-shot sessions as the dominant ILI format; and the difficulty of teaching and learning broader information literacy (IL) concepts within those limitations continue to present challenges. For researchers and IL instructors, this begs the question of what types of pedagogical or systemic

adjustments can inspire students to connect with IL concepts – and, as a result, behaviours -- in ways that will empower and resonate with them beyond a single session, course, or program.

Although the Framework aims to support ILI that can be customized to meet the unique needs of diverse learners in higher education, the six threshold concepts embodied by its frames (“authority is constructed and contextual,” “information creation as a process,” “information has value,” “research as inquiry,” “scholarship as conversation,” and “searching as strategic exploration”), and associated understandings and practices, are established as important for all. Thus, better understanding the perspectives of post-secondary students on the content expressed by these frames can serve as a basis through which to meaningfully improve post-secondary ILI.

Research concerning post-secondary students’ perspectives on the Framework is still emerging, and tends to examine specific student populations (e.g., in one institution, major, course, or year of study) who have received a particular type of ILI, usually via qualitative methods. To build upon the existing literature while still centering student voices, this research project aims to investigate Canadian post-secondary students’ perspectives on key Framework concepts using mixed methods across diverse areas/years of study and ILI experience at two different institutions: a major research university and a polytechnic college.

A predominantly quantitative questionnaire based around Robertson et al.’s (2022) Information Literacy Reflection Tool (ILRT), a Framework-centered instrument, has been administered at both McGill University (Montreal, QC) and Northwestern Polytechnic (Grande Prairie, AB). The questionnaire asks respondents to self-reflect on the extent to which they employ key IL concepts/skills from the Framework in their own academic information behaviour, as well as how interesting and relevant they find each frame’s knowledge practices and dispositions to their experience in school. A qualitative component was also included via optional comment boxes at the end of each frame-focused section. The comment boxes will provide a more holistic voice to students’ responses, and also inform the quantitative analysis, which will explore potential relationships between respondents’ answers and various demographic/academic factors. My presentation for this forum will focus on the initial findings and implications for practice derived from these data. To the best of my knowledge, this is the first study to directly interrogate student perspectives on the Framework in Canada quantitatively, and the first use of the ILRT as a data collection tool in research beyond that of its initial development.

### **Citation analysis of Canadian public policy and public administration scholarly literature.**

Graeme Campbell, Open Government Librarian, Queen’s University

Michelle Lake, Government Publications Librarian, Concordia University

Katharine Hall, Reference and Subject Librarian, Concordia University

We are performing a citation analysis of scholarly articles published in two Canadian public policy and public administration journals across five, one-year periods: 1994, 2004, 2009, 2014 and 2019.

Our main focus has been differentiating between citations to government sources and those to traditional academic literature and grey literature. Within the government sources we have differentiated between Canadian federal, non-federal and international sources, documents and records, and online and print formats.

We have finished coding the citations for 2004, 2014, and 2019 and have an initial analysis of the frequency of those citations over time.

In this presentation we will discuss our research questions, developing our code book, the coding and conflict resolution process, how our approach and preliminary results compare to other citation analyses, and potential outcomes of this project.

### **Portrait d'usagers fantômes : Quelle place pour les personnes à statut migratoire précaire en bibliothèque publique?**

Sabrina Mac Gregor, Étudiante à la maîtrise en sciences de l'information

Les migrations dans le monde constituent l'un des grands défis du 21<sup>e</sup> siècle, et dans plusieurs pays, les bibliothèques publiques sont devenues des lieux d'accueil et d'hospitalité pour les populations migrantes. Grâce à leurs missions sociales, les bibliothèques sont susceptibles d'agir à la manière d'un filet social, d'un tiers lieu et d'un espace démocratique pour ces populations. Une première revue de littérature, menée à terme à l'hiver 2023, a permis de relever quels sont les besoins informationnels des personnes en statut migratoire précaire, quels sont les obstacles freinant l'accès de ces personnes aux bibliothèques publiques, et quels sont les services mis en place par celles-ci face à ces enjeux. L'étudiante mène actuellement une recherche sous la co-direction de Marie D. Martel et Bob White sur le rôle possible des bibliothèques publiques dans l'accueil et l'intégration des personnes en statut migratoire précaire, dans une perspective interculturelle. Elle présentera également des initiatives de création de savoirs communs en lien avec son sujet de mémoire.

### **Lack of Collections as Data: Making Meaning Out of the Films We Cannot See**

Christine F. Smith, Head of Acquisitions & Serials, Concordia University

This presentation will explore a collection, or rather an absence of collection, of moving image works in a Canadian academic institution. Between March 2020 and March 2022, faculty at Concordia University requested over 2,000 films in streaming format to be purchased or licensed by the university library for course and research use. Approximately one third of these requests were unable to be fulfilled due to licensing and rights limitations. Funded by the Concordia University Library Research Grant, this presentation will provide details into an exploration of these requests, identifying trends and highlighting possible implications to the future of academia as a result.

This research project draws attention to how technological and format changes impact enduring access to information and how pivotal open scholarship is for the advancement of a learned society. As such, this project can be used to inform librarians and information practitioners across the country and around the world of rapid format change can impact access to information and content availability. Interest in streaming media has greatly expanded in recent years. Thus, the utility, and indeed the necessity, for this project, which draws a critical eye to resource gatekeeping in this new format becomes abundantly clear as more and more libraries are faced with navigating this new information landscape.

## **Uptake in gender diversity training among Canadian academic library workers: a survey in progress**

Susie Breier, Reference and Subject Librarian, Concordia University Library

Katharine Hall, Science Librarian, Concordia University Library

Kawmadie Karunanayake, Independent researcher and librarian

Aeron MacHattie, Teaching and Research Librarian, Concordia University Library

This project investigates whether workers in Canadian academic libraries are receiving gender diversity training and in what forms. The recent rise of anti-trans sentiment and aggression on Canadian streets, in parliaments, schools, libraries and online spaces warrants an urgent recentring of trans communities in both our scholarship and work environments. Since at least 2005, LIS literature has been exploring the experience of trans and gender non-conforming library patrons and workers by assessing their needs and the barriers they face. Staff training around gender diversity, identity and expression is an oft-repeated recommendation in this research. Yet there is little evidence of how widely training on these topics is offered to library workers, much less how effective it might be or how it is experienced by participants.

Our study aims to address that gap through an anonymous online survey of Canadian academic library workers. Specific questions examine: how gender diversity training was initiated or sought out; whether it consisted of a one-shot session or an ongoing process; whether it was part of a larger EDI training program; whether the training motivated participants to engage in different behaviors at their workplace; and whether the training felt sufficient. For academic library workers who have not received training, we ask whether they would like to learn more about gender diversity, and if so, what forms of training they seek and what access barriers exist for them. We hope that our results can contribute to ongoing discussions of the role of the library in supporting trans and gender non-conforming patrons and staff, and potentially be of practical use to managers and administrators considering staff training around gender diversity as well as to those evaluating their training programs.

Our research is in its early stages: as of this writing we are finalizing our ethics proposal, with the intention of launching the survey in March. We envision our Forum presentation as an active exchange with fellow librarians and researchers, both around the topics we are exploring and the actual progress of our study. We anticipate that the survey will still be open at the time of the Forum, therefore we will not present any data or results. We will discuss our review of the literature, describe the development of our survey instrument, and seek feedback to enrich and nuance our future data analysis.

## **Using Citation Metadata to Investigate the Implications of Automatic Indexing Algorithms on Information Retrieval**

Emma Garlock, MSc, McGill School of Information Studies

Joan C. Bartlett, Associate Professor, McGill School of Information Studies

As of April 2022, the National Library of Medicine has converted to automatic indexing for MEDLINE citations thanks to the integration of The Medical Text Indexer (MTI). MTI has been incredibly impactful, with a notable decrease in the time it takes a MEDLINE citation to receive MeSH indexing. However, further work is needed to address some well-documented issues around the indexing genes and chemical compounds and their impact on information retrieval. To investigate these issues, this research pursues the following research questions:



RQ1. Is there a relationship between the indexing method or journal impact factor (JIF) and how well MeSH terms align with keywords and chemical symbols?

RQ2. Is there a relationship between the indexing method or JIF and the term usage frequencies among MeSH, keywords, and chemical symbols?

These RQs are being addressed by analyzing a sample of indexed MEDLINE citations. 648 citations published between January 2021 and December 2023 were randomly selected and relevant information fields were extracted via NLM's efetch and xtract tools. Journal impact factor data was downloaded from Clarivate. Using R, a n-gram analysis and the relative frequency of each term will address RQ1 and RQ2, respectively. As this is an ongoing research project, more information will be provided regarding the results and interpretation of the n-gram results for RQ1 and relative frequency results for RQ2. In addition to a discussion about how these results impact information retrieval, these results will also be contextualized within the current state of librarianship and the role that artificial intelligence is taking in the field.



# In Person – 17 April

8:30	9:00	<b>Registration</b>
9:00	10:00	<b>Keynote Address</b> <b>Open Scholarship in Research: why is it important, and small steps to get you started</b>
10:00	10:30	<b>Gaby Says // Gaby Dit: Experimenting with generative AI for library information services</b>
10:30	11:00	<b>Break</b>
11:00	11:30	<b>Creating Knowledge, Creating Worlds: Archival Description, Land, and Settler Colonial Logics in the Jesuit Collection des archives du Collège Sainte-Marie</b>
11:30	12:00	<b>Sharing the power to decide? How Canadian universities acquire private archives</b>
12:00	13:00	<b>Lunch</b>
13:00	13:30	<b>Duplicate Records in WorldCat for 20th-Century American, British, and Canadian Books: A Comparison of Duplication Rates and Causes</b>
13:30	14:00	<b>Conflicts of Neutrality: Exploring Definitions, Values, and Practices among Canadian Academic Librarians</b>
14:00	14:30	<b>By us for us: An FtN's guide to resource sharing in trans digital cultures</b>
14:30	15:00	<b>Break</b>
15:00	15:30	<b>Visibilité, visualisation et care : Quantifier les bibliothécaires québécoises et canadiennes et le fossé des genres dans Wikidata, Wikipédia et quelques ouvrages sur l'histoire des bibliothèques</b>
15:30	16:00	<b>Answering the Call to Action to Decolonize Subject Headings at the Library of Parliament</b>
16:00	16:10	<b>Closing remarks</b> <b>Amy Buckland, University Librarian</b>

## **Keynote Address: Open Scholarship in Research: why is it important, and small steps to get you started**

Aaron Johnson

Associate Dean - Research and Infrastructure, Faculty of Arts and Science,  
Associate Professor, Department of Psychology, Concordia

Open science and scholarship are crucial for enhancing transparency, reproducibility, and accessibility in research, which are fundamental for advancing knowledge and fostering innovation across disciplines. By sharing data, methods, and findings openly, researchers can facilitate collaboration, accelerate discovery, and increase the impact and credibility of their work. Open scholarship practices are also becoming increasingly required by funding agencies. I will talk about simple steps to implement open scholarship include depositing research data in public repositories, publishing in open access journals or using preprint servers, and adopting open-source software and open methodologies for research. Encouraging a culture of openness and providing training and resources are also key to ensuring that researchers at all levels can participate in and contribute to the open scholarship movement.

## **Gaby Says // Gaby Dit: Experimenting with generative AI for library information services**

Megan Fitzgibbons, Instructional Services Coordinator, Concordia University

Aviva Majerczyk, Research Assistant and Master of Arts – Media Studies student, Concordia University

Yara Stouhi, Research Assistant and Bachelor of Engineering – Computer Engineering student, Concordia University

Francisco Berrizbeitia, Developer, Concordia University

Joshua Chalifour, Digital Scholarship Librarian and Journalism & Communication Studies Subject Librarian, Concordia University

Olivier Charbonneau, Senior Librarian, Concordia University

Generative artificial intelligence has become a crucial topic in the library and information science field over the past year. The use of tools that leverage Large Language Models (LLMs) is rapidly disrupting practices in content creation and information retrieval, and it is urgent to test this technology's potential impacts in the context of libraries' user-centred services like reference, instruction, and research support.

This session will present an overview of the work done to date on a project that investigates the issues and challenges with employing generative AI technology in academic library information services in effective and ethical ways. The presentation will include 1) a description of the development of a chatbot that we've named Gaby (tm), configured for delivering academic library information services leveraging AI technology, and 2) the contributions of this research in developing a protocol for framing and evaluating the implementation of services that incorporate generative AI tools.

In terms of the chatbot development, the first step has been to build a knowledgebase from the Concordia Library's website that will serve as Gaby's "brain". On top of this knowledgebase, we plan to connect different language models, including proprietary LLMs and open-source Small Language Models in different ways and determine the performance of each using a series of questions that a useful chatbot should be able to answer.

In addition to Gaby, a key output of this project will be the testing protocol and evaluation framework. Given that reference questions often require nuanced responses, it's challenging to evaluate them as

simply accurate or inaccurate. This study builds on the work of Lai (2023) to develop a testing protocol that incorporates multiple dimensions of user interactions. In addition, we are operationalizing aspects of the LC Labs AI Planning Framework (Library of Congress, 2023) to define the use cases possible for generative AI in information services as well as criteria for ethical considerations.

In keeping with the spirit of the Library Research Forum, this session will present work that is still in progress and will feature the team's Research Assistants as presenters in order to showcase their contributions.

#### References

Lai, K. (2023). How well does ChatGPT handle reference inquiries? An analysis based on question types and question complexities. *College & Research Libraries*, 84(6), 974. doi:10.5860/crl.84.6.974

Library of Congress. (2023). LC Labs Artificial Intelligence Planning Framework. <https://github.com/LibraryOfCongress/labs-ai-framework>

### **Creating Knowledge, Creating Worlds: Archival Description, Land, and Settler Colonial Logics in the Jesuit Collection des archives du Collège Sainte-Marie**

François Dansereau, Director - The Archive of the Jesuits in Canada

Henria Aton, Reference Archivist - The Archive of the Jesuits in Canada

Kate Nugent, Project Archivist - The Archive of the Jesuits in Canada

When Jesuits returned to Canada in the 1840s, searching for and consolidating records that had been left behind in the aftermath of the suppression of their order in 1773 was a top priority. In addition to this work, Félix Martin, S.J.—the first archivist of the Jesuits in Canada—and subsequent archivists set out to copy records about New France held in Europe. Through this process, the Jesuits sought to build a coherent narrative of their order in Canada, and a sense of continuity with their pre-Suppression forebears.

This presentation puts forward a case-study that explores how the Jesuits used archival records to navigate land claims and concretize their influence and power in Canada. More specifically, we explore the documentation and description of records in the Collection des archives du Collège Sainte-Marie (CACSM). The archival unit at Collège Sainte-Marie, located in Montreal and founded in the 1840s by Martin, served as a dynamic repository of materials for the Jesuits in Canada until the school's closing in 1968. The collection is now housed at The Archive of the Jesuits in Canada (AJC).

Recent scholarly examination of cataloguing systems and archival descriptions have defined these as systems of knowledge and infrastructures of power that play an important role in knowledge creation (Ghaddar and Caswell 2019; MacNeil, Lapp, and Finlay 2020; Ghaddar 2021). Some of this research explores cataloguing and classification structures as tools of colonialism (Duarte and Belarde-Lewis 2015; Turner 2020). This paper builds on these studies by examining how the Jesuits used archival descriptions and catalogues to form a Canadian Jesuit identity that naturalized their presence on Indigenous lands and, by extension, that of other settlers.

First, we argue that the descriptive indicators of both original records and copies emphasized land as a means to assert Jesuit presence and influence, and as a knowledge resource that sought to validate Jesuit territorial ownership, revealing the profound connection between the archive and settler colonialism. Second, we demonstrate that these descriptions are crucial actors that mobilize(d) knowledge production. The CACSM served not only as a repository for records produced by Jesuit settlers in their

interactions with Indigenous communities around Montreal and in Northern Ontario, but as a teaching tool for students at Collège Sainte-Marie. Finally, we argue that the persistence of these catalogue descriptions, through the creation of other indexes and finding aids in the 1940s and beyond, demonstrates their structural impact and functions.

This exploration is part of broader considerations regarding the sharing of legacy archival descriptions on online platforms. As we develop The AJC online database and plan to provide open access to surrogates from the collection – while simultaneously reflecting on the scope of legacy archival descriptions – we interrogate our own actions from the perspective of knowledge building through time. As we increasingly encounter the need to decolonize archival practices, we demonstrate that it is necessary to understand how collection management activities and archival description have contributed and continue to contribute to settler colonial processes.

### **Sharing the power to decide? How Canadian universities acquire private archives**

Alexandra Mills, Special Collections Archivist, Concordia University Library

Archival documents have become a point of distinction between Canadian universities, where the privileging of electronic resources had led to a homogenization of materials available across institutions. Unique research collections laden with primary source resources are points of distinction between universities and form an important part of the research landscape in higher education.

University-based repositories work to build unique collections that respond to the needs and interest of student and researchers, and they play a pivotal role in ensuring the preservation of archival resources that serve to document the contributions of individuals and groups that have, in one way or another, both big and small, impacted the communities within which we live. However, budgets, space constraints, and staffing, among other factors, require institutions to make difficult decisions about what archival materials are acquired. Repositories are unable to acquire everything proposed, in all areas of potential interest.

Acquisition decisions have important consequences, and it is critical that the archival profession reexamine how acquisition decisions are made and who has the power to make them. University-based repositories – or at the very least, their parent institutions – seem for the most part to be the primary stakeholder responsible for deciding what is acquired, and therefore preserved. Is this the predominant way decisions are made, or have university-based repositories begun moving away from this model and allowing for more collaborative approaches to acquisition? Calls for implementing participatory practices across the archival realm have been discussed in the literature for years, and while they are popular when it comes to description and increasing access, it is not clear whether these calls have moved to action when it comes to acquisition within academia. How, exactly, do Canadian public universities make acquisition decisions when it comes to adding private archives to their collections?

In early 2024, the survey "Archival acquisition in Canada: Decision making practices at University-based repositories that collect private archives" was conducted to help provide insight into acquisition-related decisions at public universities across Canada. This study aimed to determine how acquisition decisions are made; whether acquisition practices are collaborative; whether institutions work with community-based consultative bodies to build collections; what role internal and/or external contributors play in the decision-making process; and why repositories choose to involve these contributors in the decision-making process. This presentation will provide a first look into data collected as part of the survey to help unravel the often mysterious and usually bespoke and institutionally specific process of acquiring private archives. A particular lens will be placed on the question of whether these repositories have

implemented participatory practices, and what impact these practices might have had on the acquisition of private archival materials. This presentation will also consider how institutions can implement participatory acquisition strategies that bring together universities, users, creators, collectors, and community groups, to ensure that collections are representative, varied, and serve to ensure that a diversity of histories are preserved and made available to the widest possible public.

### **Duplicate Records in WorldCat for 20th-Century American, British, and Canadian Books: A Comparison of Duplication Rates and Causes**

Karen Jensen, Head, Cataloguing and Collection Maintenance, Concordia University

This study aimed to compare the bibliographic record duplication rates between books published in the United States, the United Kingdom, and Canada and identify the causes of duplicate records in OCLC WorldCat. The aim was also to illustrate the causes of duplicate records with examples, taking the opportunity to review earlier cataloging standards and identify common pitfalls. There was an attempt to rank the causes in order by most impactful with the intention of informing cataloging practices and OCLC's duplicate management strategy, currently undergoing changes with the incorporation of machine-learning techniques. Although it was expected that the estimated rate of duplication by country of publication would be higher for the U.K. and Canada than for the U.S. due to the later adoption of OCLC as a bibliographic utility in those countries, that turned out to be wrong. The duplication rate for books published in New York and London was similar, with the duplication rate for books published in Montreal being much lower. In hindsight, the choice of city for Canada should probably have been Ottawa to capture duplicate records for Canadian federal government documents or Toronto, as the English-language publishing capital of the country. To promote deduplication, cataloging should be done with authority work, and OCLC records should be corrected with each new or updated authority record. Hopefully as authority records are newly created or upgraded to Resource Description and Access (RDA) and edited with the latest guidelines, the addition of cross-references will lead to more access points being authorized and easier merging of bibliographic records. OCLC's Duplicate Detection and Resolution (DDR) software has done well in merging records, leading to more library holdings on the highest quality records. But copy cataloging older books without ISBNs or LCCNs requires careful keyword searching and sorting results by records with the highest number of holdings. Jeffrey Beall wrote in 2010 that the rules about when to input a new record are vague, ignored, or misunderstood. While this may still be true, catalogers aiming to better understand these rules can benefit from expert training by joining OCLC's Member Merge Project. Records for editions and reproductions and brief records, completed only in local catalogs and later batchloaded to OCLC, were a major cause of record duplication. Due to deriving practices, such records often represent a mix of manifestations that cannot always be untangled. Libraries should review the retention of some categories of 20th century books whose records tend to cause duplication, including printings, reproductions, fine arts publications, such as auction and exhibition catalogs, and conference publications. OCLC should encourage the deletion of difficult-to-merge records without holdings whenever those records obviously do not represent unique content.

### **Conflicts of Neutrality: Exploring Definitions, Values, and Practices among Canadian Academic Librarians**

Emily Jaeger-McEnroe, Liaison Librarian, McGill University

This presentation will discuss the initial findings of a research project on how Canadian academic librarians define, value and practice neutrality. Neutrality is frequently considered a core principle of libraries and features prominently in library codes of ethics, but it has faced increasing scrutiny in the

wake of emerging values like social justice and efforts towards Equity, Diversity, Inclusion, and Accessibility initiatives as well as practical challenges such as book bans and room rental conflicts.

This study, conducted through a survey of academic librarians in Canadian institutions, addresses the following questions: 1) How do academic librarians define neutrality? 2) Do they value neutrality in the library context? and 3) How are academic librarians practicing, or not practicing, neutrality?

### **By us for us: An FtN's guide to resource sharing in trans digital cultures**

Ada Bierling, MSt student at McGill University and Music Librarian at CKUT-FM Radio

The presentation will describe my ongoing research into trans digital cultures and healthcare justice, focusing on a transgender surgery support subReddit as a qualitative case study into exploring questions of information access, resource sharing ethics, and data justice in trans social media cultures. This project stitches together research grounded in information studies, social work field, and queer theory to provide a glimpse into the tapestry of resource sharing and information management in trans digital forums. In a time when trans communities face increasing restrictions to gender-affirming treatment and tensions of trust and privacy are pronounced in libraries and information spaces, trans digital forums are platforms for community members to navigate complex paths through surveillance and control towards community support (Dame-Griff, 2023; Gabiola et. al., 2022). Trans digital cultures carry intriguing potential for academic librarians and social-justice oriented information workers; as we strive to support students past purely intellectual conceptions of educational wellbeing, how might trans digital support groups lead us to consider the embodied needs of our patrons? What can trans digital forums teach us about the socio-emotional realities of users, and what digital infrastructure is necessary to service them? What new horizons of resource sharing can be glimpsed through the pixels of online community-sourced support?

While librarians and information workers aim to provide equitable access to information to their queer and trans patrons, information security takes on specified meaning in trans digital cultures. Transphobes and trolls routinely screenshot and re-share content from public trans forums, leading to bullying and doxxing of trans community members. The harsh realities of transphobia in virtual spaces may lead librarians to wonder, what could safety look like for trans patrons in digital information spaces? How do we balance our values of access and community safety? How can we share community-sourced resources with justice and security in mind? A portion of the presentation will explore these questions through viewing strategies that trans subReddit users employ to enact anonymization, representational subversion, and data control in their digital community (Dame-Griff, 2023; Gabiola et. al., 2022). A commitment to safety and privacy of trans community members is central to my research: upon request of the moderator of the subReddit central to this research, the subReddit will remain anonymous to provide safety for users. In addition, the recording of my presentation is conditional on the transparency of where the recording will be shared, and assessment of risk for both myself and the subReddit users.

"By us for us: An FtN's guide to resource sharing in trans digital cultures" is an introduction into topics of information access, resource sharing ethics, and data justice in trans digital cultures for librarians, information workers, archivists, and beyond. Audience members will have the chance to glimpse the varied strategies used by trans internet users to enact safety and care in the digital realm, and information workers will be encouraged to explore how to incorporate these ideals into their information practices.

## **Visibilité, visualisation et care : Quantifier les bibliothécaires québécoises et canadiennes et le fossé des genres dans Wikidata, Wikipédia et quelques ouvrages sur l'histoire des bibliothèques**

Marie D. Martel, Professeure agrégée, École de bibliothéconomie et des sciences de l'information

Dans l'ouvrage « Pour une histoire des femmes bibliothécaires au Québec », les auteurs et autrice écrivent que « malgré une présence marquée au cours du siècle dernier..., les femmes bibliothécaires ont très peu fait l'objet de recherche au Québec » (Lajeunesse et al., 2020). Dans cette communication, je voudrais contribuer à l'étude des bibliothécaires québécoises et canadiennes en produisant des données sur leur présence dans Wikidata, Wikipédia ainsi que dans des ouvrages sur l'histoire des bibliothèques québécoises et canadiennes. « Compter les femmes pour que les femmes comptent » a-t-on revendiqué dans le domaine de l'histoire de l'art en invoquant un indicateur de visibilité consistant à quantifier la présence des artistes identifiées comme femmes, et leurs œuvres, dans les manuels d'histoire de l'art (St-Martin, 2017). L'étude actuelle s'inscrit dans cette foulée et vise trois objectifs. Le premier consiste à explorer la signification de la visibilité en tant que catégorie sociale qui renvoie à la représentation et la reconnaissance (Taylor, 1989; Brighenti, 2007; 2022). Mais, je voudrais également proposer une définition opérationnelle de la visibilité dans la perspective, plus spécifique et technique, des sciences de l'information et des bibliothèques. Cette définition entend éclairer les relations existant avec les notions d'accès, de visualisation et de découvrabilité. C'est aussi mon cadre conceptuel.

En me servant de ce cadre et de l'indicateur de visibilité qui en découle, mon second objectif vise à quantifier les entrées consacrées aux bibliothécaires québécoises et canadiennes au sein de Wikidata, Wikipédia (fr.wikipedia) et dans un échantillon d'ouvrages sur l'histoire des bibliothèques québécoises et canadiennes. Le troisième objectif vise à prolonger cet exercice de quantification en évaluant la proportion relative des entrées afin de mesurer le fossé des genres dans ces ressources et d'en faire une appréciation comparative.

La méthode consiste à recenser le genre des éléments humains (femmes/hommes) associé à une occupation (bibliothécaire) et une nationalité (canadienne) par le biais de requêtes dans Wikidata, en plus d'exploiter les catégories bibliothécaire québécois/bibliothécaire québécoise ou bibliothécaire canadien/bibliothécaire canadienne dans Wikipédia. Ce procédé permet de produire des données concernant le nombre et le pourcentage d'entrées consacrées aux bibliothécaires identifiés comme femme ou homme selon la nationalité. Dans le cas des ouvrages d'histoire, nous procéderons par une recherche dans les index. L'analyse de ces données permet de faire émerger certains constats et de visualiser la place de ces bibliothécaires dans ces différentes ressources en plus de fournir une interprétation actualisée du fossé des genres pour cette catégorie de travailleuses.

Je voudrais enfin discuter de ces résultats, d'une part, en explorant certains procédés de visualisation et leurs effets possibles sur la visibilité des bibliothécaires québécoises et canadiennes; d'autre part, en faisant ressortir les limites de cette approche. Je conclurai par une réflexion, fondée sur l'éthique du care et des considérations pratiques en termes d'attention, de responsabilité, de formation et de participation, sur ces questions afin d'agir sur d'autres formes d'invisibilité qui persistent concernant d'autres catégories de travailleuses en bibliothèque qui demeurent encore peu ou pas représentées, reconnues ou étudiées.



## **Answering the Call to Action to Decolonize Subject Headings at the Library of Parliament**

Laura May, Manager, Information Description Library of Parliament

The Library of Parliament catalogues material in English and French, using three controlled vocabularies for subject analysis (LCSH, CSH and RVM). In 2021, Library and Archives Canada began revising Canadian Subject Headings for describing material with Indigenous content. This presentation will cover the work undertaken by the Library of Parliament's Information Description team to implement these changes at the Library of Parliament, both from a policy and from a technical perspective. It will also discuss ongoing work to ensure that the catalogue is using the most current subject terminology to describe Indigenous content.

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