



Library & Museums

U of A Library
& Museums
**IMPACT
REPORT**

2025-2026



**UNIVERSITY
OF ALBERTA**

*This Impact Report is published by
University of Alberta Library and Museums.*

LIBRARY AND MUSEUMS LEADERSHIP

Dale Askey
Vice-Provost (Library and Museums)
and Chief Librarian

Trish Chatterley
Associate University Librarian

Geoff Harder
Associate University Librarian

Weiwei Shi
Associate University Librarian

Rehana Bennett
Portfolio General Manager

Justine Zahara
Managing Director,
Advancement

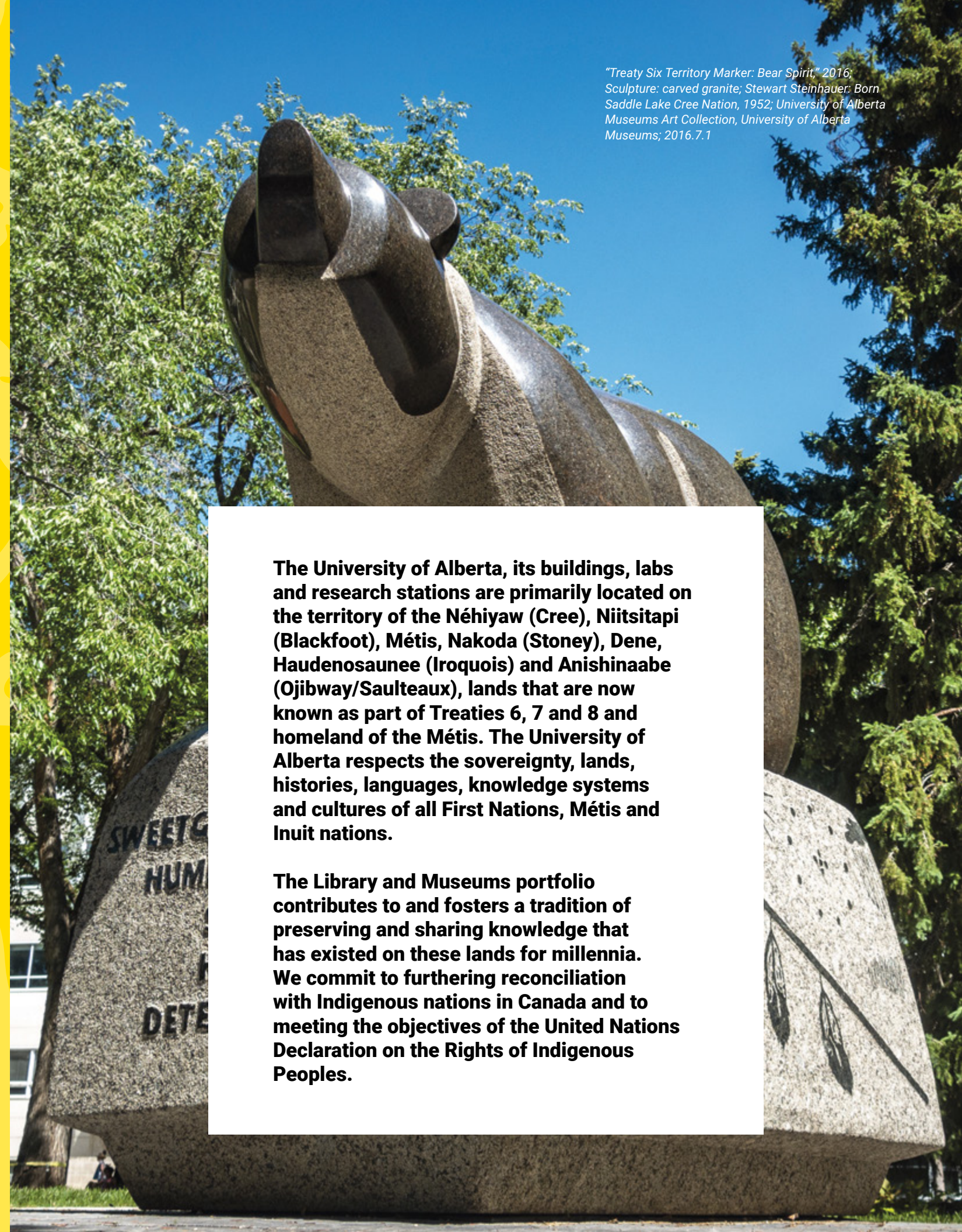
Darcy Cullen
Director and Publisher,
University of Alberta Press

Christine Conciatori
Director, University of Alberta
Museums

*"Treaty Six Territory Marker: Bear Spirit," 2016;
Sculpture: carved granite; Stewart Steinhauer: Born
Saddle Lake Cree Nation, 1952; University of Alberta
Museums Art Collection, University of Alberta
Museums; 2016.7.1*

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

The Library and Museums portfolio contributes to and fosters a tradition of preserving and sharing knowledge that has existed on these lands for millennia. We commit to furthering reconciliation with Indigenous nations in Canada and to meeting the objectives of the United Nations Declaration on the Rights of Indigenous Peoples.



Chief Librarian's Message

This report highlighting the excellent work happening in the Library and Museums portfolio will come out on the eve of my departure from the University of Alberta. To introduce the report, I would like to take this opportunity to reflect upon the journey we have been on in my nearly eight years at the institution.

When I arrived at the University of Alberta in 2018, it was already an institution with an excellent and nationally engaged library, world-class museum collections, and a venerable and esteemed press. One of the guiding principles for my engagement with organizations stems from one of my personal mantras: Leave things better than you found them. That is a high bar to set when coming to a place with the tradition of high accomplishment at the U of A. The role of vice-provost I have had the privilege to hold is marked by both opportunities and obligations and I am proud of how I have fulfilled the role. Yet, as I speak about the accomplishments below, I want to stress that they are the result of collaboration, input and hard work from many people in the portfolio and across the institution.

The work of the library is guided by our mission and our strategic priorities. In 2021, we created priorities that emphasized our commitment to teaching and learning, inclusion, research and decolonization and Indigenization. Despite the disruptions of recent years, we have accomplished many goals and some milestone achievements in these four areas. This report will speak to many of these, but there are some I would like to highlight as representative of these commitments.

- The new Geoffrey and Robyn Sperber Health Sciences Library is a true 21st-century library that offers students a rich environment in which to pursue their studies. It also includes the first space built on North Campus to support Indigenous ceremonies.
- We are nearing completion on the U of A's first large gallery designed to stage exhibitions, utilizing our 30 registered museum collections as well as objects from Bruce Peel Special Collections and the University Archives.
- We addressed long-standing concerns raised by many students and community members about a mural in Rutherford South. Through a thoughtfully and thoroughly conducted consultation process, we arrived at a compromise solution that covers the mural.
- The Library and Archives teams worked closely with the research project Supporting Indigenous Language Revitalization to develop a process and agreement enabling the institution to hold materials created during their work while respecting Indigenous data sovereignty.
- We have supported and driven the national migration from institutionally hosted data and institutional repositories to the nationally supported services Borealis and Scholaris. This not only increases their sustainability, but also enables the data and materials to have a greater impact through better exposure.
- We constantly seek ways to improve the student experience in our spaces, such as adding a family space in Rutherford North, as well as working with the

Dean of Students to begin bringing related student services into closer proximity.

- Several feats of creative engineering and logistics made it possible to relocate Alex Janvier's large painting Sky Talk from Rutherford South to the new First Peoples' House, an ideal location for the painting to receive the appreciation it merits.

Parallel to these singular accomplishments, the Library continues to provide collections among the best in Canada, our museums support 30 diverse collections in ways too numerous to count, and the Press continues to publish award-winning books that find committed readership.

Key to the success of this portfolio is continued support from the institution and our many generous donors. As I have outlined here and as this report illustrates in greater detail, this portfolio makes sustained, significant contributions to the academic mission of the University of Alberta. While much of what we do is unheralded – largely because it is highly efficient and also stable over time – it requires investment to maintain and to enable the portfolio to continue to support an evolving academy. Similarly, philanthropic support is clearly essential for providing world-class experiences. With donor support, we build better libraries, larger galleries and richer programs, create unique student experiences and contribute to our researchers' success.

As a final note, I would like to express my gratitude to each and every person in the portfolio for their commitment and energy. Beyond the portfolio, many colleagues across the institution have provided advice, ideas and empathy that have made my time here richer and made me a better leader. Thank you all for eight wonderful years.

Dale Askey

Vice-Provost (Library & Museums) and Chief Librarian

UNIVERSITY OF ALBERTA Library and Museums

The University of Alberta Library and Museums team helps the campus community succeed in its academic endeavours. UAL staff and facilities are welcoming and ready to assist students and researchers with their work.

Our many locations and collections are widely known and remain our core, yet we are also evolving to address new opportunities. These include open educational resources, new paradigms for scholarly communication and the shift toward open science and open data.

In all our work, we seek engagement and dialogue, and we look forward to working together to create an inclusive university for all.

2025-26 By the numbers

827,507,509

web pages preserved, to date

926,345

downloads for all student journals

1,760

research consultations

1,506,644

visits to U of A Library locations

1,574

attendees for U of A Museums non-exhibit events and programs

83,000

U of A research and teaching items moved to Scholaris, the new national shared repository infrastructure

868

systematic reviews that supported U of A graduate students, faculty, undergraduates, alumni, postdoctoral fellows, and staff

Mission, Vision + Priorities

Mission

To foster the creation of knowledge, to enable its dissemination, and to ensure its preservation.

Vision

We apply our expertise to help our community create, find, use, and analyze a wide array of information and data. We create a dynamic library that is essential for every researcher, teacher and learner at the University of Alberta.

Teaching and learning

Through excellent instruction and support, we respond and adapt to the changing needs of learners. Our information resources, along with our teaching and reference services, provide the scaffolding that learners need to build their academic and professional careers. We believe learners should have access to high-quality information when they need it and where they need it, and we strive to continually expand and improve this access.

Inclusion

We aim to create a welcoming, inspiring, accessible library where people know they belong and are able to fully and confidently learn, research, collaborate and work. As a strategic priority we build spaces, collections and services that value and support our diverse community.

Decolonization and Indigenization

We actively support the decolonial indigenization of the university library. Through collaboration across our campuses and in the community, we work to dismantle barriers to our collections, spaces, and services. We respect the land on which our library spaces sit and on which we work – Treaty Six and Métis territory. We acknowledge past exclusions and misrepresentations of Indigenous Peoples and knowledge systems, as well as the inherent and harmful gaps and oversights in library practices. We make ongoing efforts to move beyond these practices and toward those that further reconciliation, expand accessibility to our resources and increase equity to our collections and to learning for all.

Research

We bring curiosity, passion and expertise to research challenges. We seek to find opportunities to support and participate in all parts of the research lifecycle, from discovery to publication. We work to enable discovery and provide expertise and access to information and technology. We support research data management and open access publishing. We work with the community to help understand research impact.

We help lead and build partnerships that enable research to happen locally, nationally and internationally, and for knowledge to be optimally shared.

We build on a tradition of service and stewardship, as well as seek new ways to support research in a continually changing environment.

The architecture of discovery

From conception to citation, the U of A Library is empowering researchers and driving the research lifecycle

In the modern academic landscape, research is far more than just a final published paper. It is a data-driven, often cross-disciplinary and multi-stage journey — a research lifecycle — that requires strategic planning, sophisticated data management and a deep understanding of global reach.

Institutional libraries, and specifically, the University of Alberta Library, are the foundational bridge in this lifecycle of research — serving as a vital link between the initial spark of an idea to publication and, ultimately, to long-term digital preservation.

The U of A Library, and libraries in general, says Trish Chatterley, associate university librarian, have evolved far beyond their traditional role as a repository of books. At the university, the library serves as a critical partner for researchers, providing the infrastructure and expertise needed to navigate each stage of their journey.

Translating this vision requires skilled librarians like Chatterley to ensure that every technical and collaborative resource is aligned with a researcher's needs. Her specific portfolio encompasses collection and cataloguing strategies, copyright and faculty engagement, as well as teaching and learning initiatives. While she doesn't interact directly with faculty on a daily basis, the teams she oversees do. Additionally, Chatterley is the administrative liaison to the library's scholarly communications team, which communicates regularly with the campus research partner network to discuss how the library can support researchers more generally.

As a demonstration of the library's role as an active and integrated participant in the scholarly workflow, Chatterley details the comprehensive ecosystem of support designed to streamline each stage of the research process, noting that everyone from a first-year

graduate student to a world-renowned faculty member can access the library's wealth of services.

The conceptualization phase

Before data is even collected, the librarians act as key experts and collaborators, she explains, assisting faculty in providing discipline-specific consultation on research, citations, library resources and more, ensuring that new projects are built on a solid foundation.

"The library supports academic research in a number of ways and via a number of different people; it just depends on the nature of the question that gets brought forward," she says. "Within our faculty engagement group of subject librarians, they meet regularly with academics about specific research questions to help them navigate the literature. We also have significant collections of journals, monographs, and overall, many different formats that can inform the research."

Librarians often serve as co-authors on systematic reviews, helping to design comprehensive search

"Planning should never be an afterthought!"

Trish Chatterley
Associate University Librarian

strategies. Chatterley adds that the library's research data management (RDM) group helps researchers create plans for collection and preservation from the outset. "Planning should never be an afterthought!" she says.

As research moves toward dissemination, the library provides essential tools to increase impact and reduce financial barriers, including the following services:

- Open Access (OA) agreements: The library helps researchers to identify journals where article processing charges (APCs) are covered for them via library licence agreements, ensuring their work is free to the public without straining their budgets.
- Copyright and contracts: Librarians and/or Copyright Office staff assist authors in navigating publisher contracts and retaining copyright.
- Direct publishing: Through the Open Journal Systems, the library even hosts and supports the publication of independent open-access journals.
- Institutional repository: The library facilitates mediated OA publishing via the U of A's institutional repository known as ERA: Education and Research Archive. Researchers can deposit articles (where permitted under contractual rights), books, conference presentations and a number of other research output formats.

Visibility is currency

The library supports researchers in managing their digital identities by helping with the creation and standardization of ORCID numbers to ensure all work is correctly attributed. They also analyze author indicators (such as the h-index), which measures a researcher's academic productivity and citation impact of their publications for annual reports and grant applications. This includes curating institutional impact reports to highlight cross-disciplinary collaborations.

In a competitive academic environment, visibility is currency. One of the most significant challenges in modern research, says Chatterley, is ensuring that data is not only stored but is actually findable and reusable.

"There are lots of repositories, disciplinary and institutional, but being able to find the data you're looking for can be a challenge," she says. Chatterley explains that one of the recent developments, which she sees as an advantage, is that the U of A has moved its local Dataverse onto a national infrastructure. This

nationalization of the institutional data repository creates a unified environment, bringing greater visibility to institutional research outputs.

By using standardized metadata, which describes, identifies and organizes physical or digital resources, the library helps researchers make their data a citable, reusable asset that can inform future discoveries.

Building a culture of data literacy

While faculty members often seek high-level consultations, the U of A Library is equally focused on the next generation of scholars. Through the Digital Scholarship Centre and various workshops, graduate students gain essential skills in database navigation and advanced search techniques; digital scholarship and coding skills; and proper versioning and data preservation.

Ultimately, explains Chatterley, the U of A Library's impact is maximized when support is integrated from the start. By advocating for comprehensive planning at the conception stage, the library is able to help researchers avoid many of the technical hurdles that may impact their success, ensuring their work is primed for citation and global influence from Day 1.



Denise LaFitte, associate university librarian; SILR research lead Davina Rousell; and Florence Glanfield, vice-provost Indigenous Programs and Research, participate in a ceremony where copies of the signed data sovereignty declaration and caretaking directives were placed in two birch bark satchels and the caretaking responsibilities were officially passed to the principal investigator and the university librarian.



Honouring Indigenous data sovereignty in ceremony and practice: A collaborative pathway at the University of Alberta

Over the past few years, a number of Canadian post-secondary institutions have begun initiating Indigenous data sovereignty initiatives. However, very few have moved beyond the development of a webpage that points to existing principles and guidelines, such as the First Nations principles of ownership, control, access, and possession (OCAP), the CARE Principles for Indigenous Data Governance or the Tri-Agency Research Data Management Policy, which includes a component on Indigenous data sovereignty. This situation causes academics and Indigenous Peoples, communities and nations to wonder: (a) what Indigenous data sovereignty looks like in practice and (b) how we can go beyond self-education to move towards implementation and service,

with Indigenous data sovereignty as a core principle embedded in our work.

In 2022, the University of Alberta's Supporting Indigenous Language Revitalization (SILR) research team partnered with the University of Alberta Library's research data management and digital repositories teams to collaboratively map a path for the university to begin taking steps to honour Indigenous data sovereignty. This opportunity arose from a study that SILR's research team was conducting to understand the ways in which knowing and speaking one's ancestral language fosters well-being (body, mind, emotions and spirit). The participants' visitings were video-recorded and then braided together to create a "findings video." An agreement entitled the

Data Sovereignty and Care Taking Directive, unique in Canada, was drafted and reviewed by an Indigenous law firm to ensure that it centred Indigenous paradigms. An individual agreement is signed between each research participant, the principal investigator and the University of Alberta Library. With the gathering of the signatures, the agreements rise above and move beyond Canada's colonial law (that is, Copyright Act) and begin guiding Indigenous data sovereignty at the university by asserting the research participants' rights and how they want their visitings cared for in the present, in the future and in perpetuity.

With the agreements signed, SILR and the University of Alberta Library's repository team began indigenizing their local Aviary service, an audiovisual digital-curation platform, to establish practices and procedures that honoured the Indigenous Elder-driven permission structure elements of each research participant's Data Sovereignty and Care Taking Directive. They also aimed to ensure that the participants and their future data caretakers retain full control over the digital recordings of their visits, both now and in the future, indefinitely. An addendum to the agreement enables access permissions for technical staff and, importantly, includes a provision for two-way notification of changes to the signatories of the agreements, ensuring the library can and will continually honour the directives.

"Digital archiving Elders' knowledge and wisdom is key to preserving data sovereignty for generations to come."

Elder Dr. Elmer Ghostkeeper

On Sept. 23, 2024, a ceremony was held where copies of the signed Data Sovereignty Declaration and Care Taking Directives were placed in two birch bark satchels and the caretaking responsibilities were officially passed to the principal investigator and the university

librarian as the University of Alberta's data curators. This ceremony represents a unique and historical moment because it moved the university towards a way in which Indigenous data sovereignty can be practised. It also opened up pathways for not only academics but also, and more importantly, Indigenous communities and nations to safely archive the digital recordings of their Elders without compromising their inherent rights and sovereignty. As Elders pass away and take their knowledge with them, it cannot be overstated how critical it is for postsecondary institutions to collaboratively step in and practice good relations by providing digital archiving services without the costly design and maintenance fees that too often make such paramount services unaffordable for Indigenous communities and nations.

In the words of Elder Dr. Elmer Ghostkeeper, "Digital archiving Elders' knowledge and wisdom is key to preserving data sovereignty for generations to come." The path established at the University of Alberta is already making a significant impact beyond its original academic purpose, with Frog Lake First Nation now actively archiving their digital recordings in Aviary using a community-specific version of the Data Sovereignty and Care Taking Directive agreement. As recognized by the University of Alberta, "This work represents a landmark achievement, demonstrating how post-secondary institutions can move beyond theoretical discussions of Indigenous data sovereignty and implement concrete practices."

*This article first appeared in ARL Views
© Copyright Association of Research Libraries (ARL)*

SPOTLIGHT

Supporting the student experience

From creating welcome and inclusive spaces supporting mental health and well-being, to championing course materials affordability, the U of A Library is a space for much more than studying.

SPACES TO UNWIND AND RECHARGE

All U of A Library locations offer a variety of environments and services designed to help students relax, focus and connect.

- **Quiet Study:** All library locations have quiet and silent study areas for students needing to avoid distractions and focus.
- **Rutherford Library Family Corner:** A family-friendly area for students with children.
- **Digital Scholarship Centre:** A space for learning, experiencing gaming and VR, as well as creating in the Makerspace.
- **Sperber Library – Indigenous Learning Space:** A welcoming meeting place for all to learn through Indigenous ways of knowing.
- **Bruce Peel Special Collections Library Workshops:** In addition to supporting research and learning, students can explore centuries of human thought and creativity – giving student minds (and screens) a break.
- **Augustana Nordic Sports Library:** For a wintertime movement break, students can borrow snowshoes or cross-country skis at the Augustana Library.
- **The Cameron Library Listening Space:** A unique, therapeutic space that uses natural and AI-driven soundscapes to promote mindful calm and well-being.

THE ZERO TEXTBOOK COST INITIATIVE

In the U of A Student Experience Action Plan, student affordability was flagged as a key concern. The Zero Textbook Cost (ZTC) program ensures that students do not incur any costs for accessing course materials and is a great way to increase the accessibility of learning materials for all students.

Since the project's inception, library staff have been supporting instructors in locating no-cost alternative course materials. ZTC courses are made possible through a combination of open educational resources (OER), open access publications, publicly available materials, works in the public domain and licensed library materials. The initiative's success is evident in the data: 32 per cent of Winter 2025 courses were ZTC, and ZTC courses have saved students more than \$30 million since the 2021 launch.



STUDENT LIBRARY ADVISORY COMMITTEE

For the past 10 years, the U of A Library has maintained the Student Library Advisory Committee (SLAC) to better engage with students and improve the student library experience. Student members provide feedback on library services and can raise issues or share suggestions with the library. They also serve as library ambassadors to their respective campus communities.

Recently, SLAC has helped the library with many projects, such as:

- new library services platform (LSP)
- affordable course materials and Zero Textbook Cost (ZTC) Initiative
- signage and study zones
- research skills micro-courses
- library outreach and giveaways



2025/26 SLAC committee

BY THE NUMBERS



274

course-based instruction sessions were taught by librarians, reaching 11,126 participants across 17 faculties.



151

workshops were offered on a range of topics, such as *Embedding an Equity Lens to Generative AI's Impact on Libraries, Law Foundations, Getting Started with Generative AI* and *Archives Saint-Jean Aujourd'hui*.



3,700

students registered for a library research skills module in Canvas. Popular modules include: *Exploring Pros and Cons of Generative AI, Citing Your Sources and Finding Specific Articles and Books*.

Empowering learners in an evolving world

Library teaching and learning team uses bespoke workshops and inclusive design to support student research success and AI literacy.

Imagine you're a student just starting out at the University of Alberta. You've chosen your courses, mapped your route from class to class, perhaps even signed up for a club or two. You're well on your way to a successful university experience ... but something is missing. That something? It's the hidden worlds just waiting to be discovered at the U of A Libraries, says Kim Frail.

Frail has worked in the U of A library system for more than 20 years, and has been head of library teaching and learning since 2023. She's seen big changes in that short time, but what remains the same are the passion and depth of knowledge library staff bring to their work.

In class and beyond

Faculty engagement librarians and other library staff who teach often visit virtual and physical classrooms. Upon invitation from the department or individual instructor, these specialists — nowadays working within the college model at the university, grouped in three colleges plus several standalone faculties — offer bespoke seminars. Topics could be anything from an introduction to services and how to find them, to detailed information about the resources available for a particular project. All of it, as Frail says, is designed to “break down library anxiety,” helping students feel welcome and included.

The approach to library instruction has expanded and changed in recent years, Frail explains, in response to the demand for greater flexibility in delivery, and the rapid rise of AI.

“We also do a lot of teaching outside of courses,” says Frail, one example being the new How to Research workshop series, which is supplemented by a guide

outlining the road map to research and all of the steps along the way. Other specialized workshop series are offered by multiple other teams across the libraries — including the Digital Scholarship Centre, Bruce Peel Special Collections and Research Data Management. Library workshops cover the entire research lifecycle from initial idea, through organization and data analysis, all the way to publication and impact assessment.

“Being multimodal lends itself so well to inclusivity in all aspects.”

Kim Frail

Head of library teaching and learning

Focus on inclusion

In the years since the pandemic struck, the library has increased its offering of virtual workshops, including this series, and asynchronous modules to answer the growing demand for more-accessible instructional formats.

“Being multimodal lends itself so well to inclusivity in all aspects,” says Frail. “Being able to review information at your own pace, at a time in the day that works for you, is the expectation now.” The focus on inclusivity

doesn't stop with flexibility. The library teaching and learning team consults regularly with instructional designers in Online Learning and Continuing Education and colleagues in the Centre for Teaching and Learning to make sure modules adhere to best practices in accessibility, from design and layout of web pages and slides to the words used. “We are careful to pay attention to language levels, so that neurodivergent students or English-language learners, for example, aren't alienated by a wall of text that is too dense; we chunk information into sections and avoid jargon,” says Frail.

Prioritizing inclusivity also extends to a growing focus on decolonization. “This is woven throughout everything we do,” says Frail. For example, one of the How to Research workshops, led by members of the Indigenous Initiatives team, focuses on information literacy and Indigenous ways of knowing. “It's important that students understand that knowledge passed down through an Indigenous community through generations is as legitimate as peer-reviewed, published research.”

Harnessing AI expertise for responsible use

It's not just the way students are being taught that has changed. As Frail says, “AI has become one of the biggest areas we teach about.” Health sciences librarian Janice Kung was one of the first to start teaching about AI, she says, and in 2024 was even a visiting program officer for AI and library services with the Canadian Association of Research Libraries. In collaboration with colleagues Kara Blizzard and Denis Lacroix, Kung also helped to develop one of the first campus resources in the area of generative AI. The guide has since been adopted by libraries at other institutions and is in high demand at the U of A, having logged more than 30,000 views over the past academic year alone.

Along with the guide, there are also sessions on AI included in several library workshop series, as well as a standalone asynchronous module. Library staff provide information on some of the excellent tools available, but focus carefully as well on encouraging what Frail calls “critical AI literacy.” “We encourage students to ask questions and evaluate which tools are appropriate, which may not be allowed and why, how will you evaluate the accuracy of the information AI is giving you, and — especially important — what resources might you be missing?” On the evaluation point, library experts are helping by continually reviewing the AI tools available,

monitoring for hallucinations and other inaccuracies.

Apart from the hard skills, teaching ethical and judicious use of AI is at the heart of all instruction sessions, says Frail. Tools should never be used for what she calls “cognitive offloading,” the team stresses, but rather to support repetitive, time-consuming tasks, as a brainstorming aid or other creative tasks depending on the context. “We always stress to students, ‘Be really careful of missing the opportunity to acquire the disciplinary knowledge and skills that you're here to learn,’” she says.

The future state

Looking to the future, Frail anticipates the team building out its AI teaching in response to a recent student survey. The library will also be collaborating with the Faculty of Graduate Studies and Research, to develop an asynchronous course on foundations of research specifically for grad students.

With multimodality, accessibility and inclusivity continuing to be top of mind, Frail would also like to explore harnessing the power of social media and video to begin developing bite-size content. “Some of my colleagues presented a series of ‘research hacks’ videos during the pandemic and I would be interested in revisiting that approach.”

But her biggest aspiration for the future would be to partner with other experts across the library system and beyond to create and implement a credit-bearing first-year seminar that covers everything students could possibly need to know in information, digital literacy and more. “Imagine if you had members of the library, learning and writing services, academic integrity and other teams coming together to proactively equip students with the skills they will need to be successful throughout their entire academic career.”

Perhaps, if what she calls her “dream of dreams” comes true, she and her library teaching and learning colleagues will never again hear the common refrain that comes after so many of their workshops: “I wish I had known this when I first started university.”

SPOTLIGHT

Preservation in digital spaces

The U of A Library digitizes unique, distinctive and diverse collections, enabling access to materials that would otherwise be hidden, non-circulating or geographically restricted. UAL's goal is to provide open and responsible access for the widest possible audience in support of research, teaching and learning, and to consider digitization a core research service provided by the library.

800 MILLION AND GROWING

Recognizing a pressing need to capture key information online for the future, the library team has preserved a staggering 827,507,509 web pages since 2010, a number that continues to grow. While websites have become more sophisticated since the team began its archiving mission, so have the web crawlers, including Archive-It, the library's preferred web crawler service, which is continuously being updated.

ELEVATING EDMONTON'S QUEER HISTORY

The U of A Library continues to add to its openly accessible digital collections. In 2025, the digitization team supported the addition of new materials to the Edmonton Queer History Collection, including significant items that highlight the rich and diverse history of Edmonton's queer community. Featured items include the GALA newsletter, Webspinner, AIDS Network of Edmonton newsletter, and the Newsletter of the

Parents, Families, and Friends of Lesbians, Bisexuals, Gays, and Transgenders. Made possible through the library's ongoing partnership with the Edmonton Queer History Project and MacEwan University Archives, these resources offer valuable insights into the experiences, struggles and victories of the local queer community in the late 20th century.

DIGITIZING THE DAGLIGTALE

The Dagligtale, Augustana's student newspaper, was added to the library's online archive. With help from the alumni office, the Augustana Students' Association, and others across campus, the UAL team located more than 150 issues of the paper. The library's digitization team scanned all of the issues and uploaded them to the Internet Archive. The collection includes issues from 1978 to 2020, capturing student perspectives, photos and coverage of events on Augustana Campus (formerly Augustana University College, Camrose Lutheran University College and Camrose Lutheran College).

SUPPORTING THE U OF A'S DIGITAL CONTENT CREATORS

Aviary is the U of A Library's audiovisual digital curation platform that provides controlled access to streaming video and audio files, along with their associated transcripts and indexes.

Aviary currently hosts and preserves 10 podcasts by students, staff, faculty and alumni, including series such as *Happiness Reflected: Creative Expressions*, *SSH: the Podcast*, *Better Than the Cure*, *Accessing Home*, and *Ski Like a Girl*, as well as several upcoming series set to be released later this year.



Championing digital accessibility at the U of A Libraries

Passion for disability advocacy drives push for online clarity, consistency and alternative material formats.

Years ago, Natasha Nunn worked as technical team lead for the Living Archives on Eugenics in Western Canada, a massive project led by the University of Alberta's Dr. Robert Wilson, now professor emeritus of philosophy. This project collected and archived the stories of people with disabilities — or perceived disabilities — who had been involuntarily sterilized. It was Nunn's job to create the online portal where these tragic stories would live, and learning about the lives of those people changed her forever.

Today, Nunn is the digital user experience librarian with U of A Libraries, and that experience years ago is often in the back of her mind as she tirelessly works to improve the libraries' online accessibility.

Here, Nunn shares why she does the work she does, what web accessibility looks like at the libraries, and how she might like to see it improve in the future.

What inspires and motivates your work?

When I worked on the Living Archives project, I was working with people who lived with various disabilities. When you see their struggle, you realize how much of our world is inaccessible. It opened my eyes to a whole world of disability activism, and I've since brought that passion into my work in the library.

I enjoy the focus on making technology more accessible. It's an area that allows us to have more control; redesigning a website is much easier than, say, ripping out a whole building.

"All of the work is guided by a spirit of collaboration and consultation with disability knowledge holders and disability groups across campus."

Natasha Nunn
Digital User Experience Librarian

What guides your work in terms of established standards or principles?

We follow the international W3C Web Accessibility Initiative's guidelines, aiming to have our website meet or exceed the AA standard (triple-A being the highest). We've also just recently had our own guiding principles approved by university leaders and by the university's Council for Disability Cultures and Access. This list of five principles — which includes "equitable and barrier-free access for all" — is intended to provide a clear foundation

for any decisions related to accessibility both in the libraries' physical spaces and online.

All of the work is guided by a spirit of collaboration and consultation with disability knowledge holders and disability groups across campus.

Who do you collaborate with on campus?

Participatory research is so important in this area. I believe that accessibility is contextual, and requires you to talk to people with that lived experience. Web content guidelines can help guide the bigger things, but this is about listening to people within the context you work within.

We work with Dr. Danielle Peers and the Council for Disability Cultures and Access, trying to build connections with people who have disabilities and who would be willing to test our systems. We also are working to connect with people who are involved in disability research on campus.

What are some ways the library has improved online accessibility?

A recent survey shows the largest faction of disability in our student community is neurodivergence. To address the needs of those students, we try to remove clutter on the screen wherever possible. We want their cognitive load to be the work they're doing in the classroom, not "How do I find this on the library site?"

Last summer, we launched a new application, simplifying the search interface. Following the WCAG guidelines, we tried to aim for greater consistency and clarity, also removing impenetrable library jargon as much as possible. This summer the search engine will get another upgrade, further improving on the work already begun.

Here are a few more specific examples:

- For those with vision loss or learning challenges such as dyslexia, the ability to use a screen reader on our site is crucial. There are ways to design for that, which we make sure to follow. Also helpful to people with visual impairments is the ability to read our site in a magnified state, so we make sure that's possible. If someone has vision issues or migraines, there is also the option to put the site into dark mode and read pale grey text on a black background, which causes much

less eye strain than reading black on white.

- It's also critical to provide as many alternative formats for library materials as possible. There is now a digitization option on all print materials, so the library can easily provide digitized chapters at just the click of a button. We also just launched SensusAccess, a document conversion program that can produce audio, ePub, Braille and other versions of an uploaded PDF.
- Language is also an accessibility issue, so we have made sure to have a French version of our search interface and many of our web pages. We're looking into the possibility of adding other languages down the road.

What are your long-term goals for the library's web accessibility?

One of the biggest things is more integration to the main university site and more systemic integration all together. This will reduce the cognitive load on users; ideally, if people know how to use the university site, they should then easily know how to use our site. I'd like to see it made more seamless.



SPOTLIGHT ON U of A Museums

The University of Alberta Museums (UAM) is a distributed network of 30 registered museum collections found throughout the University of Alberta's North Campus. With diverse museum collections, objects totalling in the millions, and collections housed in labs, storage spaces, classrooms and museums across campus, the University of Alberta Museum collections are used daily to advance knowledge and support experiential learning opportunities.

A COMMITMENT TO RECONCILIATION, DECOLONIZATION AND INDIGENIZATION

UAM is dedicated to the principles of the Truth and Reconciliation Commission (TRC) and the United Declaration for the Rights of Indigenous People (UNDRIP). We have taken accountability for the legacy collections that have been at the university for many decades. Some collections contain sacred and ceremonial Indigenous belongings, among other objects. Efforts in provenance research and repatriation are an important deliverable of this unit. To that effect, a provenance research initiative has been created. The goal is to document collections of Indigenous provenance.

A protocol of research and engagement was developed and approved by the Office of Ethics. We have started the engagements with communities and have already received a demand to return some belongings that are clearly from that nation.

This is an ongoing process, and community relationships are key to the success of these initiatives. Developing a relationship based on transparency and trust, and maintaining this relationship, is a key element.

COLLECTION EXHIBITS

From an examination of Imperial rank badges to exploring the reimagining of fashion as a space of belonging, empowerment and desire for disability, Museums and Collections exhibits in 2025 showcased the intersections of art and the everyday.

A LEGACY IN PRINT

Among the works acquired by UAM this past year, internationally renowned printmaker and U of A professor emeritus Liz Ingram amplified the impact of her work through a major donation to the University of Alberta's Print Study Centre – part of the university's vast museum network – including pieces that span the arc of her celebrated career.

This gift of her art is part of something much larger: a living, growing collection that is used every day by students, researchers and the public. Thanks to donors, these collections do more than preserve art – they open doors to immersive, hands-on learning that shapes the next generation of artists and scholars.

SUPPORTING A CHILD'S CURIOSITY: K-12 PROGRAMMING

From museum collection tours to hands-on programs and workshops, U of A Museums provides a wide variety of learning experiences year-round.

U OF A COMMUNITY PROGRAMMING: MIDDAY MUSINGS

In 2025, U of A Museums launched Midday Musings, a successful monthly series of lunchtime sessions that combine art, hands-on activities and casual discussion in a welcoming, no-pressure environment. The sessions fill up fast, indicating that the U of A community is eager for moments of mindfulness and connection. Whether you join a session or just take some time in front of a sculpture, Midday Musings is a reminder that a little bit of art – and a little bit of time for yourself – can go a long way.



“Our students may not always have the same enrichment to learning activities that students from other schools in the city may frequently be exposed to, thus our U School site school strives to change this. We rely on groups from the campus community, like the Museums team, to bring their expertise to our students, in the form of hands-on lessons that spark curiosity in young minds. In the past year alone, they have offered 14 sessions for U School students, teaching students about printmaking, inspiring their creativity and linking the learning to the Alberta fine arts curriculum.”

Natalie Peter
U School program lead

A new cultural landmark for campus: The Kenneth and Sandra Wong Gallery

When the Kenneth and Sandra Wong Gallery opens its doors in early 2027, something remarkable will happen on the University of Alberta's North Campus: millions of objects — fossils, rare books, meteorites, artworks, textiles, coins, scientific specimens and more — will get more opportunities to be viewed and appreciated by the public. And thanks to donors, this long-imagined dream of a North Campus gallery for all of our collections is becoming a reality.

With momentum finally behind this long-envisioned project, the gallery is poised to reshape how people experience the university's collections. This is where generosity makes powerful things happen — support from our community is unlocking a vibrant public space where curiosity, education and connection can flourish for decades to come.

The new 5,000-square-foot gallery — five times the size of the current Museums exhibition space — is being built in the Telus Centre, right at the gateway into North Campus. Christine Conciatori, director of University of Alberta Museums, describes it as a place where anyone can walk in, feel welcome and encounter something they've never seen before.

"Engaging with arts and culture has a huge positive impact on our sense of belonging," she says. "This gallery will create that on campus."

For decades, the U of A community has imagined a space like this — one that brings the university's 30 collections together, sparks new discoveries and allows the public to explore up close the cultural and scientific heritage of Alberta and the world. As vice-provost and chief librarian Dale Askey explains, "If you don't see the collections, they don't exist. This gallery changes that."

With more than 10 million objects in its care, the U of A is home to one of the largest and most diverse academic

museum systems in the country. Until now, most of those treasures have rarely been seen.

The Wong family's gift became the momentum builder — the support that helped the project crest the hill and continue all the way to opening day. But the gallery's long-term vision goes even further. We now need to build an endowment that will support exhibitions, public programming, workshops, lectures, family activities and school visits, along with hands-on learning and student employment. It's here that donors can make the greatest difference: by ensuring the gallery is not simply built, but alive and thriving for generations.

"Museums exist to inspire people — to make them wonder, to make them curious, to help them think about the world differently."

Dale Askey
Chief Librarian

The space is also designed to fuel interdisciplinary learning. A single exhibition might bring together paleontology, art, history, astronomy and Indigenous studies, letting visitors see unexpected connections between fields. Students will be hired as gallery

attendants, getting real experience in curation, public engagement, collections care and museum operations. And younger visitors, from kindergarten through Grade 12, will get a glimpse of the possibilities waiting for them at university.

Askey says it best: "Museums exist to inspire people — to make them wonder, to make them curious, to help them think about the world differently."

That sense of wonder is exactly what the Kenneth and Sandra Wong Gallery will spark. The next year will be full of milestones: construction updates, behind-the-scenes glimpses, and the beginnings of exhibitions that will redefine how we experience the collections. It's an exciting time to watch — and to take part.

Erik Einsiedel, first published Dec. 2, 2025



The 5,000-square-foot gallery will provide a world-class space to publicly exhibit countless artifacts, like these specimens from the E.H. Strickland Entomological Museum.

SPOTLIGHT ON University of Alberta Press

Since 1969, the University of Alberta Press has connected communities of knowledge to inform, inspire and innovate. A unit of the University of Alberta's Library and Museums portfolio, its Press Committee (editorial board) is composed of U of A faculty members from many departments and disciplines.

"U of A Press is a publisher of distinction and a press for the public, and our aim is to be responsive to the ways that scholarship is created, within distinct disciplines and in consideration of new tools, methods and ethical considerations, all of which are reshaping how knowledge spreads. We have a key role to play in deepening the intellectual and social impact of research and knowledge. The books we publish spark scholarly conversations, and we are opening up reciprocal flows of knowledge inside and outside academia."

—Darcy Cullen, director and publisher of U of A Press

HIGHLIGHTS FROM 2025

10 per cent of new books were in audio format, accessed on four continents

We continue to pilot new publication formats to find new audiences and help readers enjoy our published resources in different ways.

International reach of e-books: Six countries around the world

U of A e-books were bought by readers in Canada, England, Sweden, China, South Africa and the United States.

The press received triple the number of submissions from previous years for its juried poetry contest

Writers across North America recognize the calibre of the press's Robert Kroetsch Poetry Series and desire to be published in it.

The press's top-selling titles were by Indigenous writers

David A. Robertson's *Every Story Is a Call to Action*, Cheri Dimaline's *An Anthology of Monsters: How Story Saves Us from Our Anxiety* and Leanne Betasamosake Simpson's *A Short History of the Blockade* recorded top sales by readers across the country.

MLAS AND GOVERNMENT STAFF BROWSE U OF A PRESS BOOKS

In November, book publishers gathered at the Alberta Legislature for Alberta Book Day, where they displayed their books and met with MLAs and government staff.

CLC KREISEL LECTURE SERIES

Each year, University of Alberta Press teams up with the Centre for Literatures in Canada/ Centre de littératures au Canada (CLC) to co-publish the Kreisel Lecture, an annual lecture by a prominent Canadian writer. Together, the event and the resulting publication engage with the concerns of writers in Canada and showcase the myriad ways in which writers help readers understand the textures of life and literature.

During University Press Week in November 2025, the U of A Press featured its CLC Kreisel Lecture Series, celebrating the many hands involved in making university press publications successful as part of the University Press Week's theme of "Team UP."

RECENT ACCOLADES

The prestigious Association of University Presses Book, Jacket, and Journal Show has released its list of winning entries for books published in 2025. U of A Press's designer, Alan Brownoff, won three awards for typographic design in this year's competition.

In 2025, the American Society for Indexing (ASI) selected Stephen Ullstrom as the winner of the ASI Indexing Award for his index for *Dialectics of the Big Bang and the Absolute Existence of the Multiverse* by Gregory Phipps.

Tyler McCreary's *Indigenous Legalities, Pipeline Viscosities* won Scholarly and Academic Book of the Year in the 2025 Alberta Book Publishing Awards.

Northern by Dawn Macdonald, published through the press's acclaimed Robert Kroetsch Series in Creative Writing, won the prestigious 2025 Canadian First Book Prize. The \$10,000 prize, awarded annually by the Griffin Poetry Prize, also comes with a six-week residency in Italy in partnership with the Civitella Ranieri Foundation.

Winner of the Best Wildlife Publication Award, Popular Category, Alberta Chapter of The Wildlife Society, *Frank Farley and the Birds of Alberta* adds a new layer to a complex western Canadian past and will be an invaluable resource for those interested in Canadian environmental history, climate change and ecological activism.

SPOTLIGHT ON Bruce Peel Special Collections

Bruce Peel Special Collections (BPSC) houses a world-class collection of more than 100,000 rare books and a significant collection of archival materials that explore a range of local and international subjects.

BY THE NUMBERS

769

people came to the BPSC for a research appointment, to take a workshop or to visit its exhibition

8049

items from BPSC's stacks were consulted by researchers of all types

41

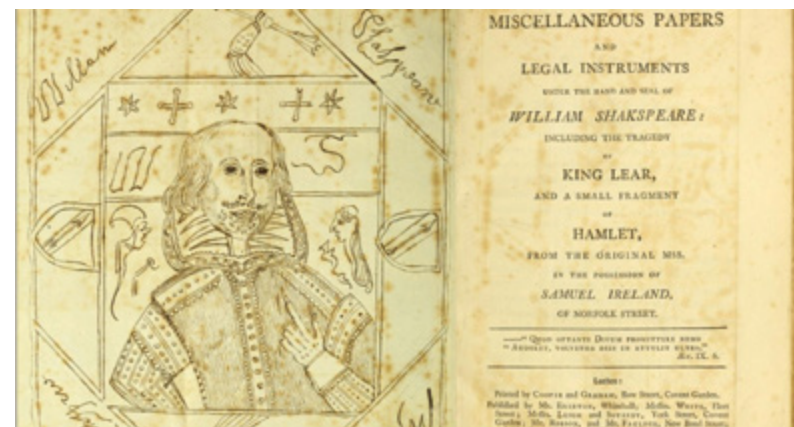
in-person and online workshops and tours showcased the collections and introduced people to rare books

BPSC EXHIBITIONS

Bruce Peel Special Collections has offered a fascinating array of exhibitions since moving to Rutherford South in 1984.

IN-HOUSE EXHIBIT: FORGERS, FAKERS, AND PUBLISHER-PIRATES

Running from September 2025 through March 2026 and curated by Linda Quirk, this exhibition introduced the work of notorious and lesser-known forgers, revealing the various ways in which experts and authors have faked their own identities, ranging from carefully selected pseudonyms to falsified ethnicities to fraudulent credentials. It explores a number of shady publishing practices. The exhibition featured an accompanying book/catalogue and digital resource.



Fake "self portrait" of Shakespeare in William Henry Ireland's forgery: *Miscellaneous Papers and Legal Instruments Under the Hand and Seal of William Shakespeare* (1796). Item #12.

HIGHLIGHTS FROM RECENT ONLINE EXHIBITIONS

The Ones That Didn't Get Away: Reflections on Fish Books and Book Collecting

Originally launched in 2011, the exhibition lost much of its functionality a few years later when the software used to create it was no longer supported, and its content was archived. The exhibition was relaunched in 2025, when the BPSC team recreated the Peel library's archived digital exhibition and updated its content.

Canadian women artists' books

Bruce Peel Special Collections houses an important collection of more than 1,000 artists' books, and this digital exhibition highlights a selection of those artists' books made in Canada by women. The artists' books explore subjects ranging from illness and healing to landscape and animals, from religion and spirituality to nursery rhymes, haircuts, hats and gender.

Honorary degree books

The University of Alberta has been presenting honorary degrees to influential, inspirational and visionary figures since its founding in 1908. Librarians in Bruce Peel Special Collections have, for many years, celebrated each honorary degree by specially selecting a rare book that honours the recipient's accomplishments.

PEEL WORKSHOPS

Each fall and winter term, the Bruce Peel Special Collections team, faculty and researchers offer a variety of unique and popular workshops. Recent offerings include:

A Silent Declaration of Ownership: The Allure of the Bookplate: explores intriguing bookplates from the Peel library's holdings, inviting participants to discuss the insights they provide into their former owners and their collections.

Pigments, Pictures and Prayers: takes a closer look at one of the treasures in Bruce Peel Special Collections, a manuscript book of hours produced in the Low Countries between 1430 and 1440.

Aztec, Mixtec, and Mayan Pictorial Manuscripts: introduces students to a wide range of beautiful and fascinating Mexican Indigenous pictorial manuscripts (or "codices"), starting with the oldest books produced in the Americas: a handful of surviving Mayan codices.



**Leading
with Purpose.**



**UNIVERSITY
OF ALBERTA**

