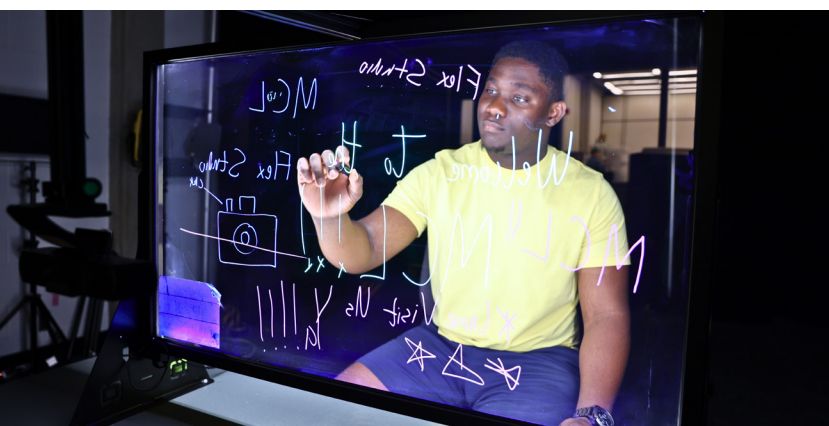
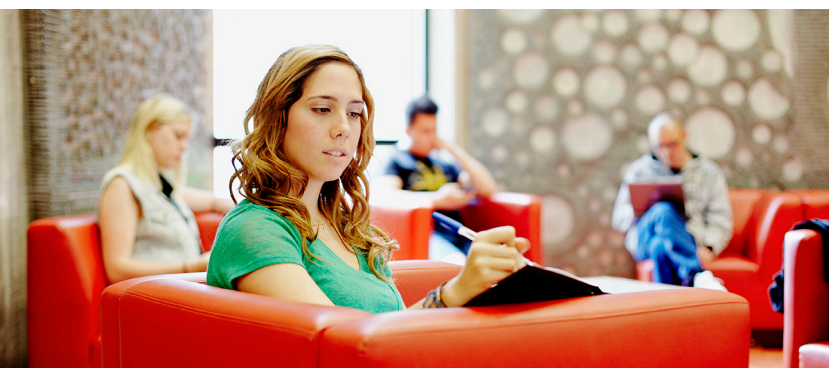




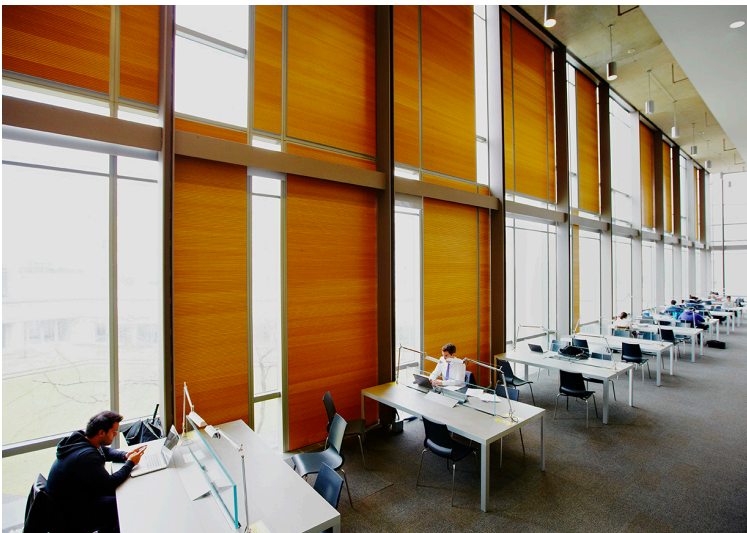
York University Libraries Impact Report 2021-2023

libraries | YORK 



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Dean's Message

AS MY TERM AS DEAN OF LIBRARIES comes to an end, I am pleased to present York University Libraries Impact Report for 2021 - 2023. The report provides valuable opportunity to reflect on our accomplishments and sets the stage for our future. As I look back upon the accomplishments our Library teams achieved together there is much to celebrate that included strengthening our budget as we fully transitioned to a new University budget model (SHARP), exceptional collaborations that included the development of a 18-institutional collaboration for a major shared library system through the Ontario Council of University Libraries Collaborative Futures initiative, two strategic planning processes and a full-scale major organizational restructure that was implemented to reinforce capacity for Libraries to provide campus expertise and consultation in information/digital literacy instruction, research visibility, digital scholarship, data management, repository infrastructure, scholarly communications and research metrics in alignment with the University's new academic plan and its research intensification priority.

Through these efforts the Libraries contributions resulted in significant impact to York's research intensification priorities and institutional aims to advance global recognition that included ensuring 12% more of all York's scholarship was more discoverable, an equivalence of three-years worth

of campus publishing outputs. A joint Provost/VP Research [Open Access Open Data Steering Committee](#) was also initiated in order to engage the campus on issues concerning author's rights, publication agreements, sustainable publishing practices and research data management planning. This work led to a Senate approved institutional open access policy with the aim to provide greater supports for authors to engage in open access publishing and infrastructure as a means to enhance visibility of their scholarship. In the past year, the Committee advanced a campus engagement process that uniquely identifies our responsibility to conceptualize an inclusive research data management framework and support system that values the diversity and complexity of our research community. The work also supported York's institutional Tri-council requirement to develop a research data management strategy, completed March 1, 2023. The success of this steering committee led to support for an [Open Education](#) Steering Committee to ignite campus engagement on Open Education and open pedagogy and its vision to support pedagogical innovation and student affordability. The work led to an instructive Open Education campus faculty survey and a York based national summit on Open Education this past year.

Our multi-year planning process for our new

Markham library will be realized in the coming months and our achievement in earning a Board of Governors approved Scott Library rejuvenation feasibility study and space plan, led to an approved capital program plan. In this reporting period, the beginnings of the Scott Library space plan was realized with the opening of the Digital Scholarship Centre and its Media Creation Lab which also served as a prototyping space for our Markham Library programs, slated to be delivered with the opening of the Markham campus in 2024.

Global recognition of the Libraries strengths in a number of areas was also advanced. Our leadership providing accessible content to students with disabilities became better known through an Ontario Council of University Libraries' (OCUL) sponsored [Accessibility Symposium](#). The Symposium was open to all and live streamed live, resulting in hundreds of virtual attendees from across North America. We were also invited to serve on a Joint Association of Research Libraries (ARL)/Canadian Association of Research Libraries (CARL) Marrakesh [Task Force](#) to advance global sharing of content for those who are blind, visually impaired or otherwise print disabled. A final report with recommendations for all institutions will be released by Fall 2023. The Libraries also successfully advocated for York as host site for the renowned international [OpenCon](#) conference held at York University - the first time the conference was hosted in Canada. In doing so York joined the ranks of Max Planck Institute and other prestigious U.S. institutions. The Libraries also contributed to major York events that included the pivotal role we played in the success of York's [2023 Congress](#) of the Humanities and Social Sciences. This past year we also celebrated the 10-year anniversary of our highly successful Undergraduate Research Fair and Art Walk, the first of its kind in North America.

In this reporting period, we also overcame significant challenges during an unprecedented pandemic and the return to full opening that resulted in the development of innovative services, adapted teaching programs and new research initiatives that were born out of this global crisis. I remain deeply inspired by my library colleagues who demonstrated leadership, creativity, service excellence and innovation during the pandemic that continued through the implementation of our

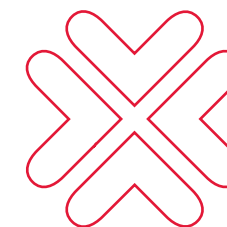
restructure, our new strategic plan, our Equity, Diversity, Inclusion and Belonging plans and the newly developed Indigenous Action plan.

As I noted in the 2020 Annual report, I made it a priority to align our Libraries with the research intensification mission of the institution, and to grow understanding of what a 21st century research library can be for our students, faculty, researchers, and community members. This report demonstrates a realization of this vision and sets the stage for York University Libraries to further its campus leadership and its international leadership in the information field. I am also proud of the many ways library colleagues have committed to decolonizing, equity, diversity and inclusion and the passion with which our libraries responded to the call to action to the University's United Nations Sustainable Development goals, resulting in a separate York University Libraries [SDG progress report](#). These priorities are discernable throughout every activity listed in this report and the SDG progress report, highlighting the innumerable ways the expertise of our librarians and staff are crucial to our institution.

I hope the report will also serve as an expression of gratitude to each and every person who worked tirelessly and nimbly to commit to service excellence through the visioning and implementation of our 21st century research library reorganization while transforming our services as needed during the pandemic.

With deep appreciation and gratitude,

Joy Kirchner
Dean, Office of Dean of Libraries



By the Numbers

36,064

students taught

102,817

instructional
video views

110

co-curricular
workshops offered

94,350

physical
items loaned

17,134

physical items
added to collections

44,303

questions answered
across all service points

3694

materials prepared
for accessibility

1506

equipment bookings
in Media Creation lab

51,788

spaces booked

7

UNSDGs advanced

5000

social media followers

4429+

items added to Archives
and Special Collections



YORK UNIVERSITY LIBRARIES

Releases Five-year Strategic Plan

VISION

York University Libraries' (YUL) vision is to provide our community of users with access to rich collections, unique expertise, and inspirational spaces so that they may engage their intellect, use their scholarly voice, and bolster their desire to make positive change wherever they may live/be.



MISSION

York University Libraries (YUL) drives the University's mission to pursue, preserve, and disseminate knowledge. As a catalyst for knowledge creation, we foster a culture of critical inquiry. YUL cultivates an inclusive and diverse community and prepares students and researchers for success in a global environment.



VALUES



- We are reciprocal partners and collaborators in the advancement of York's mission.
- We are leaders in the democratization of knowledge.
- We inspire open-minded inquiry, experimentation, innovation, and creativity.
- We develop and deliver our programs and services with sustainability as a guiding principle.
- We integrate the principles of equity, diversity, inclusion, and belonging into all our activities.
- We are dynamic, progressive, and engaged in our work.
- We treat each other and our community of users with kindness and respect.



OUR GOAL ALIGNMENT WITH UAP PRIORITIES

UAP Priorities 1: 21st Century Learning

Inspired information and digital literacy programming to diversify whom, what, and how we teach.

UAP Priority 2: Knowledge for the Future

Leading the way to accessible knowledge.

UAP Priority 3: From Access to Success

Propelling next generation student supports with responsive and inclusive programming.

UAP Priority 4: Advancing Global Engagement

Fostering global fluencies with collections, spaces, and services.

UAP Priority 5: Working in Partnership

Building unique partnerships for the greater good.

UAP Priority 6: Living Well Together

York University Libraries belong here.

UN Sustainable Development Goals

York University Libraries rises to the university-wide challenge to contribute to UN sustainable development goals (SDGs).



Service Excellence During the Pandemic

THIS REPORTING PERIOD SAW YORK UNIVERSITY LIBRARIES continue to rise to the occasion in extraordinary times. As we gradually transitioned to reopening from the unprecedented COVID-19 pandemic, the Libraries continued to provide seamless access to our resources by leveraging our strong foundation of service excellence supported by an innovative spirit the Libraries is known for. With the expertise and guidance of a York University Libraries pandemic working group, we provided services to over 74,000 individual users who entered our spaces during this time when other campus units were largely closed. Our success is a credit to our dedicated, enterprising staff and our continued work re-visioning new roles implemented through intentional workforce planning to help us realize the vision of a 21st century library. The work continued during the pandemic with enhanced onboarding processes, service excellence training, and a commitment to staff engagement and staff morale. It did not go unnoticed that we became one of the first units to fully re-open on campus and that we further refined and innovated our service model to better support user needs by providing enhancements to our online/in-person support that included launching QLess digital queue management system to effectively manage staff time while serving students, purchasing contactless book

lockers that allowed access to course reserve items outside of library opening hours and the launching of Collaborative Futures, a partnership with 17 Ontario-based academic libraries, that advanced a collaborative network for uninterrupted borrowing allowing our York community access to over 25 million items from across all 17 libraries. We also significantly expanded our online book collection and adapted our teaching programs to allow for digital interaction that including showcasing archives online and utilizing mapping technologies for a field study course.



74,000
individual
users



access to
25,000,000
library items



Creating a New Strategic Plan to Strengthen Organizational Structure and Inspire Excellence

DURING A TIME OF IMMENSE TRANSITION amidst the pandemic and post-closure, a new strategic plan was developed through a consultative system wide process in order to strengthen a newly restructured library, align with the University’s academic plan and to articulate our excellence and aspirations to the greater community. The plan sets forth our ambitions as well as our commitment to Decolonizing, Equity Diversity and Inclusion and identifies specific areas to align with the university wide challenge to contribute to the United Nations sustainable development goals and the newly released [Decolonizing, Equity, Diversity and Inclusion Strategy 2023-2028](#).



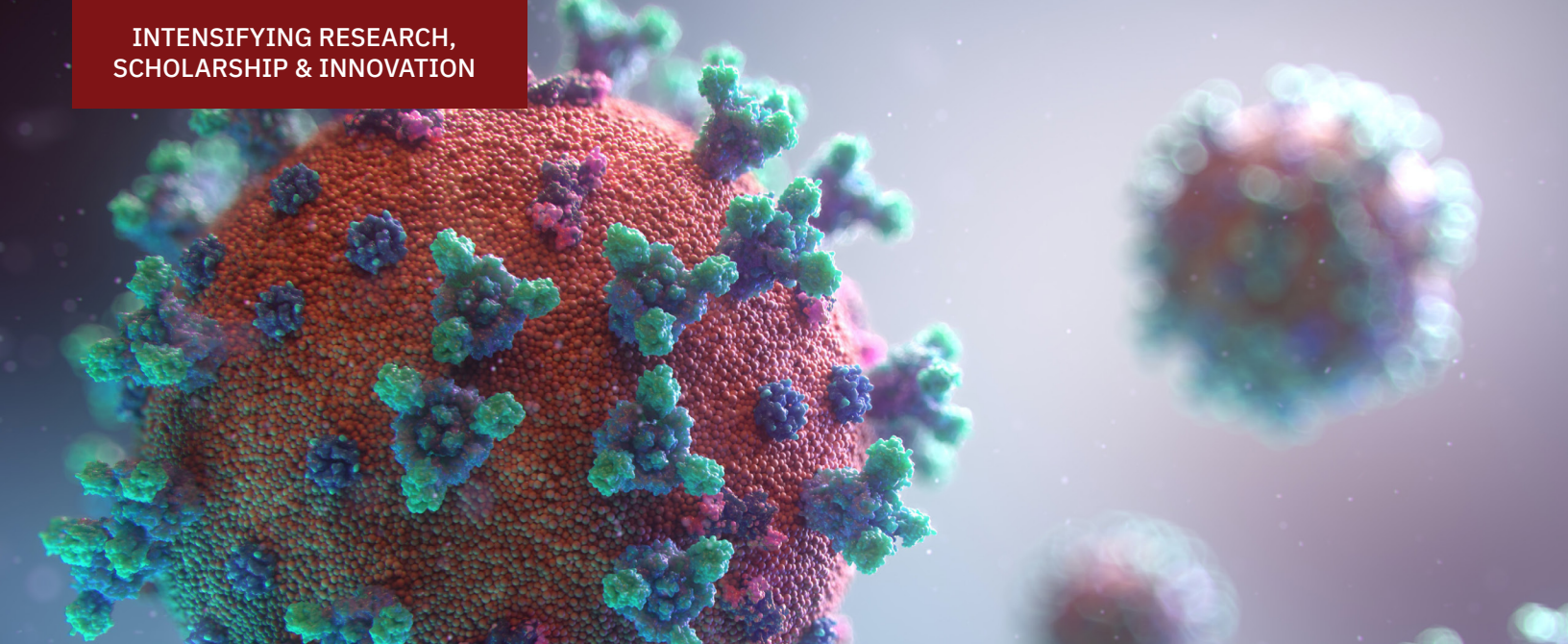


Photo by [Jeremy Bishop](#) on [Unsplash](#).

York University Libraries Facilitates Research and Engagement on Disinformation and Racism in the Era of COVID-19

MORE THAN 30 PRESENTERS from across Canada shared their research on how disinformation affects vulnerable groups during a virtual symposium hosted by York University Libraries in May 2021. The SSHRC research grant funded symposium titled, [Navigating Information and Race in the Era of COVID-19](#) was organized to help advance multidisciplinary, transcultural, and transnational understandings of how disinformation affects Canada's marginalized, minority and Indigenous communities. Senior scholars, emerging academics and community business leaders shared their research and lived experiences through featured papers, panel presentations and roundtable discussions focused on information navigation and the state of digital access to information across various axes of diversity, such as gender, race, ethnicity, nationality, religion, philosophy, history, literature, migration, marketplace, and diasporas in the multicultural Canadian context.

Jack Leong, senior librarian at York University Libraries, shared his analysis of news reports and scholarly articles on how the use of non-official naming of COVID-19 associated with a race produced a divisive, alienating and racist discourse of treating Asian immigrants and other vulnerable community members as “the other.”

“Information is central to the Libraries’ mission and vision of an informed, just and democratic

citizenship. Accessing accurate and bias-free health and anti-racism messages on the internet became more critical than ever during the COVID-19 pandemic,” said Leong. “We felt that Libraries could offer a platform to facilitate research and engage in dialogue about misinformation, racism and COVID-19 from multidisciplinary and interdisciplinary perspectives.”

The research generated and shared through this project will also enrich Canadian public discourse, especially as it relates to heritage, digital citizenship, immigrant settlement and vulnerable communities.

York Librarians Provide Critical Consultation to United Nations COVID-19 Researchers

A research team headed by York University’s Professor Steven Hoffman, identified a critical need for librarian expertise to provide consultations on research strategies to support scoping reviews work as part of the [United Nations Research Roadmap for the COVID-19 Recovery](#). Given there was no published research on COVID-19 at the time, librarians at York, including Angie An, Minglu Wang, Adam Taves provided guidance on grey literature, open scholarship and other ways to seek evidence for yet to be published information. The published work supported priorities identified in the UN Framework for the Immediate Socio-Economic Response to COVID-19.

Perspectives on Openness: Honouring Indigenous Ways of Knowing

PANEL DISCUSSION WITH DEBORAH MCGREGOR, SEAN HILLIER AND ALAN OJIG CORBIERE,
MODERATED BY STACY ALLISON-CASSIN

Advancing Access to Indigenous Data and Research

FOR ACADEMIC LIBRARIES, the path to reconciliation with indigenous communities is interconnected with Indigenous research and scholarship and the programs and services offered by the libraries. In 2021, several York University librarians, archivists and library staff interrogated notions of knowledge ownership, control, access and possession of Indigenous information and data as a part of a professional development series. Project leads **Norda Bell**, a teaching & learning librarian, and **Rosa Orlandini**, a data services librarian, challenged participants to reflect on their responsibilities in creating respectful relationships with Indigenous communities.

York University Libraries Launches Indigenous Action Plan to Advance Knowledge of Indigenous Ways of Knowing

York University Libraries created and launched an Indigenous Action Plan and formed a cross departmental working group with the mandate to address gaps that exist in reaching and supporting Indigenous students and scholars and seeks to address systemic issues within the library structures that marginalize Indigenous ways of knowing. The plan aligns with the University’s Indigenous Framework, supports the York University Libraries Strategic Plan and guides YUL in addressing the needs of the Indigenous community while putting in place reciprocal supports to build our awareness of Indigenous Ways of Knowing. The team at YUL is also leveraging the University’s newly released Decolonizing, Equity, Diversity, and Inclusion (DEDI) Strategy 2023-2028 within its planning.

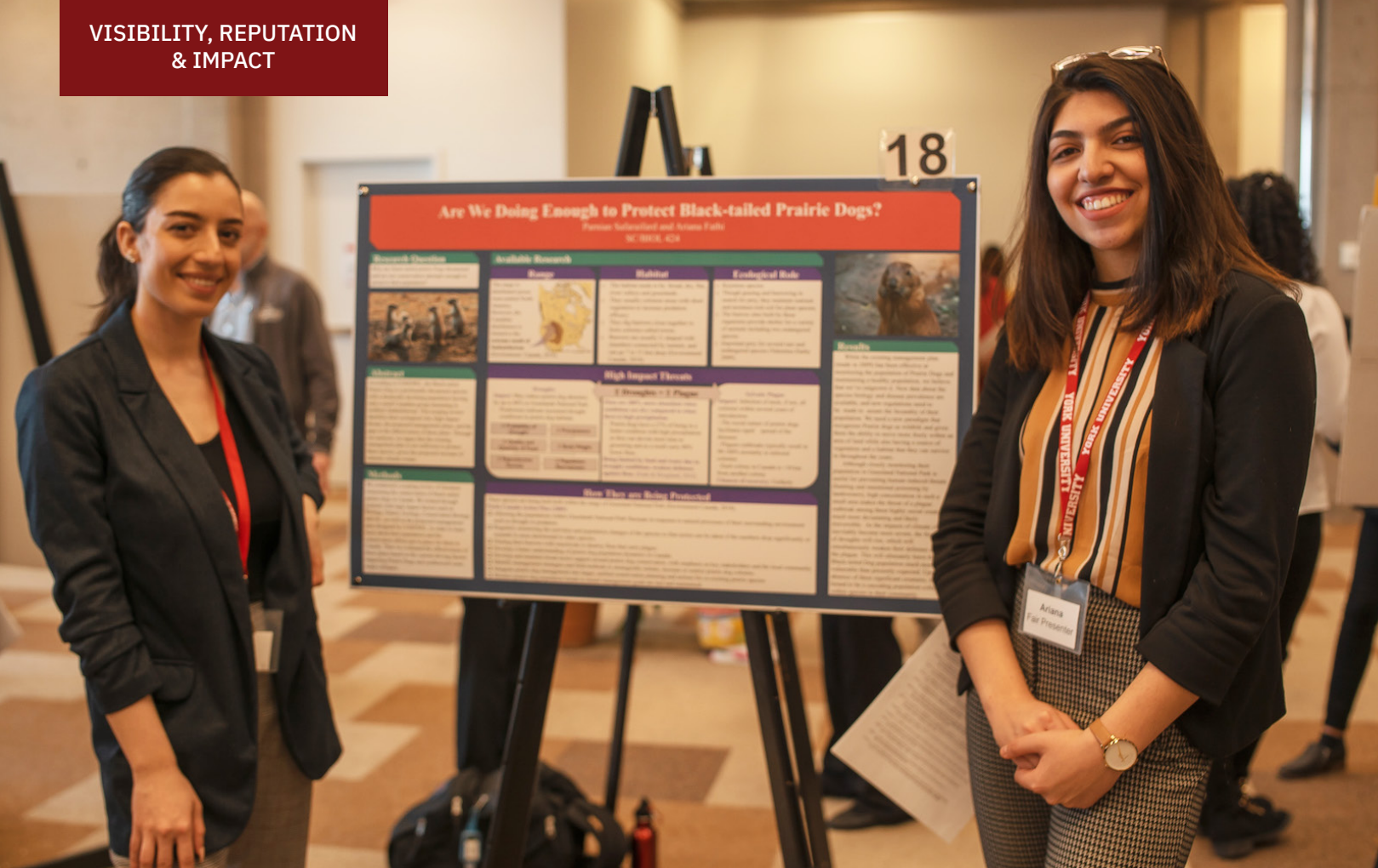
Making an Impact: Cora Coady

In 2022 YUL hired Indigenous Teaching & Learning Librarian **Cora Coady**. As a member of the Mississaugas of the Credit First Nation, Cora brings much needed perspective on how best to support Indigenous research through relationship building between the Indigenous community and the University. Through collaboration and consultations, Cora is creating a plan for the library in support of the University’s Indigenous Framework. An important part of her work foregrounds Indigenous Ways of Knowing and Being. Cora provides meaningful support for Indigenous students and faculty research that demonstrates and amplifies the alternative and complex Indigenous approaches to knowledge creation. In her first year at York University Libraries Cora has prioritized the needs of our Indigenous community members through the provision of respectful services. Cora says, As an Indigenous librarian, “I prioritize the needs of Indigenous students and scholars. Providing respectful services and resources while promoting Indigenous Ways of Knowing is my focus.”



“Students feel supported when they know there is a member of their community who is ready to help. I feel honoured when a student calls me for assistance or tells me that just knowing they can receive one-on-one support has significantly reduced their anxiety. Relationships are developing through my attendance at orientations, community events, and visits to the Centre for Indigenous Student Services. I look forward to increasing my outreach in the coming years.

- **Cora Coady**, Indigenous Teaching & Learning Librarian, Student Learning & Academic Success Department, York University Libraries, York University



Celebrating 10 Years of the Undergraduate Research Fair at York University Libraries

OVER THE LAST 10 YEARS, YORK UNIVERSITY LIBRARIES’ flagship event, the [Undergraduate Research Fair](#) jointly sponsored by York University Libraries and the Office of the Vice-President Research & Innovation, is a multidisciplinary event offering a rich opportunity for profiling student research accomplishments while engaging students in experiential learning in an inclusive environment. Initiated by the Libraries, the juried Fair was the first event of its kind in Canada to highlight undergraduate research from all faculties and more recently art works, a model that became quickly adopted by others. Student participants are benefited by receiving training on designing academic posters, research presentations, and research skills before presenting their findings at the Fair. Post Fair, students are then invited to workshops to turn their presentations into a published peer reviewed open access research

articles, thereby providing students with a first opportunity to experience the full life cycle of scholarship. Articles associated with the Fair are considered for publication in the refereed e-journal [Review YOUR Review](#) (York Online Undergraduate Research Review), published by York University Libraries. The award-winning artwork appears on the cover of this [e-journal](#).

Since the Fair’s inception, librarians have delivered more than 30 workshops, and the Fair & Art Walk has attracted some 300 participants each year. In 2022, the Fair celebrated its 10th anniversary with past participants of the Fair mingling with current students featuring a special alumni panel who shared their learnings from the Fair and its impact on their future endeavours.



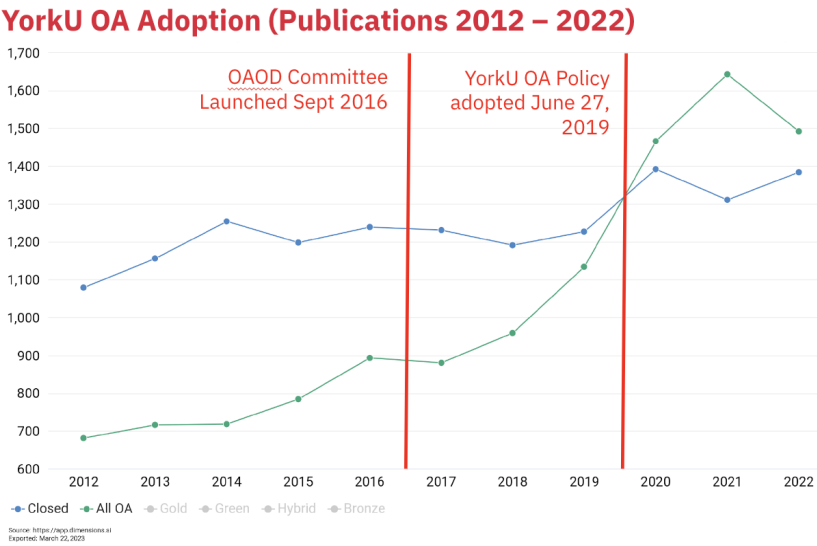
Enchancing York’s Global Recognition and Visibility

AS A KEY CAMPUS PARTNER in York’s research intensification efforts, **York University Libraries**, collaborates with the Vice President of Research and Innovation, faculty-based Associate Deans of Research, individual researchers and all faculties on enhancing visibility of research. Through the York University Libraries initiated [Open Access Open Data Steering Committee](#), the Libraries provides leadership on campus engagement strategies and relevant policies on a range of actions to assist the York community with their research intensification efforts that include education on research data management, [ORCID](#), research metrics and open access. In this reporting period, several Library led actions contributed to significantly raising the profile and research impact metrics of York’s research outputs that included striking an [Open Researcher and Contributor ID \(ORCID\)](#) campus campaign to ensure research outputs are attributed to York’s research through researcher adoption of [ORCID](#). Through this effort, librarians helped increase the rate of York’s ORCID researcher adoption rate up to 51.7% across all faculties.

This past year also marked the mobilization of York’s institutional research data management strategy in compliance with Canada’s federal granting agencies — the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC) and the Social Sciences and Humanities Research Council of Canada (SSHRC) — [Tri-Agency Research Data Management \(RDM\) Policy](#) requirement. Through an intensive year of identifying faculty champions, developing research case studies, and fulsome stakeholder engagement sessions inclusive of campus awareness building and research data management planning education, a finalized strategy and roadmap for future institutional planning and implementation was delivered to the Tri-agency deadline on March 1, 2023.

Visibility and impact of York’s research was also significantly increased with our multi-year effort to expand pan-institutional open access uptake culminating in evidence brought forward this year that shows a strong correlation with our campus

open access educational work and the rise of increased citation of York’s research. Data shows that the proportion of York’s open access research experienced an exponential increase between the founding of the OAOD Committee in September 2016 and the adoption of the YorkU OA Policy in June 2019 which helped us to achieve an overall volume of open access research which hovers at the 52.2% mark, 3.6% above the Canadian national average. [1] These efforts show dividends beyond ensuring our research is available to everyone globally in that York’s open access research enjoys over 5 citations more per item than our closed access research. Furthermore, York’s open access research published over the last decade has seen a 64% uptake by traditional and social media channels, while non open access works have only seen a 38% uptake in this area over the same time frame.



[1] Data source is the [Dimensions database](#), available through the YUL catalogue here



Making an Impact: Research Data Management

As a Research Data Management Librarian, **Minglu Wang** assists researchers with data publishing using York University’s institutional Data Repository, as well as providing training and consultation support on research data management (RDM).

Minglu says, “York University really stands out because not only was I hired as our first RDM Librarian a few years ago in anticipation of the upcoming Tri-Agency Research Data Management (RDM) Policy compliance work ahead, and but our Dean uniquely initiated a campus-wide Open Access Open Data Steering Committee in 2016 that successfully achieved a Senate approved Open Access Policy in 2019. My role works with the Committee to build upon this work and to also help guide the Committee to the next phase of our work which was to develop an institutional RDM strategy.”

She adds, “I was hired to work in the Libraries new organizational model that provided a structure for RDM services. Having come here from a long history of providing RDM services at other institutions, I found this planning visionary and strategic in how we provide centralized RDM support, network with RDM-related research support units, and identified local RDM faculty champions that are ready to help engage other researchers with the RDM conversations. We really have a head start with our RDM services at York. It is a credit to the Committee’s work that our senior administrators are very well informed of RDM issues and challenges.”

Minglu Wang is also the co-author in an edited volume, *The Social Future of Academic Libraries: New Perspectives on Communities, Networks, and Engagement*, in which Andrea Kosavic, associate dean, digital engagement and strategy co-authored a chapter, “Advancing Research Data Management: A Social Capital Perspective on Functional Librarianship”. Wang, with Kosavic, identified and analyzed academic libraries’ research data management services from multiple social capital perspectives: network characteristics, and normative and symbolic strategies, that can be leveraged by libraries to strategize and advance all manner of initiatives.

“My favourite part of my job is the excitement of observing, learning, and being part of the constantly evolving research data ecosystem in Canada and around the world. Partners are bringing different perspectives as well as various skills into RDM conversations. As an academic librarian with a new role created just for this RDM movement and being able to work within a community of practitioners and contribute to the networks of RDM experts, I feel that I am working at the most interesting moment in library history.

- **Minglu Wang**, Research Data Management Librarian, Open Scholarship Department, York University Libraries, York University

Space, Infrastructure and Supports for Student Success

Library Accessibility Services

FOR DECADES NOW, [Library Accessibility Services \(LAS\)](#) and the Adaptive Lab at York University’s Scott Library has continually enhanced its service for students with print disabilities. In 2020-23, Library Accessibility Services and the Adaptive Lab continued to see increasing demand for its services while introducing innovative service excellence solutions to meet the demand. In 2011, the LAS team spearheaded the creation of Papyrus, a database software created in-house by the Library Digital Systems and Initiatives Department at York University Libraries to more efficiently manage and track legally obtained and produced adapted content to support students. This database is used to seamlessly deliver electronic files to students once they are processed or secured from publishers. LAS archives the in-house scans and can make these available to multiple students when necessary. Papyrus allows for efficient file delivery as well as archiving of all secured and in-house processed material.

LAS is set up as a dedicated unit to offer accessible document support and acts as the production house for processing accessible scans of sources that cannot be obtained via publishers or other electronic text repositories.

The LAS team can procure new hard copies via the Acquisitions department if required and scan items within a short turnaround time which is critical for students enrolled in their multiple courses for their degree programs. Registered users are assigned to transcription assistants who typically work with the student throughout their entire academic experience.

The Adaptive Lab also features computer programs such as Kurzweil, Dragon Naturally Speaking and ZoomText. These technologies can read text out loud, create written documents using dictation and zoom or enlarge everything on a computer screen. The various software makes text accessible for people who have print disabilities and otherwise would not be able to access print scholarship.

York University Libraries globally recognized for its accessibility services for students and faculty with disabilities

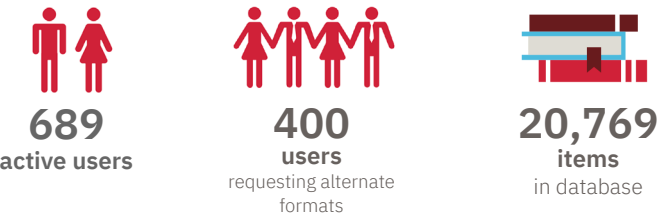
Over the last several years, the team has moved beyond a locally known excellent service to contributing to global actions that advocate for persons who are blind, visually impaired or otherwise print-disabled through their participation on the [Joint Association of Research Libraries](#) and [Canadian Association of Research Libraries Task Force on Marrakesh Treaty Implementation](#). York University Libraries quickly became recognized as a leading partner in the international task group to advance the implementation of the Treaty between the United States and Canada in the first pilot. The task group represents all major University libraries in Canada and the United States and is working through various pilot collaborations to inform the implementation of the global sharing of content to support students and faculty who are blind, visually impaired, or otherwise print-disabled.

In 2019 the Association of Research Libraries and the Canadian Association of Research Libraries began a collaborative initiative to implement the Marrakesh Treaty and provide a pathway of practices and documentation, for all libraries to follow to fulfill the Marrakesh Treaty’s promise of access to works for persons who are blind, visually impaired or otherwise print disabled. The Task Group was charged with identifying and recommending the resources needed to implement the terms of the [Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled](#).

In this reporting period, in collaboration with the Copyright Office, a digitization assistant, scanned 4373 pages of course readings for 91 courses, providing course instructors and their students with accessible course readings embedded in their E-Class (course learning management system). The Library Accessibility Team also proactively improved

the student experience by providing intensive training and discussion sessions for other frontline library staff to better inform them of accessibility services and relevant accessibility legislative compliance requirements. The team also ensured other staff availed themselves of Web Accessibility training resulting in ensuring all of the Libraries curriculum and course support branch web pages were revised to be compliant with provincial accessibility standards.

A second strategy of the Library Accessibility Team was to find ways to proactively improve the student experience by training other frontline staff in accessibility services and relevant accessibility legislative compliance requirements. This included creating a short video describing what they provide to the York University community for use by Student Accessibility Services and other faculties and following up with staff discussion sessions. The Library Accessibility Team also ensured other staff availed themselves of Web Accessibility training, leading to all of the Libraries curriculum and course support branch web pages were revised to be compliant with provincial accessibility standards.



“I was delighted to be invited to join the Task Force. As a leading institution in providing accessibility services and Library accessibility services, I am keenly aware of the content needs, particularly for global and multilingual content, our students and faculty need to be successful in their academic work. It truly is a matter of providing equitable access to needed content in a timely way. We are still quite far from that reality. Through my participation on the Task Force, I learned even more about the cultural supports that are needed to support our community and how daunting of an expectation it is for our students to have strong technical proficiency in order to utilize accessible content. For all of these reasons and more, international collaboration is critically needed. No one institution can solve this alone. I am very grateful to CARL and ARL for jointly launching this important advocacy work, bringing global recognition to the issues at hand, and working together to advance solutions for globally accessible content. I am also very proud of our own Library Accessibility staff who were recognized as leaders in the field through our participation in the Task Group work.

- Joy Kirchner, Dean of Libraries, York University

Making an Impact: Claudio Iacoe



Claudio Iacoe, Transcription Coordinator, Library Accessibility Services (LAS) has a passion for working with digitization technology and became interested in how material could be used with text-to-speech applications when he first began his role at LAS 17 years ago. Since that time, he has not only witnessed an increase in the demand for the Libraries’ accessibility services but has also seen a greater awareness about accessibility and more supports available at York broadly. With a team of just four staff, Iacoe, says the York University Libraries accessibility services team has made a significant impact. “When I started at the Libraries, providing alternate format readings for example was seen as the responsibility solely of one office,” says Iacoe. “Currently, supports are more extensive and there is greater cooperation with departments across the university including faculty, technical supports, online publishing, etc. to address any issues with accessibility as a standard practice rather than waiting for an individual to bring attention to what may be lacking.”





Photos: Media Creation Lab, Scott Library.



“ We wanted the Media Creation Lab to be a place where those who don’t normally feel welcome or included in media or technology spaces to feel safe and that they belonged. For this reason our programming is particularly focus on communities that are often excluded as well as first-time users and beginners. The main impetus behind the lab was to break down barriers for students, faculty and staff so that they could create, experiment and explore new technology and media in a safe, judgement free, and accessible space. ”

- Sarah Coysh, Associate Dean, Digital Engagement and Strategy, York University Libraries



Launch of Digital Scholarship Centre and Media Creation Lab

As noted in the [UNSDG PROGRESS REPORT](#), the Digital Scholarship Centre's, Media Creation Lab (MCL) was officially launched in early 2023 to support consultation services for all students and faculty that coalesces the Libraries' expertise in knowledge production and digital fluency. The MCL provides equitable access to space, equipment and resources for students and faculty who are creating multimedia as part of learning, research and teaching. In February, the lab converted its pop-up virtual reality space into two dedicated virtual reality rooms and installed an audio recording booth from Bear Cave Silent Booths. With equipment targeted for both remote and in-house use, the lab supports the creation of video interviews and tutorials, student presentations, podcasts, digital storytelling, short films, virtual tours, lectures and more. The lab also provides hands-on library staff assistance with using the equipment and will hold instructional workshops to help users better understand all the things they can accomplish with using the equipment. This includes everything from providing data visualization to publishing

expertise backed by a suite of publishing infrastructure and digital visualization tools that can enhance assignment or research production, teaching materials, scholarship and student work. The Libraries' experts are on hand to help our entire community engage with their material in digitally enabled collaborative spaces within MCL's spaces.

“The library is often seen as a place of consumption where you take out books, but students have always been creating in libraries. Here at the York University's Media Creation Lab, we facilitate the discovery and the creation of knowledge using digital media. This is a place where knowledge is moved, consumed, repurposed and created.

- **Kris Joseph**, Librarian, Digital Scholarship Infrastructure Department, York University Libraries, York University



Student in Scott Media Creation Lab's virtual reality room.



Student Placement Collaboration between Faculty and York University Libraries Empowers Student Contributions on Black Histories

YORK UNIVERSITY LIBRARIANS AND ARCHIVISTS partnered with faculty to provide experiential education opportunities for fourth year History students on new ways of learning and engaging with sources for inclusion in Wikipedia. In 2023, a new collaboration between York University Libraries and a fourth-year public history course in the Faculty of [Liberal Arts & Professional Studies \(LA&PS\)](#), provided students with a hands-on opportunity to conduct well-sourced research to produce web profiles via Wikimedia platforms in an effort to expand the representation of Black histories available on Wikipedia. The new placement of two students from [HIST4840](#), taught by Jennifer Bonnell, associate professor in the Department of History at York University, allowed the students to work as research assistants at the libraries as well as during the Black Histories Wikipedia and Wikidata Edit-a-thon, a collaboration between York University, University of Toronto, Toronto Metropolitan University and the Toronto Public Library.

“This addition of the Black Histories Edit-a-thon project has provided a great opportunity for my

students to be involved in a real-time, crowdsourced method of making historical sources from marginalized groups more accessible to researchers and the interested public. The project offered an opportunity for hands-on work to bring Black history to wider audiences, and my students have gained transferable skills in working with digital scholarship applications, event planning and facilitation.”

“For us at York U libraries, our librarians and archivists are able to share our deep knowledge of our collections and resources with our students and communities. We also bring our vast experience with working with primary, secondary, and tertiary sources and how to use those sources for citations in Wikipedia and Wikidata to create a better system where the sum of all knowledge is well sourced.

- **Alexandra Wong**, Data Visualization and Analytics Librarian, Open Scholarship Department, York University Libraries, York University

Librarians Provide Expertise on Using Wikidata to Improve How Women in STEM are Represented Online

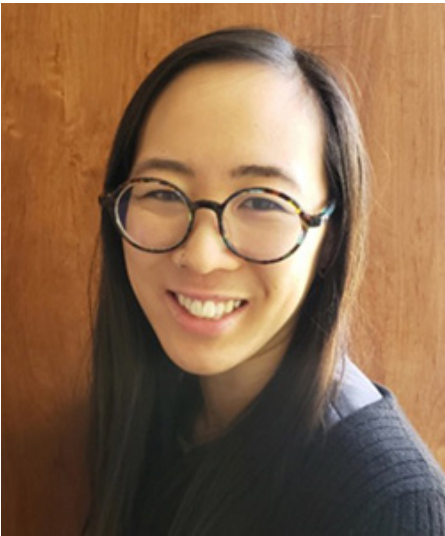
FOR THE SEVENTH TIME in 2022, York University Libraries – in collaboration with Professor **Dawn Bazely** from York’s Faculty of Science provided expertise for the Ada Lovelace Day Women in Science Wikipedia and Wikidata Edit-a-Thon. The goal of this event was to provide opportunities to join an interdisciplinary team of faculty and students to create, expand and improve Wikipedia entries and Wikidata items about women in STEM, who are typically underrepresented.

By engaging in an informal workshop, students examined the information represented on Wikipedia and Wikidata, while simultaneously gaining hands-on editing experience.

“By improving how women in all the various STEM fields are covered on Wikipedia, just about anyone can make a concrete contribution towards making the world a better place,” said scholarly communications Librarian John Dupuis, another event co-organizer.

Integrating Data Visualization with Research

Alexandra Wong and librarian **Priscilla Carmini**, recently taught the workshop “Crochet Your Way to Data Fundamentals,” combining maker and data literacies through experiential learning. “With crocheting, it brought data to life through the act of data physicalization, aiming to help students explore, understand and communicate data using physical representations while introducing participants to a research creation modality.” Using this data visualization skill from the workshop, a team of researchers collected stories from graduate students, known as “storytellers,” on their experiences facing harassment due to their research. The team and resulting exhibit, both titled “Bearing Witness: Hate, Harassment and Online Public Scholarship,” are led by Alex Borkowski and Marion Grant, both PhD candidates in the Department of Communication and Culture in the Faculty of Liberal Arts & Professional Studies, supported by Associate Professor Natalie Coulter, director, Institute for Research on Digital Literacies. The project was displayed as part of a larger exhibit during Congress 2023.



Making an Impact:
Data Visualization Librarian,
Alexandra Wong

Alexandra Wong, is a data visualization and data analytics librarian who not only teaches students about the importance of using data from reputable sources and how to contribute to open knowledge with proper care, but also works with faculty and the community to better increase their critical information literacy understanding as it relates to data visualizations and data. Her consultations encompass guiding users in the creation of research visualizations and educating them about best data sources needed for their research while being mindful of the decolonizing, equity, diversity and inclusion lens that is essential in this work. She says, her projects with the largest impacts over 2021-2023 are those that involve interacting directly with students. She points to student workshops as part of the Libraries participation in Wikidata and Wiki Edit-a-thons for Women in Science and Black Histories as an example. As she notes “I think it’s relatively unique within libraries to be combining data visualization instruction with feminist methods and a critical making lens, with the ultimate goal of encouraging a wider breadth of what it means and how to create data and data visualizations.”

“In my job, I love being able to weave in impact as much as I can especially with an EDI lens. For me, it’s the autonomy of taking the work in directions that I find are most innovative and interesting. The lens of critical making with data visualization individualization and more data physicalization and traditional craft-making.

- **Alexandra Wong**, Data Visualization and Analytics Librarian, Open Scholarship Department, York University Libraries, York University



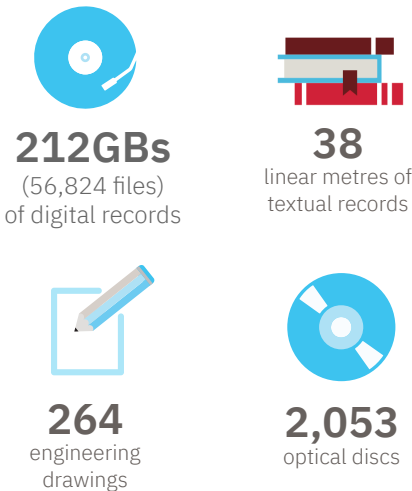
Expanding Access Through Collection Building

ACQUIRING MATERIALS that meet the research and creative needs of the community is an important part of the Libraries’ work. Over the past 18 months, York University Libraries have acquired notable collections that provide access to range of voices. Some examples across different areas are the following: African Diaspora 1860-present; Ebony Magazine Archive; Jet Magazine Archive; Gender: Identity and Social Change. In areas of political, social, and philosophical thought, York University Libraries has acquired Socialism on Film: the Cold War and international propaganda; Encyclopedia of Political Thought; Oxford University Studies in the Enlightenment; in the sciences, York University Libraries have gained access to Oxford Research Encyclopedia – Neuroscience; and Wiley Monographs Evidence-Based Acquisition collection. There are many more collections York University Libraries have purchased covering both print and electronic access.

Our Clara Thomas Archives and Special Collections continue to be a place to enhance the learning of York University students with unique resources, collections and programming. The most recent acquisitions reflect York University Libraries emphasis on giving expression to marginalized communities. Examples of some of those donations include the following: literary papers of M.G. Vassanji, an award-winning author who writes on topics of South Asian and Canadian identity; the research of Professor Pat Armstrong who has written extensively on long-term care facilities for the elderly, pay equity for women in health services, and the undermining of Canadian health care; oral histories for Egypt Migrations: a Public Humanities Project collected by Dr. Michael Akladios; the records of the York Region Alliance to End Homelessness, a community-based initiative with ties to research on homelessness at York University; and the research files of the late Professor Gabriele Scardellato regarding the Italian diaspora in Canada, including internment, fascism, and political activity, 1900-1950.

For those who enjoy antiquarian and fine press books printed between the late 16th and early 21st centuries, York University Libraries acquired 569 antiquarian and fine press books from 28 booksellers and artists in Canada, the United States, the United Kingdom, and Europe.

ASC Acquisitions by Numbers as of 2023:



In May 2023 the archives hosted a graduate-level class, taught by York English faculty member Natalie Neill, a Bronte expert, to examine several first-edition texts of Victorian literature. In particular a newly purchased acquisition of **Charlotte Brontë: A Monograph** by T. Wemyss Reid (1877). While copies of this particular text are now available online and in our circulating collection, our copy in special collections is one-of-a-kind. This is because it includes additional pieces of ephemera and notes pasted into the book by its former owner, [John Charles Dent](#), who had interviewed the author of the book and was a Charlotte Bronte aficionado and contemporary. These added materials found [here](#), including original handwriting by Charlotte Bronte herself, make our copy of this book materially and informationally valuable.

“Because we acquired this unique, one-of-a-kind, rare text for special collections, one of our faculty members was able to design a whole lesson around that text in our space and provided her students with a learning opportunity that they couldn’t have anywhere else,” says **Jennifer Grant, archivist, Clara Thomas Archives and Special Collections**.

Archivists in the Clara Thomas Archives and Special Collections are also active instructors teaching. In 2021 ASC hosted 16 sessions involving almost 300 students, and in 2022, 580 students enrolled in 31 courses making 88 visits to the archives. Courses ranged from first-year courses in English and Education to graduate seminars in Communications and Culture, History, Humanities, and Music. Instruction included presentations on archives and archival research, providing students an opportunity to work with archival documents and antiquarian books, and selecting special collections to support seminars led by faculty in History and Children, Childhood, and Youth Studies.



Making an Impact: Content Discovery Librarian, Adam Taves

Adam Taves’ work in collections is at the nexus of collection development and discovery and access for electronic resources. He contributes to departmental discussions on electronic collections with a focus on making them discoverable and accessible to the York U community. 2021-2023 saw a significant shift in purchasing patterns, including the large-scale acquisition of scholarly publisher frontlists (and often backlists) in ebook format and a significant transition to streaming media collections. Complementing that shift has been the migration to Omni, which provides users with easier discovery of electronic resources.

Taves says, “Working with colleagues from across the Collaborative Futures consortium, which is currently 18 universities, is one of the most engaging aspects of my job. I also enjoy troubleshooting e-resource issues, which are common with an online collection as large as York’s.”

“York likely has one of the most significant media collections (physical and streaming) among post-secondary institutions in Canada and it continues to grow to support research and curriculum needs. I would also suggest that collections in the humanities, fine arts, and social sciences are major strengths of York’s libraries, although growth in sciences, engineering and health resources have also been impressive, reflecting research and curriculum growth in those areas as well.

- **Adam Taves**, Content Discovery Librarian, Content Development & Analysis Department, York University Libraries, York University

York Libraries' Digital Scholarship Centre Helps to Introduce Graduate Students to Python

YUL Workshop Leverages Experiential Education to Drive Learning

When course directors Amy Kwan and her team of the accounting stream of the new [Master of Science in Management Practice \(MScMP\)](#) wanted to bridge knowledge and experiential learning with technology applications and skills, they immediately looked to the [York Libraries' Digital Scholarship Centre](#) for expertise. The Centre and the team led by **Kris Joseph**, digital scholarship librarian for York Libraries, customized the library's usual Python workshop to introduce the students to the programming language used in industry. Students were also given introductions to Tableau, a data visualization platform, and MySQL, a database management system.

"Accountants aren't likely to be professional coders," said Joseph. "I wanted them to come away with an understanding of how to talk to coders in their work lives."

Theory learned in class was enhanced by incorporating applied assignments that included data visualization, modelling and predictive analytics exercises. As students learned these skills, they also had the opportunity to see how they fit into the workplace when guest speakers discussed what was included in their role and workday.



Kris Joseph, Digital Scholarship Librarian, York University Libraries, York University

Transformative Learning, Relationship Building, and Real-World Applications Education to Drive Learning

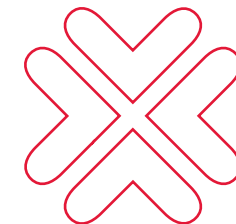
YUL has a long history of collaborating with partners on local and global community engagement projects where our knowledge mobilization expertise and information literacy classes are embedded in programming. C4 - cross campus capstone class, is an example of this where York students are provided an opportunity to solve real world challenges. In C4 courses, students work with community partners and faculty mentors to acquire skills and knowledge for future employment. They learn to value multiple perspectives and approaches to research and problem solving. As a partner in C4 programming, Associate Librarian and Director, Student Learning & Academic Success, Dana Craig is an active member of the C4 team. She works with members to create meaningful learning opportunities for students such as the C4 Partner Pitch Ideas and the Capstone Day event where students showcase their projects. Dana brings her expertise of information and digital literacies to the C4 team, embedding competencies related to critically evaluating information to solve problems and educating students on pathways to create new knowledge, including the utilization of a plethora of digital output options depending on needs.

Since its inception in 2019, more than 600 students and over 65 community partners have been brought together by C4 courses. They have received \$900,000 in grants from local, national, and international funders. In 2023, members of the C4 Team were awarded the [D2L Innovation Award in Teaching and Learning from the Society for Teaching and Learning in Higher Education \(STLHE\)](#). The award recognizes and celebrates collaborative teams for their innovative approaches to promoting student-centered teaching and learning.



Academic Integrity in the Age of AI

Recently, YUL librarians collaborated with faculty from Liberal Arts & Professional Studies to address an increase in academic integrity issues. With a York based Academic Innovation Fund, the collaborators developed an interactive online learning module. Now available on York's main [Academic Integrity page](#) with YUL's specific contributions found on the [Academic Honesty @ York Modules](#) page. Although these resources can be used by anyone, there are workshops that are required for some students.



Led by Dana Craig, Director of Student Academic Success and Learning, YUL librarians teach quarterly case-based participatory workshops that include mandatory quizzes that assess student understanding of the complexities of academic integrity. Over 200 students successfully completed the course. The workshop and mandatory quiz component become so popular among faculty, that YUL is now expanding the program to other York faculties.

Programming is offered through Zoom and [eClass](#). In addition, YUL developed a self-paced module available on YUL site at ["How-to" videos and more!](#)





Librarians Develop Mini-course on Open Educational Resources for Faculty Across University

Course provides instructors with necessary background knowledge and skills to engage with innovative, open pedagogical tools.

WHEN LIBRARIANS AT YORK UNIVERSITY

LIBRARIES saw a gap in knowledge regarding Open Educational Resources (OER) amongst faculty, they quickly leveraged their expertise and knowledge to develop a new four-week [mini-course](#) to help enrich the student learning experience. The goal of the course was to provide the necessary tools to create or incorporate OER into courses across all courses. They also created a resource on York University Libraries website to help explain the procedure for depositing OER into YorkSpace, York’s institutional repository.

The Open Educational Resources (OER) Mini-Course was created in Summer 2020 to help project leads, for a York-based Academic Innovation Fund (AIF) to fulfill the Creative Commons condition stipulated in their AIF contracts. In 2022 the OER Mini-Course was redesigned so that both AIF project leads and York instructors could take the course simultaneously. This change in the program allowed York University Libraries (YUL) to provide training on the value of OER, open licensing and Creative Commons, finding and evaluating OER, and creating or adapting OER to a broader faculty audience. Additionally, one of the mini-course instructors created a new module focused on OER project management to better support faculty engaged in OER development work. The 2022 iteration of the training program was delivered fully asynchronously via eClass to 25 participants.

participants. This allowed busy faculty members to participate in a manner that worked best for their schedules. All of the recommended assignments in the program helped faculty participants develop knowledge and skills that would support them when undertaking an OER adoption or creation project. The four-module mini-course covers a variety of valuable topics: OER 101: What is OER? Including examples of OER and how they benefit students and faculty, Copyright & Creative Commons licenses: An exploration of the range of open licenses available to creators and how to choose a licence that makes the most sense for their project, Finding and evaluating OER: How to find OER for your subject areas and evaluate them and Creating or adapting pre-existing OER: how to create your own OER or adapt those already online.

The course was offered in two formats: A fully asynchronous section, which includes four pre-recorded lectures and short, simple assignments are completed via eClass and a synchronous Zoom section, where students attend four live Zoom classes and complete short, simple assignments via eClass. It is anticipated that participants will spend about 6-10 hours in total completing these courses.

“It was a cut above. I came out of it feeling that I had a handle on something that had been a complete mystery to me before. It was really empowering. I loved the way the course was organized. The separate modules were nicely self-contained, and they built on one another,” said Luke Arnason, assistant professor of French studies in the Faculty of Liberal Arts & Professional Studies (LA&PS).



Making an Impact in Open Access: Librarian, Stephanie Quail

Stephanie Quail is a Scholarly Communications Librarian at York University and co-created the OER mini-course for faculty. She supports Open Education initiatives as an active member of York’s Open Education Steering Committee. She works with her colleagues to manage YorkSpace, York’s open access institutional repository. She is a [SPARC Open Education Leadership Fellow](#), a SPARC Open Education Advisory Board member, and a member of the [Canadian Association of Research Libraries’ Open Education Working Group](#). Stephanie also provides research consultations and instruction in other assigned areas.

“Co-teaching the Open Educational Resources (OER) Mini-Course for AIF recipients and York instructors, was one of the highlights of the year for me. Through this course, I am able to highlight the transformative nature of OER and open licensing to York faculty and showcase how to find and evaluate OER, while also developing a project plan to create new OER. This course is important, as it not only teaches faculty the skills they need to engage in open education, but it also helps our university contribute to UN SDGs such as UN SDG 4: Quality Education. Ultimately, OER help to remove financial barriers for students and provide faculty with flexible course learning materials that can be customized to the specific learning needs and context of York’s students.

- **Stephanie L. Quail**, Scholarly Communications Librarian, Digital Scholarship Infrastructure Department, York University co-created the course with Sarah Coysh, associate dean, Digital Engagement & Strategy and Hilary Barlow, W.P. Scott Chair in Librarianship at York University Libraries



York University Libraries Develops Institutional Research Data Management Strategy

THE YORK UNIVERSITY Open Access Open Data Steering Committee (OAODSC), co-led by the Libraries and the office of the VP Research and Innovation, combines key campus stakeholders to coordinate campus-wide education on data management particularly in light of Tri-Agency Open Access Policy requirements and the Tri-Agency Statement of Principles on Digital Data Management. York’s Open Access/Open Data Steering Committee wrote and led an institutional Open Access Policy which was passed by senate in [June 2019](#). The policy was developed in accordance with the principles established by the Budapest Open Access Initiative as well as the Tri-Agency Open Access Policy on Publications. York University joined the more than 120 institutions worldwide that have adopted open access policies so far, including Canadian universities. The policy reinforces York’s commitment to the democratization of knowledge by making its research widely accessible to citizenry and the global community.

The same steering committee conducted university-wide consultations in 2022-23 to develop a [Research Data Management Strategy](#) for the University. This institutional research data management strategy supports the advancement of the UAP priority. This strategy applies to all

researchers working in different disciplines across the University and considers the unique needs of students, staff, and faculty. The first phase of the strategy focused on identifying existing supports and additional collaborative opportunities, supports, and tools necessary for Tri-Agency-funded researchers at York to adopt responsible data management practices.

York University Libraries currently supports faculty and student researchers’ research data management needs through its data management planning consultation service, its data deposit service, and the provision of an institutional repository for research data, [Borealis](#). York University is a partner member of [Borealis](#), a federated Canadian Dataverse Repository, which is part of a bilingual, multidisciplinary, and secure Canadian research data repository network. The Libraries contribute to funding the Borealis infrastructure and support researcher data deposit for publications in compliance with granting agency and publisher data requirements.

The OAODSC will continue to work with university stakeholders and broader organizations to review, update and maintain this strategy.

Leading National Conversations on Open Educational Resources and Advocacy

In November 2022, York University Libraries co-led The National Open Educational Resources (OER) Summit on Infrastructure and Policy 2022. The Summit was organized by the [Canadian Association of Research Libraries](#)’ and through York University’s Dean of Libraries Joy Kirchner’s leadership on the [Association’s Open Education Working Group \(CARL OEWG\)](#). The two-day working session launched a multi-phased summit focused on developing advocacy strategies for OER at the federal level. Participants included representatives from key stakeholder groups across the country such as [Universities Canada](#), [Colleges and Institutes Canada](#), [CARL](#), Campus Books Canada, [Canadian Federation of Students](#), [Student Union Etudiante](#), [eCampusOntario](#) and [BCCampus](#). Currently, the [CARL OEWG](#) is facilitating follow-up conversations with summit attendees to support ongoing advocacy actions.



Fonds of Kenneth Shah

The completion of finding aid for the fonds of Kenneth Shah was completed in 2023. Shah was a founding member of Caribana and the Caribbean Cultural Committee and was involved for more than thirty years with the festival celebrating Black emancipation from slavery. Born in Trinidad and Tobago, Shah moved to Canada in 1965 to pursue a career in petroleum engineering. He soon left this profession to focus on carnival arts, costume design and production, and playing an active role in festival planning from 1967 until his death. The collection features photographs, parade costume designs, and other records created by Kenneth Shah that chronicle the roots of Caribana. This festival arose out of a desire by West Indian immigrants to share the carnival tradition of the Caribbean with the dominantly white British and European population of Toronto. It is a culture that celebrates the emancipation of Black people from slavery through Calypso music, dance, and masquerade. The festival was started in 1967 by the Caribbean Centennial Committee, and it became an annual event, the largest of its kind in North America, that attracted more than a million people each year. Kenneth Shah co-founded the festival as a costume designer and mas band manager. The rich archives of photographs, film, and text created between 1956, and his death in 2002 captures the enthusiastic embrace of Trinidad and Tobago's tradition of masquerade, dancing, and music that evolved from the Caribbean's celebration of the abolition of slavery.

The work to rehouse and describe almost four metres of textual records, 4,000 photographs, and 51 sound and moving image recordings was completed in 2023 by archivist Emma Thomas.



Celebrating Black Emancipation through Caribana Festival, 1972. ASC, Kenneth Shah fonds, 2020-001/025 (25).

Jane Finch Community Research

Donation of the Wanda MacNevin collection complements the Libraries' role as co-investigator on "Ethical, Accessible Research Data Management for the Jane Finch Community," a project funded by a SSHRC Connections Grant. Wanda MacNevin moved to the Jane-Finch community in the 1970s as a single mother. Concerned by the community's rapid growth and lack of social services, she was a founding director and the first employee of the Jane-Finch Centre in 1976. MacNevin developed programs for teenage mothers, seniors, and resident groups while program manager at Black Creek Community Health Centre. She became the Program Manager of the Jane/Finch Centre in 2003 and retired as the Centre's Director of Community Programs in 2016. MacNevin was awarded an honorary Doctor of Laws degree by York University in June 2017 for her life's work as a social worker and activist.

Wanda MacNevin was devoted to preserving the heritage of the community and its residents, many of whom were poor and recent immigrants. Her collection of meeting minutes, scholarly articles, government reports, ephemera, and books became the basis for her recent book, *By Us! For Us! Activism in Jane-Finch, A Working-Class Community*. It tells a story of courage and activism that confronted racism, neglect, and political decisions, which resulted in economic marginalization and lack of infrastructure. She donated her collection to York University Libraries in 2022 so that it could be shared with faculty, students, and especially the residents of the Jane-Finch community.

The project was awarded a SSHRC Connection Grant in 2019 on "Ethical, Accessible Research Data Management for the Jane Finch Community"



Photo credit: By Us! For Us! Activism in Jane-Finch A Working-class community, Wanda MacNevin.

Hellenic Heritage Foundation Greek Canadian Archives

A collaboration between the Libraries and the Greek Canadian History Project began in 2012 to support the research of graduate students in York University's Department of History.

The Project identified unique documents and significant book collections held by members of Toronto's Greek community and coordinated the donation of this material to York so that it could be preserved, described, and shared with scholars and the public. The Project ensures that the Greek community plays an active role in shaping its cultural heritage. Thanks to a significant donation to York in 2021, the project has been renamed the *Hellenic Heritage Foundation Greek Canadian Archives* with funding to hire a director and archivist to continue building the collection, select material for digitization, and encourage an awareness of the community's cultural heritage.

This year, the *Clara Thomas Archives* and *Special Collections* processed archival material donated by George Papadatos, a political activist, community organizer, and music promoter who lived in Toronto in exile from the military junta of 1967-1974 before returning to Greece. His donation consists of 5.4 metres of textual records, almost 1,100 photographs, and more than 40 sound and moving image recordings that document the coffee house scene on Danforth Avenue, Greek musical acts who toured Canada and the United States in the 1970s and 1980s, and student protests related to local opposition to the military dictatorship in Greece. The Libraries also catalogued more than 330 Greek books donated by George Papadatos and the late Professor Michail Vitopoulos.



Photo credit: Woman and children dressed in traditional clothing walking in the annual Greek Independence Day parade on Danforth Avenue, ca. 1995-2005. ASC, Greek Community of Toronto fonds, 2005-009/001.

Logbooks of the Larkins

The Libraries work with a network of almost 30 dealers in Canada, the United States, the United Kingdom, and Europe to acquire rare works that support York's mission to pursue, preserve, and disseminate knowledge. E-mail notifications, websites, and virtual fairs have been adopted by booksellers in response to the growth of the Internet and the pandemic. Michael Moir, Head of the Clara Thomas Archives & Special Collections, discovered three logbooks of the *Larkins*, a merchant ship, in December 2021 on the website of The Wayfarer's Bookshop, an antiquarian bookseller located on Bowen Island, British Columbia. The logbooks were created during a round-trip voyage between London, England and Kolkata (formerly Calcutta), India in 1840-1841. These volumes served as the foundation for an assignment in the Fall 2022 semester of "A History of Reading," a fourth-year seminar offered by the Departments of History and English. The course, which met weekly in ASC's classroom, used class time so that students could examine the logbooks in small groups, focus on a particular aspect of the volumes, undertake background research to understand the context in which the records were created, and come up with ways to present their findings in the virtual environment using Scalar, a web-based publishing software. The students were also asked to write a brief grant proposal to fund a digital humanities project intended to make the logbooks accessible online.

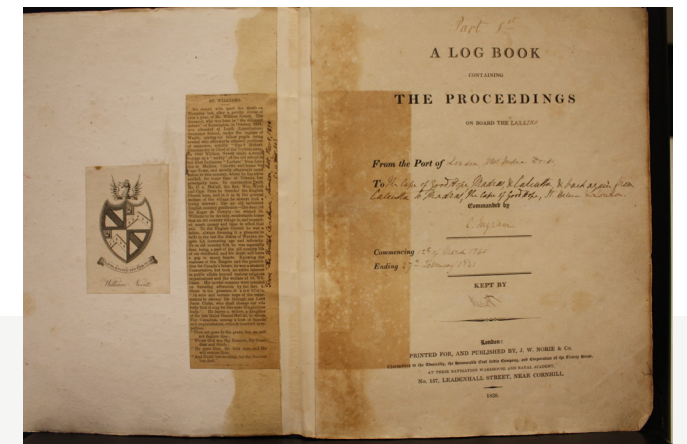


Photo credit: A Log Book containing the Proceedings on Board the Larkins," kept by William Nevett, March 1840-February 1841.

Selection of Faculty Research Publications

Ansovini, D., Babcock K., Franco T., Jung A., Suurtamm K., and **Wong A.** 2022. Knowledge Lost, Knowledge Gained: The Implications of Migrating to Online Archival Descriptive Systems. KULA: Knowledge Creation, Dissemination, and Preservation Studies 6(3). <https://doi.org/10.18357/kula.234>

Bell, N. A. (2021). An Exploratory Study of Diversity Statements in Canadian Academic Librarian Job Advertisements. The International Journal of Information, Diversity, & Inclusion (IJIDI), 5(3). <https://doi.org/10.33137/ijidi.v5i3.36202/>

Bell, N. (2021). Book Review: How to Be an Anti-racist. The International Journal of Information, Diversity, & Inclusion (IJIDI), 5(2) <https://doi.org/10.33137/ijidi.v5i2.36308/>

Dali, K., **Bell, Norda**, and Valdes, Z. (2021). “The Expectation and Learning Impact Framework (ELIF): Evaluating diversity, equity, and inclusion professional development events for academic librarians.” The Journal of Academic Librarianship 47.6: 102456. <https://doi.org/10.1016/j.acalib.2021.102456>

Dali, K., **Bell, Norda**, & Valdes, Z. (2021). Learning and change through diversity, equity, and inclusion professional development: Academic librarians’ perspectives. The Journal of Academic Librarianship, 47(6), 102448. <https://doi.org/10.1016/j.acalib.2021.102448/>

El Morr C, Maret P, Muhlenbach F, Dharmalingam D, Tadesse R, Creighton A, Kundi B, Buettgen A, **Mgwigwi T**, Dinca-Panaitescu S, Dua E, Gorman R. (2021). A Virtual Community for Disability Advocacy: Development of a Searchable Artificial Intelligence-Supported Platform. Journal of Medical Internet Research (JMIR), 5(11). <https://formative.jmir.org/2021/11/e33335/>

Fritz, S., Milligan, I., **Ruest, N**, Lin, J. Fostering Community Engagement through Datathon Events. Digital Humanities Quarterly. Vol. 15 No. 1, 2021.

Grewal, K. (2021). Book Review: Ask, Listen, Empower: Grounding Your Library Work in Community Engagement. The International Journal of Information, Diversity, & Inclusion (IJIDI), 5(3) <https://jps.library.utoronto.ca/index.php/ijidi/article/view/36670/>

Hook, S., More, A., & Gildea, I.J. (Eds.). (2020). Judith (A. S. Cook, Trans., D. Barnett, Designer). Kelly Library Print Studio. (Translation originally published 1888)

Kosavic, A., & Wang, M. (2022). Advancing Research Data Management: A Social Capital Perspective on Functional Librarianship. In T. Schlak, S. Corral, & P. Bracke (Eds.), *The Social Future of Academic Libraries: New Perspectives on Communities, Networks, and Engagement*. Facet Publishing.

Leong, J. “Bridging Culture Identities through Cantonese Opera in Canada” in Canadian Review of Comparative Literature. Vol. 48 (2021) Issue 1, 87-102.

McLaren, S. “The British and Foreign Bible Society.” The Oxford Dictionary of the Christian Church. 4th edition. Edited by Andrew Louth. Oxford: Oxford University Press, 2022.

McLaren, S. “The Bible in Popular Culture and Daily Life.” A Cultural History of the Bible in the Age of Empire, 1820-1920, edited by Scott McLaren. London: Bloomsbury Press.

Pickering, B., Biro, T., Austin, C, et al. (2021) Radical Collaboration during a Global Health Emergency: development of the RDA COVID-19 Data Sharing Recommendations and Guidelines [version 1; peer review: 2 approved, 1 approved with reservations]. Open Research Europe, 1:69 (<https://doi.org/10.12688/openreseurope.13369.1>) **Minglu Wang** participated in conceptualization, methodology, writing of original draft, and review editing.

Ruest, N., Fritz, S., Deschamps, R., Lin, J., Milligan, I. From archive to analysis: accessing web archives at scale through a cloud-based interface. International Journal of Digital Humanities. 2021.

Salmon, M. (2022). Book Review: Library programming for autistic children and teens. The International Journal of Information, Diversity, & Inclusion (IJIDI), 6 (1-2) <https://doi.org/10.33137/ijidi.v6i1.37838/>

Sidani, S., Fox, M.T., Butler, J., & **Maimets, I-K.** Development of a multi-component intervention to promote sleep in persons with dementia transitioning from hospital to home. International Journal of Older People’s Nursing, 01 April 2022, <https://doi.org/10.1111/opn.12463/>

Selection of Presentations

Cao, H., and Salmon, M. Changing Nature of Cataloguing Librarians in Academic Libraries. Ontario Library Association Super Conference 2022 (Virtual), Wednesday, February 2, 2022.

Cohen-Palacios, K., “Presenting Egypt Migrations: Erika Melek,” Fantastic Finds: an archival screening of rarities and hidden gems, Archive/Counter Archive Symposium, 10 December 2021. (virtual)

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York University's Congress of the Humanities and Social Sciences 2023

THE LIBRARIES PLAYED A PIVOTAL ROLE IN YORK'S 2023 CONGRESS of the Humanities and Social Sciences. Librarians provided workshops and lectures as part of Congress and our spaces were central to Congress activities. Scott Library hosted all the President's evening receptions. We also curated and hosted several exhibits from our archives:

York library exhibits to reflect on the theme **Reckonings & Re-Imaginations at Congress 2023**

Michael Moir, University Archivist and his team created thought-provoking exhibits for Congress. Three exhibits were on display on the second floor of the library between May 27 and June 2 reflecting on the event theme, [Reckonings and Re-imaginings](#).

The first exhibit, [Reckoning and Reimagining: Deborah Barndt's Engaged Use of Photography](#), showcased images taken by the retired professor, who is also curating the display. The exhibit focused on contemporary lens on photos of migrants to Peru in the 1970s; posters from ESL classes in Toronto between 1977-1984; literacy teachers in Nicaragua learning to be photojournalists during the Sandinista regime in the 1990s; and urgent social issues of the early 1990s.

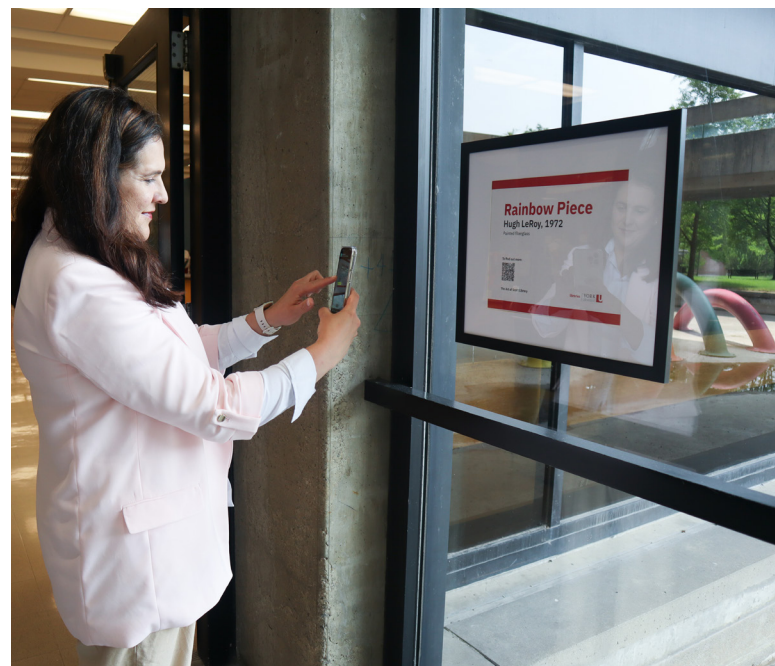
[Celebrating Black Emancipation Through Carnival](#) focused on the work of the late Kenneth Shah, a native of Trinidad & Tobago who immigrated to Toronto and was a major force for years in the city's Caribana, an annual celebration of the emancipation of the Caribbean's Black population. Ben Wicks, the late cartoonist, and his work are the focus of the third exhibit, [Cartoons as Commentary and Agents of Change](#).

"Wicks was known for his cartoons and his work with CBC-TV," said Moir. "Fewer people are aware

of his humanitarian work and his campaigns against poverty and malnutrition in Canada and Africa, and to promote children's literacy. We seldom think of cartoons as agents of change, but he used them to draw attention to causes dear to his heart."

The Wicks family donated many of his drawings, scrapbooks and episodes of his television show to York and a selection of these will give the viewer more insight into his work as a changemaker.

["The Art of Scott Library"](#) was designed as a self-guided tour for library visitors, providing an opportunity to discover various works of art throughout the building and to scan a corresponding QR code leading to a dedicated webpage for each work of art. The digital portion of the tour includes information on each work's materials and process of creation, biographical information on the artist, links to archival and library material about the work, media clippings, and other interesting information.





Librarian Dana Craig delivering an orientation to a class in hut at the Wright Centre

Building a Sustainable Future

CASITA AZUL'S MISSION

- Cultivate a collaborative environment and engaged partnership that meets the needs and desires of the local communities of the Alexander Skutch Biological Corridor (ASBC), Costa Rica and advances York's curricular and research objectives within [Las Nubes Project](#) and [Semester Abroad](#) frameworks

SITUATED AMID SMALL SOUTH-WEST communities in Costa Rica, Casita Azul opened in 2015 to the local community and in 2016 for York students. As part of the Las Nubes EcoCampus, our library space, Casita Azul, supports and contributes to the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs). Focusing on life on land, SDG 15.1 aims to conserve, restore, and ensure sustainable use of terrestrial and inland freshwater ecosystems. To do our part, Casita Azul partners with local organizations such as bird sanctuary, Los Cusingos, and water management

organization, ASADA, to advance conservation, restoration, recycling, and sustainability education projects within local communities. York University Libraries have organized over 10 campaigns within our ongoing recycling project, in partnership with @refugiodeavesloscusingos, where we have thus far recycled approximately 2,000 kg of metal, cardboard, plastic bottles and paper and 6,000 kg of glass!

Our recycling campaigns involved people from the Municipality of Pérez, team supported by Los Cusingos and Asada Santa Elena De Pérez Zeledón.

BY THE NUMBERS 2021:



1515 kg

of metal cans, cardboard, plastic bottles, and paper



7730 kg

of plastic cups



1944 kg

of glass

IN 2022, York University Libraries had our second recycling campaign involving participants of the various communities of the Alexander Skutch Biological Corridor. Our recycling campaigns involved people from the Municipality of Pérez, a team supported by [Los Cusingos](#) and [Asada Santa Elena](#).

BY THE NUMBERS 2022:



180.9 kg

of metal cans, cardboard, plastic bottles, and paper



533.7 kg

of glass

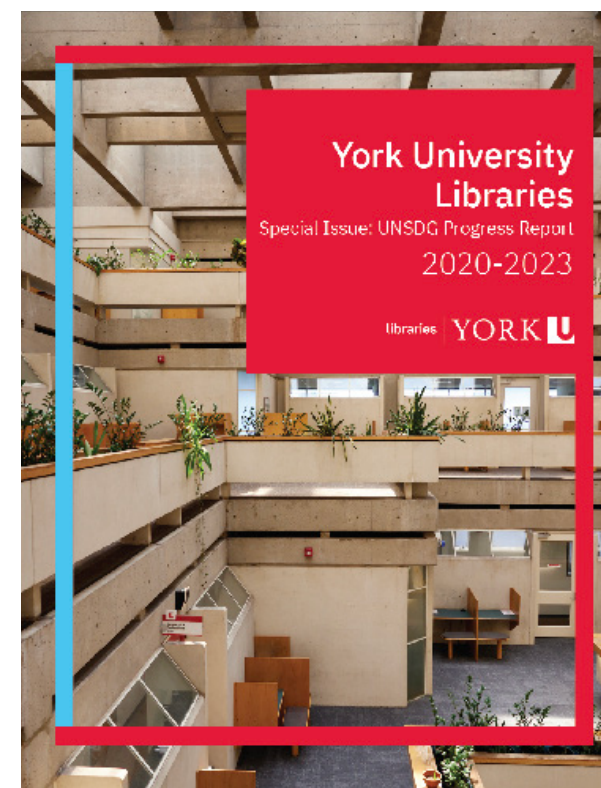


York University Libraries Team from Left to Right: Dana Craig, Director, Student Learning and Academic Success, Diandra Arias, Library Assistant and Tom Scott, Associate Librarian at Casita Azul, York University



Surrounding area of Casita Azul

UNSDG Progress Report 2020-2023



Our full progress report on UNSDG can be found on our website

[UNSDG Progress Report](#)

Recycled products collected from recycling campaigns



Classroom at Casita Azul





Photo credit: Rendering Interior of Scott Library's Atrium, Moriama & Teshima Architects.

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