

2024 UBC Okanagan Library Report to Senate

Submitted by:

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UBC Okanagan Library prides itself on being an inclusive space, a service-focused team, and a nexus of scholarly engagement. A proactive campus leader, our Library advances research, learning, and teaching excellence by connecting communities, within and beyond the University, to the world's knowledge.

After serving as Interim Chief Librarian since April 2023, Robert Janke was the successful candidate in a search co-chaired by the University Librarian and the Provost and Vice-President, Academic for the Okanagan Campus. He was appointed Deputy University Librarian, Okanagan Campus for a five-year term in April 2024. In this role that replaces the Chief Librarian position, Robert provides strategic leadership, vision and coordination for UBC Okanagan Library.

[The strategic framework of UBC Okanagan Library](#) was updated in 2023 and continues to provide the organizational framework for this report: Teaching and Learning, Discovery and Research, Campus and Community, and Spaces and Collections.

In addition to the organizational framework for this report, the primary themes from our strategic framework also continue to inform our work. They include equity and inclusion, wellness, service, and scholarly engagement.

1. Teaching and Learning

UBC Okanagan Library is integrated in transformative teaching and learning efforts, providing essential services, spaces, and resources for student success. Some notable highlights from the past year include greater integration of content in some of our online modules related to the risks of using Gen AI to complete assignments; receiving an ALT 2024 grant to create discipline specific academic integrity materials in Biology and Nursing; and organizing events related to open education such as “Enshittification: How the Internet Went Bad and How to Get it Back” with Cory Doctorow.

1a. Providing Outstanding Library Reference Services

UBC Okanagan Library has two primary service points: the campus Library's single service desk and the Special Collections service desk located in The Commons. Both locations offer walk-up and appointment-based reference services. Library employees also respond to questions by email and answer queries via AskAway, the Library's virtual chat platform, [which was recently featured in an article](#). Professional librarians provide in-depth research consultations to students and faculty onsite and online (e.g., Zoom). Community users can also access most UBC resources through dedicated terminals in the Library. Table 1 outlines the total reference and directional questions answered at both service points since 2023. Hardware and authentication questions, such as questions around printing, are excluded from this assessment.

Table 1. Total Reference and Directional Questions

	Library Service Desk	Special Collections Service Desk
2023	9,226	141
2024	9,094	136



1b. Information Literacy Initiatives

In 2024, librarians taught over 110 online, in person, or hybrid learning sessions, which has declined from 170 in 2023. Meanwhile, asynchronous online modules have become more prevalent with many courses opting to integrate Library modules directly into their course Canvas. For example, the Canvas course, “[Using UBC Okanagan Library for Research](#)” awarded 8,283 certificates of completion in 2024 for modules on topics like “Finding Sources,” “Evaluating Sources,” “Introduction to Citation,” etc.

Library instruction topics in 2024 focused extensively on various aspects of the research lifecycle, including conducting research for a literature review or knowledge synthesis, managing citations, responding to copyright questions, as well as supporting publishing (e.g., researcher profiles, journal selection, open access agreements, etc.). Additional topics include data visualization, Indigenous research in libraries, course-specific topics and information evaluation, and searching for annotated bibliographies. Overall, the librarians provide a wide

range of support and are asked to meet the evolving needs of the campus in their teaching and research endeavours.

Additional highlights from the past year include:

- An instructional orientation series for the first EdD cohort, focusing on developing research skills and creating research profiles.
- The continuation and further offering of multiple sessions tailored to conducting Indigenous research at the UBCO Library to support the curriculum and to assist community researchers from the BC Métis Federation.
- Data focused course instruction looking at data visualization and using R.

Student Feedback:

A survey circulated to students in first-year English classes near the end of Term 2 Winter provided some qualitative feedback on UBC Okanagan Library's information literacy initiatives. Some highlights include:

- “[the library] provides rigorous information and help[s] students understand how to access and identify different types of information.”
- “[the library] supports us in finding usable information and sources to help further our education.”
- “It was helpful to have the in-person demonstration and I can use Summon confidently now.”
- “I liked having an in-person session as it is an engaging way to learn how to utilize the library's resources.”
- “The modules were simple and easy to follow and helped boost my confidence in looking for sources for projects. I honestly wish I had done it sooner and think that first-year students would benefit from taking the first few modules right away in their first term.”

1c. Student Learning Hub

Tutor Transition to BCGEU

The Writing and Language Learning Tutors joined the BCGEU on July 1, 2024. We are grateful to the team in Human Resources and Library Administration for supporting the work of transitioning the students in the Workday system through this significant change.

Responding to Generative AI

While Generative AI cases are becoming a significant driver behind student referrals for Academic Integrity violations, we have been integrating information in all areas of our programming to support students in understanding some of the risks involved in using Generative AI to complete assignments. New content has been added to the AIM Canvas courses and students can now access information about using [a prompt engineering approach](#) to thesis/assignment planning (released in October 2024). As more guidance becomes available from the University, members from our team have actively supported the development of new

materials and training both for staff and students, particularly with regard to the impacts on Academic Integrity.



Writing and Language Appointments

In 2024, the Student Learning Hub (SLH) continued to offer hybrid support for students; writing and language services held 787 appointments, which is consistent with last year's numbers. Although most appointments are now in-person, we will continue to ensure that online appointments are available for students as this practice increases accessibility. With 172 tutoring hours, we saw a 37% increase in French, Spanish, and Japanese appointments from last year.

Summer Session Support

Of the above 2024 numbers, the SLH provided 58 hours of support in total in summer terms 1 and 2 for Spanish, writing, English Language Development, and the Academic Integrity Matters program.

Student Feedback

The student responses to our appointment feedback survey question “What is one thing from the session that was helpful to you?” reflects the many ways in which writing and language SLH supports for students are achieving the goals of enhancing student learning and confidence in academically honest ways:

- “[the consultant] was very helpful by providing me with extra templates and information. I left the meeting feeling confident and had a better understanding of the essay.”

- “I appreciate very much the support [the consultant] gave me during the session. It was so helpful.”
- “Getting a step by step run through of how to organize my thoughts and finalize my argument. Being asked questions to help my thinking.”
- “[the consultant] was patient and went through parts of my work and pointed out from a different POV.”
- “She took what I had already done and showed me what the next steps were. Organizing my thoughts.”
- “[the consultant] is always excited. I appreciate her support and always being there since I was in Span 102! Very patient and clear explanation and always helps me with pronunciation on tricky words.”
- “She kindly helped me make clear the assignment requirements from my instructor one by one and also introduced me to the Librarian specifically for philosophy students.”

Events

The Student Learning Hub continued to offer Back to Basics (B2B) and Exam Jam programming through 2024. This year, Back to Basics ran during Jumpstart and Exam Jam was held as two events with ‘Midterm Motivation’ held in October and ‘Finals Focus’ held at the end of term. Overall, 161 students attended Exam Jam and 14 stayed to work with writing tutors during these events.

To encourage student interaction with the Hub, we have continued the outreach events that were successful in 2023. During Weeks of Welcome, the SLH engaged with 873 students over three days—just outside the entry to the SLH space—to raise awareness of the SLH’s location and how to book appointments. There was a 38% increase in visits to the table over September 2023. We also spoke with 429 new-to-UBC students at the Jumpstart resource fair. For Winter Orientation in January, the SLH held an open house to welcome new and returning students with hot drinks and treats.

The SLH held Write Advice programming near the middle of both term 1 and 2 over three days in several buildings across campus. Through Write Advice, the SLH interacted with 260 students at our January events and 354 students during the October event, which is consistent with the numbers from 2023. At the end of term in both April and December, the SLH again hosted a writing drop-in event alongside Exam Jam. Each event saw around 30 students stay in the space to work on papers with tutor support.

Staff Training

While our student employees are incredibly talented scholars, we offer College Reading and Learning Association (CRLA) Certified training to ensure that they are properly prepared to serve a diverse student body. In 2024, writing and language consultant staff meetings continued to increase focus on education regarding equity, inclusion, accessibility, anti-oppression, and decolonial, diverse, and inclusive writing practices. To accomplish this goal, we are grateful to our collaborators from other areas including UBCO’s Indigenous Initiatives Librarian, the Sexual Violence Prevention Office, and the Equity and Inclusion Office. Through our structured in-person and asynchronous employee development program, members of

our team gain CRLA certification. This year also saw us renew our CRLA certification, which involved significant updates and adjustments to our training materials to match the updated CRLA requirements.

1d. Academic Integrity Matters Program

Aspire-2040 Learning Transformations (ALT 2040)

The biggest news for the Academic Integrity Matters (AIM) Program for 2024 is that we were the successful recipients of an ALT-2040 grant focusing on “Academic Integrity in the Disciplines.” The project’s team consists of Robert Janke (Lead Applicant), Amanda Brobbel, Leah Wafler, Robin Young (Biology), Sajni Lacey, Jane Jun, Melanie Wilson (Nursing), and Anita Chaudhuri (FCCS). This project focuses on creating the discipline-specific materials needed to support academic integrity education, beginning with materials for Biology and Nursing. A Graduate Research Assistant was hired to support the development and implementation of this project. As of December 2024, the literature reviews and faculty consultations for both disciplines have been completed, setting us up to complete new Learning Outcomes for these future courses (in January 2025) and then to design the Canvas course outlines.

AIM Enrollments

The Student Learning Hub team continues to support the campus with much needed education regarding UBC’s expectations for Academic Integrity. In 2024, AIM received 135 referrals, with 126 students successfully completing the program (nine did not complete and 12 are still in progress). Out of this number, 58 students were referred for writing and plagiarism issues, while 77 were referred for cheating, collusion, and/or other forms of academic misconduct. In total, students attended 121 one-on-one consultations with the AIM consultants to complete the program. AIM referrals increased by 6% in 2024 (an increase of eight referrals), as compared to the previous year.

For this year, AIM’s Canvas course enrollments increased significantly as the result of instructors embedding the content into their courses. There were 662 student enrollments for the “Unauthorized Collaboration and Cheating” Canvas course and 1,011 more students who enrolled in “Writing and Plagiarism” course for a total of 1,673 new enrollments throughout the year.

Student Responses to AIM

Students’ initial reasons for engaging with the program:

- “I wish to identify the clear guidelines of academic misconduct so that I may continue my education without any further misconduct. I also wish to identify areas where I may seek help on assignments, as to provide alternative resources instead of turning to academic misconduct for an assignment mark.”
- “How to do exactly what is expected of me and avoid complications in the future.”

Students’ final reflection on the AIM program (after completion):

- “... educators at UBC actually care about my learning and make an effort to help me succeed.”

- “... it was a very helpful and proper learning experience.”
- “They really help[ed] me [...] to figure out [...] where I committed the mistake and helped me to amend it.”
- “I appreciate the educative vs. punitive approach that AIM has brought.”

Events

AIM continued to promote academic integrity at a series of annual events, such as the Academic Integrity Valentines; the AIM Consultant handed out chocolates and Academic Integrity Valentines cards, interacting with 120 students and encouraging 25 students to sign up to win an Integri-kitty tote bag. As the former Academic Integrity Program Manager (AI PM) put it, the students were, “excited about the positive messaging during the stressful midterm times!”

The AIM Consultant was supported by the AI PM to lead UBCO’s first Academic Integrity Student Advisory Group (AISAG), which concluded in April 2024. The group included representatives from the SUO, Student Learning Hub, and a graduate student. The AISAG Report recommended the following actions regarding academic integrity at UBCO: awareness and discussion; skills/values versus consequences; recognition of diversity of understanding; generative artificial intelligence, and graduate student information. Due to staffing changes at a challenging time, the group may resume as recommended in September 2025, but maintaining active student participation was a challenge in the first iteration.

During Academic Integrity Week 2024, AIM continued the tabling event called, “Thanks for your integri-tea!”, passing out tea, snacks, giveaways, and pamphlets that emphasize integrity education at UBCO. The Student Learning Hub also gave away prize bags as part of the “thank you” for your integrity promotion; the event's success was partly due to the giveaway grabbing the top spot in the UBCOLife Newsletter.

Staff Changes

The previous AIM Program Manager moved on to another position in October 2024. Her contributions and leadership in the program are, and continue to be, invaluable. In November 2024, a new AIM Program Manager was onboarded with a part-time position until she transitioned to full-time at the beginning of January 2025.

1e. Open Education

UBC Library’s open education services seek to support the UBC community in finding, adapting, and creating high-quality open educational resources (OERs), as well as planning and implementing innovative open education projects and open practices.

Both UBC Vancouver and Okanagan libraries play an active role in progressing open education initiatives and practices across campuses. In 2024, UBC Okanagan Library engaged in 20 consultations on open education projects (26% of overall library consults for the university), supporting faculty, students, and staff in their open practices. UBC Library organized 15 events and instructional workshops to build awareness and advocate for open practices and resources on both campuses. Sessions included [*Enshittification: How the Internet Went Bad and How to*](#)

[Get it Back](#) with Cory Doctorow (248 people registered for this event) and the first virtual cross-campus [OER Poster Showcase](#) which had 30 projects registered to present their posters.

UBC Okanagan Library is a partner in the development and adjudication of the Aspire-2040 Learning Transformations Funds (ALT-2040 Fund) OER stream. In 2024, the ALT-2040 fund was awarded to one OER project, which was titled: “Constructing an OER in genetics aligned with principles of equity, diversity and inclusion with supporting student learning resources.”

The [UBC OER Collection](#), created in 2022 and developed in partnership with the UBC Centre for Teaching, Learning and Technology (CTLT), UBC Library, and UBC Okanagan Library, currently houses 13 OER developed by UBC Okanagan faculty, students, and staff (14% of the 92 across both campuses).

The Open Education Librarians on both the Okanagan and Vancouver campuses participate in several provincial and national committees and working groups to improve awareness, engagement, and funding potential for open education. Both Open Education Librarians participate in BC Open Education Librarians (BCOEL), a supportive community for British Columbian librarians to learn about open education practices, and volunteer on the Canadian Association of Research Librarians Open Education Working Group.

UBC librarians Erin Fields, Kayla Lar-Son, and Donna Langille, along with Olenna Hardie (University of British Columbia), and Ann Ludbrook (Toronto Metropolitan University) are continuing to work on a research project that aims to identify gaps in the open education communities’ understanding of Indigenous perspectives. Donna Langille is also working with Erin Fields and Kayla Lar-Son on an edited volume that focuses on centering Indigenous ways of knowing, culture, experiences, and worldviews within the work of open education pedagogy and advocacy work. The volume will be licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) license.

2. Research and Discovery

The Library plays a critical role in the research enterprise, providing leadership and expertise in a growing range of services that advance all forms of scholarship.

Highlights from 2024 include beginning to offer English Language Development consultations and English Conversation Circles through the Centre for Scholarly Communication; partnering with the Department of Biology to fund and manage our research data and statistical support service (Research Data Hub); and leading two university-wide Research Data Management (RDM) working groups related to implementing the institutional UBC RDM strategy.

2a. Scholarly Outputs

The Library supports, collaborates, and contributes to the research enterprise of the campus, as well as the broader library, information, and archival sciences community. In 2024, our Librarians and Archivist co-authored nine peer-reviewed journal articles, two book chapters, one podcast episode, and two government commissioned reports, in addition to delivering 20

sessions at conferences and symposiums across North America in-person or virtually (please see: Appendix bibliography of UBCO Librarian Scholarly Outputs). These scholarly outputs emphasize the deep-rooted partnerships with faculty and researchers, as well as with colleagues from across the information science field.



2b. Centre for Scholarly Communication

2b i. One-on-One Consultations

From the inception of the unit to today, one-on-one consultations have remained a core element of the Centre for Scholarly Communication's contribution to campus life.

One-on-one writing and academic communication consultations

Bolstered by the hiring of an additional GAA for writing consultations, the Centre for Scholarly Communication (CSC) writing and academic communication consultations have seen steady increases in recent years, with 600 consultation hours in 2024, compared to 540 consultation hours in 2023.

The CSC also began offering English Language Development (ELD) consultations beginning in January 2024. Of all writing and academic communication consultations delivered in 2024, the CSC completed a total of 155 ELD consultation hours, which is impressive for a new program and reflects the fact that there was a gap previously. This urgently needed program is intended to support retention among International graduate students, which is crucial given UBC's current budget concerns. Examples of just a few positive comments from writing and academic communication consultations highlight the important role the CSC plays in providing research communication support:

- “[The consultant] was incredible! [They were] great with communicating, I wouldn't change anything.”
- “[The consultant] pointed out areas where further clarity was needed and terms that were unclear, I was really impressed with the feedback.”
- “[The consultant] was super kind and really helped me navigate the confusion I was having about starting the writing process of my manuscript.”
- “[The consultant] was able to provide me with lots of resources and [they] went above and beyond to help me with my questions.”
- “Very helpful advice on reorganizing my thesis structure to improve clarity and coherence.”
- “[The consultant] explained me how to improve my writing and my research questions.”



One-on-one data consultations

In 2024, two data consultants completed 154 one-on-one consultations. These consultations and consultants are part of a broader suite of research data services, described in the next section.

Examples of just a few positive comments from data consultations highlight the important role the CSC plays in providing research data support:

- “[The consultant] helped me to think about my research from other directions and consider how to best analyze the data before any is even collected. [The consultant] really encouraged me to think through all the potential effects on my study system so that I don't look back and wish I had collected data on a certain variable. I have begun to make a causal flowchart like [they] suggested, which is really helping me.”
- “Valuable walk through/feedback on my analysis, great suggestion for next analysis.”

- “[The consultant] is great at breaking down complex topics and explaining them in a way that I can understand. I really appreciate [their] ability to teach things!”
- “I am very happy and grateful about how quickly the consultant understood my idea of data plotting and helped build a clear structure for my data analysis in R.”

2b ii. Research Data Services

The CSC offers research data support opportunities through collaborations between the Copyright, Scholarly Communications, and Research Data Management Librarian, the Data Librarian, and partners in Research Computing. Partners work together to propose solutions for research data needs, including Research Data Management topics. As a result of this collaboration, the CSC is able to visit labs directly to provide tailored workshops and sessions to support research data solutions.

Research Data Hub

As part of research data services offered, the CSC Research Data Hub pilot continued through 2024, despite the sunset of Excellence Funds, which supported the service until March 31, 2024. The UBC Okanagan Library, through the CSC, partnered with the Irving K Barber Faculty of Science’s Department of Biology to fund and manage research data and statistical support services for the entire Okanagan campus. [This partnership](#) supports enhanced delivery of services over term 1 and term 2 of the 2024/2025 academic year. Our research data supports are modelled on the success of the Writing and Language Learning Services and include workshops, peer drop-ins, and one-on-one consultations.

These research data services address a critical gap for many graduate researchers who lack strong, discipline-specific training or support in statistics and reproducible computational methods for working with data. This includes supporting the alignment of research design with statistical modelling and tools that promote transparency and reproducibility in the research process, including R, Python, command line workflows, and Git.

2b iii. Collaborations

In collaboration with the College of Graduate Studies, the CSC continues to support workshops for the [Scholarly Researching, Writing, and Publishing Micro Credential](#).

In 2024, the CSC continued a collaboration with our campus partners from College of Graduate Studies (CoGS), Research Computing (RC), and Office of Research Services (ORS) to support the diversification of workshop offerings and provide new teaching opportunities for Graduate Students and Post Doctoral Fellows. CoGS provided financial support for 10 small Research Excellence Workshop Leader Initiative ([REWLI](#)) grants of \$1,050 each. The CSC developed and delivered 2 workshops over the summer to provide support for applicants. As a result of REWLI, the CSC added 10 new and unique workshop offerings in 2024, including one on Generative AI and writing, with additional workshops planned for winter term 2 in 2025.

The CSC continued a collaboration with the faculty lead of UBC Okanagan’s new Statistics Canada Research Data Centre (RDC) to offer a monthly workshop to assist students and postdoctoral fellows with understanding and accessing a variety of Statistics Canada Data

products for their research. This workshop was offered nine times in 2024 with 24 attendees, with uptake on the use of the RDC. This monthly workshop series continues in 2025.

To support collaboration among the partners and draw attention to the ways that the CSC can help researchers maximize their effectiveness, the CSC hosted weekly drop-ins in both winter terms. Although there has been limited attendance from faculty or students, these events are popular with members of UBCO's research support team, providing rich opportunities for collaboration. One point of particular note that emerged from these drop-ins is the Library and Research Computing teaming up to support robust RDM practices in campus research labs. This includes supporting the implementation of routinized practices in labs and ensuring researchers have access to the unique supports of each unit, in a seamless way, spanning the research data life cycle. The first invitations from lab PIs started in late 2024 and continue in 2025.

In January 2024, as part of a new collaboration with the Student Learning Hub, the CSC initiated monthly English Conversation Circles that provide an opportunity for undergraduate students, graduate students, and post-doctoral researchers to practice English conversation skills in pairs and small groups. This initiative is intended to supplement consultations provided by the CSC for English Language Development, which has seen high interest based on consultation hours booked.

In May 2024, the Senior Manager for Writing and Language Learning Services was approached by a Disability Resource Centre Team member to consider updates to UBC's Assignment Calculators to support graduate students experiencing executive function barriers while writing their thesis. Due to the outmoded code used to create the original assignment calculators, the Senior Manager collaborated with Learning Services Librarian (term) with the Chapman Learning Commons, to develop [a prompt engineering approach](#) to thesis/assignment planning, which was released in October 2024.

2b iv. Undergraduate Research Support

In 2024, the CSC delivered a series of monthly workshops tailored for undergraduate student researchers who are required to write a thesis as part of their honours' program, which were featured in a recent [UBC Strategic Plan story](#). This initiative, sponsored by the Office of the Provost and UBC Okanagan Library, includes workshop topics related to starting a literature review, writing each section of an undergraduate thesis, and revising based on supervisor feedback. The workshop series also included two writers' retreats to provide time for participants to work on their theses with CSC facilitators available to answer questions. Since this initiative operates based on the academic year, two cohorts were supported in 2024, comprising a total of 78 undergraduate researchers over five sessions.

2b v. Instruction: Workshops, In-Class Instruction, and Self-Guided Resources

The CSC continues to support the campus through delivery of instruction designed for a wide range of research and writing projects and processes. In 2024, the CSC facilitated 68 workshops that saw 459 participants. In addition, the CSC was invited to present workshops for both the Faculty of Arts and Social Sciences and Faculty of Science for Undergraduate Research Award proposal writers in January and November 2024, as well as for the award winners' summer programming. We offered the Writers' Retreat in person this year and continued to encourage

additional collaborative writing opportunities through the weekly Writing Communities (delivered online and through the summer). 213 participants attended the 2024 Weekly Writing Communities, doubling last year's attendance.

We continued to offer a workshop designed to support researchers applying for ethics approval in collaboration with UBCO Research Ethics, with a focus on completing the informed consent form. Further, the CSC provided several workshops to UBC Okanagan research groups.

The Research Data Hub offered workshops as a series-based model, allowing scaffolding of concepts over time. The three data research series were well attended, with a total of 186 participants. In May 2024, a Centre for Chronic Disease Prevention Management lab requested a tailored four workshop series that had a total attendance of 51.

For 2025, these workshops will continue and be augmented with more advanced offerings that address descriptive and inferential statistics. One of the more advanced offerings of these workshops became eligible for the [Scholarly Researching, Writing, and Publishing Credential](#) offered by the College of Graduate Studies as of January 2024.

Participants commented on the benefits of attending our 2024 workshops:

- "I loved how people connected and held each other a little accountable for our productivity."
- "The sharing of resources was useful, such as the academic phrasebank which I was not aware of. Also, learning the specific names for the components of an abstract was useful and the suggestion to get the general public (family and friends etc.) to provide feedback on your lay summary was great."
- "The level of details for each component for the discussion was greatly appreciated. The tips were helpful as well."
- "Providing multiple ways to carry out a function in R. It was great to have options for what makes the most sense for the individual. Also, the meaning/purpose of each line of code was clearly explained."
- "Since i am interested in data [science] field, it helps me to gain the insights about the R programming."
- "[The] content was useful to give a refresher about basic statistics which we often forget because of not practicing."

In-class presentations

The CSC is invited to teach in many core graduate level courses every year, which in 2024, included graduate courses in Engineering, Math, Computer Science, Biology, Interdisciplinary Studies, and Earth and Environmental Sciences. CSC support was also provided through workshops and writing circles to Indigenous undergraduate and PhD students in the Indigenous Pathways to Graduate Studies program and the Supporting Aboriginal Graduate Enhancement (SAGE) program.

Self-guided resources

Online resources present a vital opportunity for our campus community to engage with learning materials at their own pace. The CSC's Online Learning Resources on Canvas support graduate

and post-doctoral research communication. Current enrolment in the Canvas resources is up to 437 participants, and engagement has been consistently high with an average of 102 weekly page views in 2024.

[The Research Data Hub](#) has expanded the online resources available to students, with all workshop materials publicly hosted to support asynchronous engagement and blog posts to address common questions encountered during consultations.

2c Research Data Management Strategy Implementation

In response to the publication of UBC's Research Data Management (RDM) Strategy, a Strategy Implementation Committee was struck in early 2024. Multiple working groups were created to address a subset of the strategy's recommendations. These include two working groups co-chaired by UBC Okanagan Librarians; one tasked with updating and streamlining the language and guidance on UBC's Data Management Plan (DMP) Assistant, the second with formalizing a central web portal for RDM related supports and services available across both campuses and from all units providing RDM guidance.

Both working groups have made significant progress over the last year, in particular the DMP Working group, which has produced a shortened version of the form and guidance to support the pre-grant phase of the DMP development. The new RDM website has done significant information gathering and ideation around site design, with support and input from UBC IT, Advanced Research Computing, UBCO Research Computing, Support Programs to Advance Research Capacity (SPARC), Vice-President, Research and Innovation (VPRI), and the Faculty of Medicine. It is currently in the process of wireframing. The work of the DMP Assistant's group will be directly integrated into the new website, which is due to be launched in late 2025.

2d. Technical Infrastructure

Technical infrastructure for UBC Okanagan Library is provided both through UBC Okanagan IT and UBC Library, based in Vancouver. In both cases, the services received by the Okanagan Library are provided centrally, rather than budgeted or locally managed. And in both cases, they are critical to the ability of the Okanagan Library to deliver physical and digital services to the campus community.

2d i. Dual Display Stations

In collaboration with UBC Okanagan IT, six dual display stations were added to the mix of technology that the library provides to students. The stations include a monitor, mouse and keyboard, and when paired with student's personal devices provide a robust workspace on campus. Implementation of this service followed a successful pilot in multiple branches of the UBC Library system.

3. Campus and Community

The Okanagan Library displays leadership in the establishment of partnerships with campus and community to advance the University's strategic initiatives and take our passion and expertise outside the Library's (sometimes virtual) walls.

In 2024, our community partnership initiatives included but were not limited to, the Queer Zine Fair with Kelowna Museums, Okanagan Reads Project with Okanagan Regional Library, and British Columbia Regional Digitized History project. On-campus and inter-campus projects included a Zine Fair and the Fifth Annual Sharon Thesen Lecture in Okanagan Special Collections and Archives, and an Orange Shirt Day crafting event.

3a. Campus relationships

Librarians have continued to partner with other units on campus on a number of days of significance and other events. Working with Indigenous Programs and Services, librarians have supported Access Studies workshops for new Indigenous students, assisted in programming for the Moose Hide Campaign Day, collaborated with the Sexual Violence Prevention and Response office on Sexual Assault Awareness Month, and have provided reference and research support at the Indigenous Student Centre on campus.



3b. Equity, Diversity and Inclusion Initiatives

UBC Okanagan Library acknowledges, encourages, celebrates and commits to ongoing learning and action from diverse experiences and perspectives. We work to identify and eliminate institutional and structural systems of oppression and power including but not limited to colonialism, racism, sexism, classism, heterosexism, ableism, and white supremacy. The library's Equity, Diversity and Inclusion Committee works to develop knowledge and structures of practice that focus on equity, inclusion and diversity within the UBC Okanagan Library. Below are some Equity Diversity Inclusion (EDI) initiatives that the library has been a part of.

3b i. Library Accessibility Improvement Planning

The library underwent accessibility improvement planning following two UBC Disability Affinity Group-moderated workshops; first steps included changes to locations of accessible furniture so that they are more distributed, and future steps of the plan will be budget-dependent.

3b ii. Okanagan Campus Library Professional Development Opportunities

- **VPFO EDI Learning Journey: Training and Review Sessions**

As recommended by the UBCO Library EDI Committee, the Deputy University Librarian Okanagan (DUL-O) encouraged and made mandatory for some employee groups, completion of EDI training modules developed by Vice-President Finance and Operations office. In addition to requesting that all library employees complete these training modules, employees are encouraged to take part in in-person debrief discussions after each module. The library began this training as a unit in late 2024 and will continue until Spring 2025.

- **Indigenous Strategic Plan (ISP) Intent to Action Workshops**

Planning occurred for the UBC Okanagan Library to take part in the Intent to Action workshop series using the designated toolkit. The goal is to align UBC Okanagan Library goals with the relevant goals outlined in the ISP. Workshops sessions are scheduled to begin in early 2025.

- **Excursion to Nk'Mip Desert Cultural Centre**

All library employees were invited to a day at the Nk'Mip Desert Cultural Centre in April 2024 for a tour of the centre and an overview of its history, as well as a learning session on understanding the environment and a meal to connect.

- **Library Positive Space Workshops**

Positive Space at the Library Workshops are ongoing with several sessions taking place throughout the year across both UBC campuses. These workshops are encouraged for all library folks to participate in on a regular basis, and in future will be recommended to take every three years or as needed.

3b iii. UBC Library Innovation Grant

Librarians, Christian Isbister, Donna Langille, and Arielle Lomness, were awarded a UBC Library Innovation Grant to host a social justice film screening in 2025 as an opportunity to learn about social justice topics with Canadian filmmakers. The film screening aligns with the goals in the StEAR Framework and the Library's commitments to equity, diversity, and inclusion while amplifying the diversity and inclusivity of our film collections.

3b iv. Equity Reads

The [Equity and Inclusion Office](#) partnered with the UBCO Library to feature books written by, for, and about marginalized individuals and communities. Each month, starting in winter term 1, the Inclusive Programs & Engagement Assistant from the Equity and Inclusion Office reviewed a book by an author who is either historically, persistently, or systemically marginalized or who fights for social and political equity and change. UBC Okanagan Library prepared promotional materials to help feature these books on social media, the UBC Okanagan Library website and when possible, in book displays in the library.

3b v. Events

Queer Zine Fair with Kelowna Museums

On June 3 2024, UBC Okanagan Library partnered with Kelowna Museums & Archives to host the first Queer Zine Fair in Kelowna. UBC Okanagan librarians, Donna Langille and Christian Isbister, offered a free, public workshop on zine creation including information about copyright, Indigenous intellectual property, and intellectual freedom. Members of the community were invited to attend and given the time, space, and materials to create their own zines. The Kelowna Museums offered their Laurel Packinghouse as a venue for the workshop and the zine fair, as well as their labor and time in setting up before each event. The Queer Zine Fair is an important project because it provides an inclusive space for queer communities in Kelowna to gather, share, and sell their zines. To our knowledge, the Queer Zine Fair is the only public space in Kelowna where people can purchase locally made zines. Additionally, the Queer Zine Fair offers another programming option during Pride week where youth are welcome to attend.



In feedback forms, exhibitors were invited to provide their feedback on the event:

- “I really enjoyed it. It was a great place for expressing ideas, and thoughts. It was a safe place and it really helped in raising awareness about a lot of issues.”
- “It was a lovely, generous and supportive atmosphere! Exceeded my expectations.”
- “[The event] filled my soul.”

Stories of Partnership: Kelowna Museums & UBC Okanagan Library Podcast

On October 2, 2024, the Community Engagement Office's “Stories of Partnership” series hosted UBC Okanagan Library and Kelowna Museums & Archives for [a live recording and community](#)

[discussion](#) of their partnership. Open Education Librarian Donna Langille spoke about their collaboration with Kelowna Museums on past events, including the Okanagan QueerStory podcast and the Queer Zine Fair, while Indigenous Initiatives Librarian Christian Isbister moderated the conversation.

Orange Shirt Day Crafting Event

On September 26, 2024, members of UBC Okanagan Library once again encouraged students, faculty, and staff to craft orange paper shirts and share conversation about the ongoing effects Residential Schools have had on Indigenous communities. The paper shirts completed at this event were displayed around UBC's Okanagan campus to help raise awareness about Orange Shirt Day and the National Day for Truth and Reconciliation.

3c. Cultivating Perspectives through Okanagan Literature | The Okanagan Reads Project

[The Sharron Simpson Family Community Engagement Endowment Fund](#) supports experiential learning opportunities at UBC Okanagan Library that establish and enhance impactful university-community relationships with an emphasis on raising awareness of public history and regional identity.

This year, Sarah Craven graduate student in the School of Health and Exercise Science was the successful applicant for her project: "Cultivating Perspectives through Okanagan Literature." In partnership with the Okanagan Regional Library (ORL), Craven used the funds to purchase books by Okanagan authors for six book club kits, which are available to community book clubs through the ORL. The books featured in the Okanagan Reads collection include *Spíłəxm: A Weaving of Recovery, Resilience and Resurgence* by Nicola Campbell, *White Space: Race, Privilege, and Cultural Economies of the Okanagan Valley* edited by Daniel Keyes and Luis Aguiar, and *Skid Dogs* by Emelia Symington-Fedy. "The ability to easily access books by Okanagan authors at zero-cost will help community book clubs build knowledge and cultural competency about Okanagan history and identities," says Craven, who volunteers with Kelowna Inclusive as the leader of their community book club, Perspectives.

In addition to the book club kits, the funds support hosting talks by the authors featured in the Okanagan Reads collection and allow an opportunity for community to gather and learn how regional history and identity influenced each author's writing.

The first author talk took place on November 15 at the Downtown Kelowna Library branch. [Dr. Bill Cohen provided valuable context for his chapter in *White Space: Race, Privilege, and Cultural Economies of the Okanagan Valley*](#). The event was well attended by over 40 people and Dr. Cohen's wisdom sparked deep reflection among all attendees.

3d. Okanagan Special Collections and Archives

Comprising the stewardship of campus records across the lifecycle, acquisition and selection of regionally relevant historical items and collections, and meaningful access through digitization technologies, UBC Okanagan Special Collections and Archives (OSC&A) represents a notable growth area within the library.



3d i. Digital Access to Archives

In 2024 the initiative known as BC Regional Digitized History (BCRDH) has continued to form part of Okanagan Special Collections and Archives (OSC&A). As such, it continues to serve as the digitization and digital access module of the broader UBC Okanagan Archives program. BCRDH occupies a unique position in terms of offering a concept of and platform for “collections as a service” with respect paid to the sophisticated ownership profiles inherent to documentary heritage. Now entering its ninth year, the BCRDH model lends flexible structure and an emphasis on dynamism, community service, and student experiential learning to UBCO’s archival programs.

A comprehensive migration to a newer version of the Islandora platform is planned for early 2025, under the leadership of Arca, BC Electronic Library Network’s shared repository service. UBCO’s digital archives access portal is a tenant of this site. Owing to this, a major priority for 2024 has been technical preparations to support this upgrade, which included reviewing records for completeness; standardizing names, topical subject terms, geographical subject terms; and planning the creation of user-friendly URLs to be created for all records on the new platform. Rigorous checks and edits were performed to over 140,000 records, including approximately 450 for materials in the En’owkin Centre Archives that support learners in the Bachelor of Nsyilxcn Language Fluency (BNLF) degree program.

In 2024, under the co-stewardship of Development and Alumni Engagement, OSC&A completed work on a Central Okanagan Foundation grant, awarded at the maximum of \$15,000 and through this made nearly 3,000 issues of the *Kelowna Capital News* (1930-1986) and nearly 300 digitized archival photographs from the publication available on the BCRDH portal. The BCRDH project is increasing its reach and recognition in the local community and successfully communicating its value to aligned organizations.

inscribed or signed by the author to Thesen or contain other relevant inscriptions and notations.

4-H BC fonds (OSC ARC 49)

3.5m textual records and other materials, 1920s-2000s. 2700+ photographs (printed and digital), scrapbooks, programs, clippings, film reels, and historical files relating to the development, growth, and activities of 4H in British Columbia.

Ann Kujundzic fonds (OSC ARC 50)

60cm textual records. 1930s-2000s predominant. Includes correspondence, including several hundred letters to/from Zeljko Kujundzic, Patrick Lane, George Ryga, and many others associated with, e.g., Kootenay School of the Arts, and other arts organizations.

Shaw Cable fonds (OSC ARC 51)

Seven boxes of videotapes, of which 350 have been enumerated and described, ca. 1980s-2009. Community access cablevision broadcast logs, B-roll, and other video capture on videocassettes comprising numerous formats. Originating in Shaw programming at Penticton, Kelowna, Vernon. The donation includes decks to play the various formats, a monitor, cables, and adapters.

3e. Records Management

Interest in Records Management support is sustained and growing on campus. This year, accomplishments are focused on institutional risk reduction, with a doubling of records disposal over last year. Inventory of physical boxes in storage is normalizing, while inventory of digital bags in storage is beginning to incrementally increase. In 2024, 218 boxes of records were destroyed in two campaigns, and the total number of campus units serviced by the program is up by two, for a total of 28 units. An additional nine boxes of records, representing four campus units, were accessioned to archives this year. This was supported by the Library's development and approval of a UBCO Archives policy in 2024. As the records storage program enters its eighth year, the intended outcome of archive-building for the campus is being consistently realized and routinized, which is increasingly important as UBCO considers and celebrates its 20th anniversary in 2025.

2024 marked the completion of a biennial records management perceptions survey, implemented in partnership with Records Management Office at UBC Vancouver. Receiving an overwhelmingly positive response, the survey revealed that the main area of new demand is for greater visibility of this service, which is already associated with high levels of satisfaction.

In a trend toward strengthening cross-campus relations, co-work in service of BoG Policy GA4 (Records Management) has intensified in 2024. To meet needs, a pilot project with the Records Management Office (RMO) at UBCV has brought unit-level digital readiness to the midpoint of implementation as of year-end. A graduate student has been funded by the unit (Career and Professional Education, Office of the UBCO Provost) with workspace provided in Vancouver by RMO, and project oversight managed by UBCO Special Collections and Archives. Conventional outcomes include a file plan, unit-level policy, security and access schema, and file naming standard. This resourcing model reflects the priorities of serviced units to improve their records

governance and is additionally reflected in a reported willingness among other units to follow a similar pathway, as expressed in the perceptions survey.

4. Spaces and Collections

The Library's resources and facilities are very much at the core of its mission, and we make every effort to be both proactive and responsive in their provision. In addition to the campus Library building, ORL@UBC, the Inclusive Technology Lab, and the downtown Innovation Library, The Commons and makerspaceUBCO, provide students with welcome locations to work, study, and connect.

Spaces

4a. Constellation

Constellation reimagines and connects a suite of existing media and technology learning spaces at UBC Okanagan under a common framework. Although each of these spaces is unique, they share the vision of empowering learning, supporting campus-wide access, encouraging innovation and enabling creation; much like looking at a constellation rather than a single star, a broader and more enriched view of the potential for media and technology resources on campus, and their inherent interactions, appears when they are considered holistically. This centralized network offers new pathways for interaction, exploration, learning, and discovery, and offers new partnerships and collaborative opportunities for the UBC Okanagan Library.

Constellation includes the Visualization and Emerging Media Studio (VEMS, COM 107), makerspaceUBCO (EME 1256), the Sawchuk Family Theatre (COM 104), the Digital Design Lab & Sound Booth (COM 205), the Library Design & Editing Stations (Main Floor Library), Studio 123 (LIB 123) and the Loans Hub (COM 204).

A collaborative leadership approach involves the core group representing each operational unit in the Constellation; this includes UBC IT Okanagan and the Library, with adjacent support for curriculum design through the Centre for Teaching and Learning (CTL), and participation from the Provost's Office. An informal, dynamic user group made up of faculty and students with an interest in emerging media, innovative design, and experimental pedagogy will soon be formed to provide advice and feedback on, and ideas for, potential initiatives and help to inform decision-making.

4b. makerspace UBCO

Each year makerspace's unofficial motto "progress > perfection" gains traction within its community of users, and 2024 was no exception as folks learned to embrace the iterative process over a polished final product. makerspace blends classically artistic and innovative methods of making through hands-on workshops and typical space access.

In 2024, makerspace continued to observe its established model of low barrier, low-cost access for all UBCO persons, ensuring that the journey of creativity and experimentation remained

unobstructed by these hurdles or the fear of failure. The space remained as accessible as ever, and the diversified student team created an even more welcoming environment for new users.



In response to demand from previous years, the makerspace continued to be open 30 hours per week while adding eight hours biweekly for a variety of hands-on workshops and special events. The scope of these events covered a wide range of experiences, ranging from open-house tours to multi-hour intensive project-based workshops, and amounted to over 50 tours and over 30 special events. Just over 2000 students, staff, faculty and UBCO community members had firsthand involvement within the space in 2024. Notable series and events include:

- Textiles Workshops: there was a 441% increase in attendance for the ongoing textiles workshop, which fostered creative hands-on making and mental wellness.
- Leatherworking, Cosplay Design, 3D Printing 101 workshops: six instances attracted over 225 attendees
- UBCO STEM Day was a cross-campus experience for School District 23, featuring over 700 participants, over 100 volunteers, and 12 schools. makerspace UBCO organized the efforts from The Constellation group and four makerspace student staff planned and delivered unique programming geared towards young makers.
- Engineering Open House: four makerspace student staff hosted 275 prospective students and candidly shared their love of makerspace and their student experience.

Workshop Highlights

In recognition of the potentially intimidating barriers experienced by many underrepresented

groups in STEM spaces, such as women, 2SLGBTQIA+ members, disabled people, and other visible minorities, makerspace continued to look for ways to offer workshops that might attract underrepresented groups. Capitalizing on the success of the 2023 textiles workshops, makerspace expanded the existing series, increasing the instances by 300%. Continuing to use crochet as a tool to connect and create a sense of community, makerspace utilized the Sawchuk Family Theatre for the delivery to further narrow the gap between traditionally matriarchal creative craft and classically tech-based STEM activities while using the immersive screens for passive instruction. This method allowed for learners of varying types to participate more organically, as well as passively capturing the attention of passers-by, resulting in a 441% increase in attendance with 651 attendees.

Community

The physical community thrives with significant in-person use, bolstered by the robust online community that has been developed to foster innovation and connection between users. Membership of the online space expanded from 250 to 482 active members, who continue to share their experiences, skillsets, and support while fervently exchanging in situ documentation of their projects, both in progress and complete.

Consultations continue to be provided informally by staff, however a notable shift has occurred where 'regulars' have begun to demonstrate a perceived ownership of the space as well, offering their own expertise and guidance to their peers. This movement demonstrates a convincing buy-in where the users of the space become stakeholders rather than just surface-level participants.

Campus Partners

Cross-campus connections continued to flourish through several avenues, most notably:

- **Student Club Collaborations**

Collaborating with and supporting student-run clubs for events and access including but not limited to: Hackerspace, Aerospace, Motorsports, Textiles club, Games club, SCA & Anime club.

- **ALT-2040 grant recipients**

makerspace participated in multiple elements of the process, with a Constellation partner on the launch committee of the Protostar stream, as well as providing equipment and expertise for one of the successful recipients. This project centres around creating a more immersive, accessible, and sustainable learning experience within Dr. Ken Savage's course.

- **Īāi sic snpañwix^wtn development**

Continuing to work with campus stakeholders, makerspace has finalized the design of the new purpose-built space in Īāi sic snpañwix^wtn, featuring expanded floorspace and the ability to house and operate niche maker equipment. The community pods of research spaces will create more vigorous connections with other interdisciplinary spaces on campus, not dissimilar to how the Constellation spaces complement one another.

- **Constellation**

Connecting with the Constellation allows makerspace to serve the UBCO community in a unique manner, offering a white glove service for high level research and experimentation in innovative learning scenarios, featuring customized referrals when necessary. The connections here create unique opportunities to experience hands-on learning with high tech equipment, be provided with in-depth consultation and project support as well as a casual peer-led collaboration where appropriate within the prototyping process. This cross-space journey generates a fulfilling experience for the users, expands on the users' skills organically, and is wholly committed to the makerspace motto of “Progress over Perfection.”

makerspace User Feedback:

- “Literally the best place on campus to go. I can make anything imaginable, and all my friends are here. Why would I ever leave?”
- “This is the best place to experiment, everyone is so helpful, I learn so much along the way, and I can afford it.”



4c. Visualization and Emerging Media Studio

Located in the Commons (Room 107), the Visualization and Emerging Media Studio (VEMS) is a dynamic, multidisciplinary space designed to foster digital experimentation in immersive technologies and big data visualization. The studio features an impressive array of 40 3D screens arranged in a 180-degree curve, complemented by spatial audio for an immersive experience. Users have access to state-of-the-art hardware and software, enabling the exploration of dynamic 3D models, virtual and augmented reality, interactive demonstrations, and decision theatre experiences.

In 2024, the inaugural ALT-2040 Constellation Protostar Fellowship grant supported two groundbreaking projects within VEMS. One project focused on digitizing rare biological specimens to create interactive 3D lab experiences, while the other developed an immersive 360-degree educational tour of a remote UBC biopower facility.

Throughout the year, VEMS provided facilities and support for five academic courses and was prominently featured in research publications for Association for Computing Machinery (ACM) and Institute of Electrical and Electronics Engineer (IEEE) journals, as well as in presentations at ACM and Canadian Society for Digital Humanities (CSDH) conferences.

4d. Sawchuk Family Theatre

Situated in the Commons (Room 104), the Sawchuk Family Theatre (SFT) serves as a hub for engaging diverse community audiences through the creative presentation of digital media. The theatre is equipped with a stunning 16' x 9' video wall, ideal for digital exhibitions and large-scale displays.

In 2024, SFT hosted over 400 bookings, welcoming frequent users such as Visual Arts, English and Cultural Studies courses, Heat Athletics, Black Student Space, Prospective Campus Tours, and various student club outreach events. The theatre also played a key role in hosting a digital poster presentation for the Canadian Anthropology Society/Société Canadienne D'Anthropologie (CASCA) conference and supported three academic courses and showcases throughout the year.

In March 2024, UBCO Library offered a public live-stream of the UBC Reads event featuring Jody Wilson-Raybould and her new book, *True Reconciliation: How to be a Force for Change* in the Sawchuk Family Theatre. The event was facilitated by Kristin Kozar, Executive Director of the Indian Residential School History and Dialogue Centre, and moderated by the Honourable Steven Point, Chancellor of UBC and former Lieutenant Governor of British Columbia. The event was planned and/or sponsored by members from the Centre for Migration Studies, Edith Lando Virtual Learning Centre, Faculty of Arts, Faculty of Education, Indian Residential School History and Dialogue Centre, Office of Wellbeing Strategy, Pacific Institute for Climate Solutions, Peter A. Allard School of Law, Peter Wall Institute for Advanced Studies, UBC Community Engagement, UBC Okanagan Library, Irving K. Barber Learning Centre and UBC Sustainability Hub.

4e Black Student Space

The [Black Student Space](#) opened this year as a dedicated space for Black-identifying students to connect, build community, and find support. Located in the Commons building, which is overseen by UBC Okanagan Library, this space is operated by the [Black Student Success Program](#) and was developed by them in response to recommendation 3.4 of the Strategic Equity and Anti-Racism Framework, which calls to establish dedicated spaces for Black students.

4. Collections

4f. Collections Acquisitions Budget

The Okanagan Library collections budget has continued to see a flat base budget entering FY25, at \$1,400,000 CAD, while the inflation rates have continued to rise at a pace that has caused most of our vendors and suppliers to request significant renewal rates above and beyond past years. If the budget had risen alongside average inflation in Canada, the collections budget would now be closer to \$1,720,000 CAD (see Table 2). The difference of over \$300,000 CAD significantly impacts the flexibility of acquisitions at the UBC Okanagan Library. To stay within budget, we must continuously balance requests for new resources with the need to reassess renewals for possible cancellations. As high-priced resources with lower usage require cancellation and where one-time sourcing can be used instead (i.e., through inter-library loan or seeking of one-time permissions of course requests), our users will see long-term impacts on the collection.

In FY25 the UBC Okanagan Library saw minor additional funding from the President's Academic Excellence Initiative funding, which was awarded to the UBC Library on both campuses from 2022-2025. Unfortunately, the year 3 funding of \$100,000 CAD was curtailed and kept at the same \$30,000 CAD received in year 1. Without these additional funds, planned expenditures were reduced and resources were shelved for consideration at a future date. The same resources acquired in year 1 were renewed, with one of the resources requiring full funding pulled from the general collections budget due to inflation. We were able to support subscription access to:

- American Institute of Aeronautics and Astronautics (AIAA) selection of 4 journals and 4 archives
- Society of Automotive Engineers (SAE) current standards collection (moved to base library funding)
- Ethnic Diversity Source database

Overall, the impacts from the collections budget directly affect faculty, staff, students, alumni, and community users, and the UBC Okanagan Library will be required to continue reductions as prices for resources continue to increase. This will undoubtedly have long-lasting impacts on the campus, the university overall, and how we meet the research and instructional needs of the community.

Table 2. Inflationary Impact on a Flat Collections Budget

Fiscal Year	Budget Received	Inflation Rate *Statista	Budget w/ Inflation Rate
16/17	\$ 1,290,000	1.43%	
17/18	\$ 1,350,000	1.60%	\$ 1,308,447.00
18/19	\$ 1,400,000	2.27%	\$ 1,371,600.00
19/20	\$ 1,400,000	1.95%	\$ 1,431,780.00
20/21	\$ 1,400,000	0.72%	\$ 1,459,699.71
21/22	\$ 1,400,000	3.40%	\$ 1,470,209.55

22/23	\$ 1,400,000	6.80%	\$ 1,520,196.67
23/24	\$ 1,400,000	3.88%	\$ 1,623,570.05
24/25	\$ 1,400,000	~2.44%	\$1,686,564.56
25/26	~\$1,340,000	~1.87%	\$1,727,716.74

Note: The inflation rate from the previous calendar year was used as a basis for calculating the following FY estimate (i.e., 2016's inflation rate of 1.43% was used to calculate the budget needed to cover inflation in FY17/18). FY24/25 and FY25/26 are still projected per Statista.

*IMF. (November 19, 2024). Canada: Inflation rate from 1987 to 2029 (compared to the previous year) [Graph]. In Statista. Retrieved January 26, 2025, from <https://www.statista.com/statistics/271247/inflation-rate-in-canada/>

4g. Open Access Transformative Agreements

UBC Library has prioritized open and transparent research for several years, and where possible has continued to move subscription-based acquisitions over to supporting open publishing models. These models ensure that author-processing charges (APCs) are levied entirely or in part from the Library's payments, removing barriers to publish open access and ensuring that researchers and students are meeting the growing emphasis placed on open research by the Tri-Council funding agencies. This frees up grant funds and ensures that our researchers and students are not paying out of pocket to disseminate their research worldwide. In 2024, the Library successfully added the following agreements to our list of open access and publishing fee discounts:

- Elsevier – 100% APC coverage for UBC authors in hybrid journals
- Oxford UP – 100% APC coverage for UBC authors in hybrid journals

[Find a complete list here.](#)

4h. R.S. Sargent Indigenous Collection from Richard Ingram

Throughout 2024 we have been able to acquire an additional 72 items focused on Indigenous peoples and topics for the collection with the funds generously donated to the UBC Okanagan Library by Richard Ingram. The materials acquired directly support the three Indigenous Language Fluency Degree programs, as well as expand our offering of contemporary Indigenous fiction and non-fiction.

Appendix

2024 UBCO Librarian Scholarly Outputs

Journal Publications

- Adams, N. T., Tong, B., Buren, R., Ponzano, M., **Jun, J.**, & Martin Ginis, K. A. (2024). A scoping review of acute sedentary behaviour studies of people with spinal cord injury. *International Journal of Environmental Research and Public Health*, 21(10), Article 1380. <https://doi.org/10.3390/ijerph21101380>
- Alcoba, A., **Hohmann, P.**, & Suderman, J. (2024). Datafying archives for privacy protection. *SCEaR Newsletter*, Special Issue, 34-38. <https://interparestrustai.org/assets/public/dissemination/SCEaRNewsletterSpecialIssue2024ArtificialIntelligence.pdf>
- Babando, J., Levesque, J., Quesnel, D. A., Laing, S., Loranger, N., **Lomness, A.**, & McCristall, P. (2024). Substance use service utilization and barriers to access among homeless veterans: A scoping review. *Armed Forces & Society*. Advance online publication. <https://doi.org/10.1177/0095327X241297650>
- Burton, L., Milad, F., **Janke, R.**, & Rush, K. L. (2024). The landscape of health technology for equity deserving groups in rural communities: A systematic review. *Community Health Equity Research and Policy*. Advance online publication. <https://doi.org/10.1177/2752535X241252208>
- Green, F. L. L., Dahlman, M. L., **Lomness, A.**, & Binfet, J.-T. (2024). For the love of acronyms: An analysis of terminology and acronyms used in AAI research 2013–2023. *Human-Animal Interactions*, 12(1), <https://doi.org/10.1079/hai.2024.0024>
- Hayes, B. D., Young, H. G., Atrchian, S., **Vis-Dunbar, M.**, Stork, M. J., Pandher, S., Samper, S., McCorquodale, S., Loader, A., & Voss, C. (2024). Primary care provider–led cancer survivorship care in the first 5 years following initial cancer treatment: A scoping review of the barriers and solutions to implementation. *Journal of Cancer Survivorship*, 18(2), 352–365. <https://doi.org/10.1007/s11764-022-01268-y>
- Matin, M., Brockway, M., Badejo, A., Kouroupis, A., **Janke, R.**, & Keys, E. (2024). Effect of biotic supplementation on infant sleep and setline behaviours: A systematic review and meta-analysis. *Beneficial Microbes*, 15(6), 609-641. <https://doi.org/10.1163/18762891-bja00034>
- Ponzano, M., Buren, R., Adams, N. T., **Jun, J.**, Jetha, A., Mack, D. E., & Martin Ginis, K. A. (2024). Effect of exercise on mental health and health-related quality of life in adults with spinal cord injury: A systematic review and meta-analysis. *Archives of Physical Medicine and Rehabilitation*, 105(12), 2350-2361. <https://doi.org/10.1016/j.apmr.2024.02.737>

Wilson, R. E., Burton, L., Marini, N., Loewen, P., **Janke, R.**, Aujla, N., Davis, D., & Rush, K. L. (2024). Assessing the impact of atrial fibrillation self-care interventions: A systematic review. *American Heart Journal Plus: Cardiology Research and Practice*, 43, Article 100404. <https://doi.org/10.1016/j.ahjo.2024.100404>

Book Chapters

Becker, X., & **Langille, D.** (2024). Ephemeral: Queer felt experiences in archives. In S. Smith-Cruz & S. Howard (Eds), *Grabbing tea: Queer conversations on archives and practice* (pp. 49-62). Litwin Press.

Lomness, A., Lacey, S., & Langille, D. (2024). Remote interviews, processes, and documentation: How COVID changed hiring at one academic library. In K. M. Houk, J. Nielsen, & J. Wong-Welch (Eds.), *Toward inclusive academic librarian hiring practices* (pp. 161-179). Association of College & Research Libraries.

Conference and Invited Presentations

Alisauskas, A., Delaurier-Lyle, K., Ellis, U., **Greene, T.**, Kim, S., & Kuskowski, A. (2024, November 14-15). *Basic Indigenous reference training workshop* [Conference presentation/workshop]. Keeping it ReAL/BCALS Knowledge and Ideas Exchange Conference 2024, Online.

Brown, H., Taylor, S., & **Vis-Dunbar, M.** (2024, October 27-31). *Reimagining IAMSLIC conferences* [Conference presentation]. 50th Annual conference of the International Association of Aquatic and Marine Science Libraries and Information Centers, Online.

Dahlman, M. L., Green, F. L. L., **Lomness, A.**, & Binfet, J.-T. (2024, October 20). *Consolidating conversations: Recommendations for streamlining AAI vocabulary in practice* [Poster presentation]. Society for Companion Animal Studies Virtual Conference, Online.

Feronne, A., Frank, E., Chee, M., Marson, A., Tellis, C., & **Lacey, S.** (2024, July 15-17). A facilitated conversation on multi-racial identity in libraries. Inclusion, Diversity, Equity, and Accessibility in Libraries Conference, Toronto, ON, Canada.

Gill, S., Grieve, N., Heerden, L. V., Shwed, A., **Jun, J.**, & Voss, C. (2024). A scoping review on physical activity interventions in children with type 1 diabetes. *Canadian Journal of Diabetes*, 48(7), S10–S11. <https://doi.org/10.1016/j.jcid.2024.09.034>

Goos, M., Walsh, L., Hole, R., & **Lomness, A.** (2024, February 7-8). *Lived experiences of parents with intellectual and developmental disabilities: Stories and promising practices* [Conference presentation]. 3rd Annual Canadian Health and Wellbeing in Developmental Disabilities Digital Conference, Online.

Grugrić, E., & **Langille, D.** (2024, June 19-21). *Developing an open access training series in support of digital scholarship skills* [Poster presentation]. Canadian Society for Digital

- Humanities 2024 Conference, Montreal, QC, Canada. https://csdh-schn.org/wp-content/uploads/2024/07/CSDH-SCHN_2024_Official_Schedule_Montreal.pdf
- Hohmann, P.**, Hardbattle, M., & Sharron, D. (2024, June 10-13). *Adventures in (psycho)active acquisition: Three cases* [Conference presentation]. Association of Canadian Archivists Virtual Conference, Online. <https://archivists.ca/resources/Documents/At%20a%20glance%202024%20v2%20-%20Revised-InProgress.pdf>
- Hilburger, C., Telford, K., Bergsten, V., & **Isbister, C.** (2024, June 12-14). *Eclipsing expectations: Insights from early-career librarians post-library school* [Conference presentation]. State University of New York Librarians Association Conference, Buffalo, NY. https://sunyla.org/sunyla_docs/conferences/programs/2024sunyla.pdf
- Jun, J.** (2024, June 24-26). *A scan of institutional knowledge synthesis services* [Lightening talk presentation]. Library Evidence Synthesis Services Symposium, Online.
- Jun, J., Isbister, C., & Langille, D.** (2024, June 6-7). *Inspiring collective action through interdisciplinary and cross-departmental collaboration* [Conference presentation]. CAPAL24, Online. <https://static1.squarespace.com/static/56a1459ac21b8616b74aef74/t/662acb26a9d2fa67852eaa90/1714080550379/CAPAL24+Program.pdf>
- Komanchuk, J., Romero-Acosta, K., Law, J. D., Collin-Vézina, D., **Jun, J.**, & Keys, E. (2025, March 14-16). *Sleep health of children and youth in foster and kinship care: A systematic review* [Poster presentation]. Canadian Sleep Society Conference, Montreal, QC, Canada.
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- Mitchell, M.** & Shearer, K. (2024, June 5-7). *Extreme RDM: Humanities data, affective labour, and resilient infrastructure for apocalyptic futures* [Conference presentation]. SpokenWeb Symposium, Calgary, AB, Canada. <https://spokenweb.ca/symposia/>

- Rochlin, N., & **Vis-Dunbar, M.** (2024, May 28-31). *Building an integrated data training and support model for graduate students* [Poster presentation]. International Association for Social Science Information Service & Technology, Halifax, N.S., Canada.
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- Sobol, B.**, Dickson, R., & Joseph, P. (2024, October 21-23). *Technology management as a library service: Insights from the Technology, Discovery and User Experience unit at UBC Library* [Conference presentation]. Access 2024 Conference, Montreal, QC, Canada.
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- Stainton, T., Hole, R., Mudde, L., Gray, T., Côté-Dear, M., & **Lomness, A.** (2024, May 30). *Individualized funding and supports* [Conference session]. Inclusion BC Annual Conference: Everybody Belongs!, Nanaimo, B.C., Canada.

Other Outputs

- Beardmore, E., **Langille, D.**, & **Isbister, C.** (Guests and Moderator). (2024, October 2). Stories of partnership: Kelowna Museums and UBC Okanagan Library [Audio podcast episode]. In *UBC Community Engagement*. UBC Community Engagement.
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- Stainton, T., Hole, R., Mudde, L., Gray, T., Côté-Dear, M., & **Lomness, A.** (2024). *Individualized funding and supports: A scoping review* [Commissioned government report]. Canadian Institute for Inclusion and Citizenship.
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