Concordia University Library's
24th Annual
Research Forum

Loyola Jesuit Hall and Conference Centre
April 24, 2026
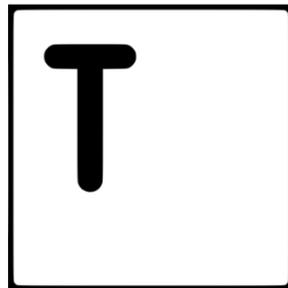
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2026 Library Research Forum Committee

Krista Alexander, Kathleen Botter, Megan Fitzgibbons, Laura Ivan, Aeron MacHattie, Melissa Rivosecchi, Michelle Lake (co-chair) and Alexandra Mills (co-chair)
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April 24, 2026

8:30	9:00	**Registration**
9:00	9:15	**Welcome Remarks**
9:15	9:35	**Reflections on EDI From Racialized Academic Librarians in Canada**
9:35	9:55	**Data for Equity: LGBTQ+ Data Discovery with an IASSIST Resource Guide**
9:55	10:15	**Inclusive Collections in STEM fields: A Scoping Review**
10:15	10:35	**Beyond the Page: Innovative Publishing Paths for Diverse Voices in Research**
10:35	11:05	**Break**
11:05	11:25	**From Curiosity to Competence: Measuring Learning in an AI Legal Research Course**
11:25	11:45	**AI as Information Literacy Partner: Transforming Research Pedagogy in First-Year Composition**
11:45	12:05	**How Do Academic Librarians Respond to the Environmental Impacts of Generative AI?**
12:05	13:05	**Lunch**
13:05	13:25	**Cachez cette politique que je ne saurais voir : une histoire critique d'événements contestés en bibliothèque publique au Québec depuis 1960**
13:25	13:45	**Analyzing Public Library Cardholder Signup to Increase Access**
13:45	14:05	**Course Marking Practices for Free, Low Cost, and Open Course Materials at Post-Secondary Institutions in Canada**
14:05	14:25	**Break**
14:25	14:45	**"An inheritance to be managed": LGBTQ+ and Feminist Community Libraries in a Book-Challenging Time**
14:45	15:05	**Activating Communities Through Public Programming at the Community and University level**
15:05	15:25	**Connecting Students, Archives, and Heritage: Centering Black Students, Experiential Learning, and Community Through the Black History Archives Student Residency Program**
15:25	15:35	**Break**
15:35	15:55	**Building Bridges to Research Success: A Case Study on Forming and Fostering Community Among New LIS Researchers**
15:55	16:15	**Citations to Preprints in Graduate Theses at Concordia University**
16:15	16:25	**Closing Remarks**

Reflections on EDI From Racialized Academic Librarians in Canada

Tina Liu, Cataloguing Librarian, McGill University
Jennie Fallis, Liaison Librarian, McGill University

In Spring 2025, we interviewed 22 racialized academic librarians across Canada to understand how EDI initiatives are perceived by racialized librarians, and how EDI has affected their work. This presentation shares the results of that research and will cover methods to embed the ethics of care into research design (such as data agency), as well as major themes and generational differences that have emerged from the interviews. We will explore how EDI as a policy is perceived by racialized academic librarians and how it has impacted their professional development and workplaces in both positive and negative ways.

Data for Equity: LGBTQ+ Data Discovery with an IASSIST Resource Guide

Kevin Manuel, Data Librarian, Toronto Metropolitan University

Despite global advances, LGBTQ+ rights face significant challenges and are often made more challenging by the lack of inclusive official statistics. To address this data gap, the IASSIST LGBTQ+ Data Subgroup, a volunteer team of international experts, has compiled a diverse global resource of government, non-profit, and community-driven data. This session introduces their new online guide, built on a Shiny-powered platform for enhanced access and data visualization. By centralizing previously difficult to find data resources, this tool provides researchers and advocates with the essential evidence base needed to drive data-informed strategies and accelerate to accomplish greater global LGBTQ+ equality.

Inclusive Collections in STEM fields: A Scoping Review

Maha Kumaran, Librarian for the College of Education, University of Saskatchewan
Li Zhang, Science Librarian, University of Saskatchewan
Su Hyun Lim, Science Librarian, University of Saskatchewan

Interest in equity, diversity, and inclusion (EDI) has renewed attention to inclusive collection development in academic libraries. While libraries have adopted strategies to diversify collections, applying these approaches in STEM fields presents distinct challenges due to publisher concentration, limited inclusive metadata, and the absence of author positionality statements. This presentation reports on a scoping review examining how academic libraries are currently addressing inclusive STEM collections. We will outline the review methodology and share preliminary findings, including existing practices, key thematic trends, identified research gaps, and emerging approaches that offer opportunities for advancing inclusive collection development in STEM disciplines.

Beyond the Page: Innovative Publishing Paths for Diverse Voices in Research

Lisa Shin, Research Librarian, University of Ottawa

During Spring 2025, at the Faculty of Information of the University of Toronto, I launched a 3-part workshop series called "Beyond the Page." The workshops were designed to empower students to explore alternate ways of publishing beyond journals, articles, and books. I combined my experience working at the library to introduce the world of academic publishing, then invited community members and experts working in digital humanities, oral storytelling, and knowledge dissemination projects. The presentation will explore the steps I took in launching the series, developing a community with recurring workshops, as well as collaborating across campus and disciplines.

From Curiosity to Competence: Measuring Learning in an AI Legal Research Course

Ana Rogers-Butterworth, Law Librarian, McGill University
Sandy Hervieux, Head of the Nahum Gelber Law Library, McGill University

Generative AI is rapidly reshaping legal research, making AI literacy essential for law students. This study evaluates a one-credit, week-long course on AI in Legal Research and Practice, structured around the Framework for AI Literacy (Hervieux & Wheatley, 2024). Using pre- and post-course surveys, librarian-instructors measured changes in students' familiarity with AI tools, confidence in evaluating them, and ability to identify benefits, risks, and EDI-related concerns such as bias and unequal access. This presentation will share preliminary findings and discuss implications for librarians and educators seeking evidence-based strategies for teaching AI literacy in professional programs.

AI as Information Literacy Partner: Transforming Research Pedagogy in First-Year Composition

Dr. Leanna Fry, Professor and Chair of the Instruction Department at Brigham Young University Library

This presentation explores a pedagogical framework that positions generative AI as an ally in teaching information literacy. Drawing on classroom practice in a first-year composition course, the presentation demonstrates how tools like ChatGPT and Microsoft Copilot can support metacognitive reflection, source evaluation, and verification without undermining academic integrity. Through an AI-assisted misinformation analysis assignment, students learn to use generative tools transparently and ethically while developing ACRL Framework competencies. Attendees will gain practical strategies for integrating AI into research pedagogy, balancing innovation with accountability, and fostering critical engagement in an AI-saturated information environment.

How Do Academic Librarians Respond to the Environmental Impacts of Generative AI?

Olivia Chin, Scholarly Communication Librarian, University of Tennessee Knoxville

As information literacy professionals, academic librarians have questions about the pros and cons of using AI in light of its environmental impacts. In the summer of 2025, two librarians conducted a survey and focus groups to determine how academic librarians in North America view AI's environmental impacts and if their views affect how they approach AI usage. This study found that academic librarians are trying to balance their concerns about AI with their need to engage with AI at work. The researchers suggest using critical AI literacy to understand AI's environmental impacts when deciding if or how to use AI.

Cachez cette politique que je ne saurais voir : une histoire critique d'événements contestés en bibliothèque publique au Québec depuis 1960

Thomas Gagnon-van Leeuwen, Candidat à la Maîtrise en sciences de l'information, Université de Montréal

La bibliothèque publique est traditionnellement vue comme une institution neutre qui défend la liberté intellectuelle et, plus récemment, la justice sociale. Mais qu'arrive-t-il quand ces valeurs entrent en conflit? Cette étude trace l'histoire des événements contestés en bibliothèque publique au Québec depuis 1960, allant des phénomènes paranormaux à la nudité, en passant par l'heure de conte drag et le conflit entre Israël et la Palestine. Les exemples analysés nous permettent de voir comment on a invoqué la neutralité, la liberté intellectuelle et la justice sociale pour justifier le maintien ou l'annulation d'événements, et de réfléchir au rôle de la bibliothèque publique dans la société.

Analyzing Public Library Cardholder Signup to Increase Access

Amy Mikel, Senior Director of Customer Experience, Brooklyn Public Library

As attempts to restrict or remove books in libraries continue to proliferate across the United States, Brooklyn Public Library (BPL) has taken steps to bring attention to a crucial component of the freedom to read: how patrons get library cards. In 2023, BPL undertook a national research project to study the practice of cardholder registration in public libraries across the United States. Findings informed a draft policy framework containing recommendations for libraries committed to barrier-free, equitable cardholder signup.

Course Marking Practices for Free, Low Cost, and Open Course Materials at Post-Secondary Institutions in Canada

Katie Harding, Teaching & Learning Librarian, McMaster University

As universities and colleges seek to improve affordability for students, some are indicating which courses use free, low cost, and/or open course materials during course registration, in a process known as course marking. As leaders in open education and access to course materials, academic libraries may initiate, support, or lead course marking programs on their campuses. In this presentation, I'll share the results of a national survey examining course marking practices at post-secondary institutions. I will examine how common course marking is in Canada, the units, processes, and systems involved, and trends among institutions not yet engaged in course marking.

"An inheritance to be managed": LGBTQ+ and Feminist Community Libraries in a Book-Challenging Time

Madelyn Cranberry, Student Librarian, Concordia University

As LGBTQ+ books are continuously among the most challenged in North American libraries, I present LGBTQ+ and feminist community libraries as both stewards of these resources and safe spaces for their users. The Union for Gender Empowerment (UGE) at McGill University is home to one of these community libraries. Findings from my interviews with UGE Library users indicate that the library acts as a third space, fills an information gap, and is valued by users based sheerly on its existence. In this presentation, I consider the role of the UGE Library and similar community libraries in a book-challenging time.

Activating Communities Through Public Programming at the Community and University level

Roxy Moon, Project Archivist, Toronto Metropolitan University
Jade Nelson, Volunteer and Community Outreach Coordinator, The ArQuives: Canada's LGBTQ2+ Archives

This project examines outreach and community engagement conducted at the community and university archives levels. Through their work at the not-for-profit community archive, The ArQuives, Canada's LGBTQ2+ Archives, and a project in process regarding post-secondary students, Toronto Metropolitan University, this presentation will discuss the presenters' findings from their outreach initiatives. Presenters will propose interventions for community engagement for libraries, archives, and special collections. These projects were created to discover new points for intervention within existing outreach plans, and to formulate new and lasting projects to increase community engagement, facilitate long-term fiscal programming sustainability, create funding opportunities, and promote engagement and partnerships with other organizations in various sectors, with different levels of capacity and across all age groups, interests, and levels of knowledge on library and archives services.

Connecting Students, Archives, and Heritage: Centering Black Students, Experiential Learning, and Community Through the Black History Archives Student Residency Program

Natalia Diaz Elgueta, Special Collections Librarian and Archivist, Concordia University
Alexandra Mills, Head, Special Collections and Archives, Concordia University

Community engagement is a critical aspect of archival practice. Experiential opportunities are one way to positively support learning and engagement and can be used as means to connect students and the wider community with archival materials. This presentation considers how Concordia University Library's Special Collections and Archives' Black History Archives Student Residency (BHASR) program helps to (re)connect archives documenting Black lives and experiences with communities of African descent, including students. It also explores how this student focused residency supports the learning and research needs of Black students at Concordia University.

Building Bridges to Research Success: A Case Study on Forming and Fostering Community Among New LIS Researchers

Helen Power, Engineering and Science Librarian, University of Saskatchewan
Éthel Gamache, Subject Librarian, Concordia University
Rhiannon Jones, Interim Director, Learning Support, University of Calgary

In the summer of 2025, a team of three librarians ran a six-week online LIS Research Accelerator program that led participants through the research process, from project ideation to dissemination. While this program was initially designed to support participants' developing their research skills, it was also intended to be a community-building mentorship program. Participants were provided mentorship support by the facilitators, and the sessions were designed to encourage peer-to-peer engagement. This presentation will focus on the engagement and mentorship aspects of the program and will argue the importance of community building in online programs, particularly those designed for early-career mentorship.

Citations to Preprints in Graduate Theses at Concordia University

Krista Alexander, Reference and Subject Librarian, Concordia University
Katharine Hall, Reference and Subject Librarian, Concordia University
Melissa Rivosecchi, Head, Vanier Library, Concordia University

This presentation will showcase the preliminary results of an analysis of masters and doctoral theses produced by students from five departments, over a ten-year period, at Concordia University in Montreal, Canada. A list of 64 search terms targeting preprints and 78 different preprint servers was created. These terms were used to search the full-text and reference lists of 815 theses to identify citations to preprints. Rates of citation to preprints over time, across disciplines and between masters and doctoral theses will be discussed, as will challenges relating to data collection and analysis.