

BE INSPIRED
THE UNIVERSITY LIBRARY

ANNUAL REPORT



UNIVERSITY OF LEEDS

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FROM THE LIBRARIAN

The stand-out event of the academic year 2018–19 has been introducing a new library management system, Alma. It was unveiled in July but its preparation dominated work for the previous twelve months.

Library management systems are now absolutely essential to the operation of libraries. The library catalogue still sits at its heart, providing information about the books, databases, academic journals and other electronic resources upon which staff and students depend for their learning and research. But modern systems do much, much more than this. They enable readers to borrow from our rich collections or download the article or resource they need; library staff order and purchase books and electronic resources through the system; the library system is also central to how we manage our collections, ensuring they are not only appropriate to the academic profile of our university but also contribute to the bibliographic riches enjoyed by researchers across the UK.

The migration from one system to another is such a big deal it only happens once in a generation. That the project has been an outstanding success is down to the dedication and expertise of staff both in the Library and IT.

Of course there has also been plenty of “business as usual” during 2018–19 as this report testifies. Students are now able to enhance their statistical skills through online videos or receive one-to-one advice in one of Skills@Library's many “clinic” sessions. Our bibliometric service is helping to raise the impact of the University's research.

We have improved our support for research funding applications through improved literature searching. We continue to find innovative ways to create opportunities for scholarship within our collections. Our galleries have staged a series of thought-provoking and visually stunning exhibitions.

We want the Library to be a supportive and stimulating place to work. Our preparation for the Investors in People standard enabled us to stand-back and consider how we communicate and collaborate, and examine the values we adhere to and promote. We were delighted to receive silver accreditation. We still have work to do to reach the highest level but the feedback from the review has demonstrated we are well on the way!

We again received 93% in the National Student Survey for the support we provide for student learning. As in 2018, this is the highest score of participating Russell Group universities. This exceptional achievement reflects a deep commitment to excellence across all sections of the Library. I am hugely privileged to lead a group of staff who take such pride in delivering a consistently high quality service to all our readers. As in previous years, they deserve all the accolades they justly receive!



**Dr Stella Butler,
University Librarian
and Keeper of
the Brotherton
Collection**



HARNESSING TECHNOLOGY TO TRANSFORM SERVICES

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In July 2019 we moved our data and operations into the Alma library management system, working with the IT Application Support – Research Services Team. This huge and complex whole-organisation change was delivered on time, on budget and without major disruption.



What is the library management system?

Our library management system underpins core Library services. It allows researchers and students to discover and access print and online resources in our collections. Through it, we purchase new items and set up new subscriptions, catalogue, manage and circulate library stock. With so much of our collection now available online, we also use it to manage our electronic resources, their licences and the authentication routes that enable access.

Scale of operation

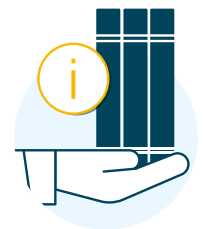
With the support and expertise of our IT colleagues we moved the following to the new system:

- 2 million bibliographic records
- 2.5 million items
- 100,000 patrons
- 60,000 loans
- 400 item requests
- 600,000 e-records
- 250,000 reading list links.

Benefits of Alma

We are looking forward to making the most of the improved functionality that the new system gives us:

- better e-resources management
- significantly improved workflows for acquisitions and cataloguing
- superior reporting and analytics capability
- simpler integration with other University and external systems
- more resilience with less support needed as the system is cloud-based
- more regular updates to functionality and the means to request new developments
- improved search functionality with real-time updates to data.



Making it easier to find the information you need

Metadata is the key to resource discovery. The better the quality of the data, the easier it is to find the books and other resources that we hold in the Library. Over the years, our bibliographic metadata has come from different sources, going back as far as our paper-based catalogue where records were very brief.

We enriched our bibliographic records before migrating them into the new system, working with a company called Backstage Library Works. Phase 1 of the project matched and enhanced our bibliographic records against those held by the Library of Congress. In Phase 2, we cleaned and validated the data in the records, but the primary focus was to improve authority control. This makes it easier for Library users to find works by a particular author, or that come from a particular organisation.



“

We share our catalogue records with the UK's Jisc Library Hub Discover and with OCLC's WorldCat, so this improvement in the consistency of names and headings enhances the discoverability of our collections for users in Leeds and beyond.”

Sheila Gallagher,
Cataloguer

Making user journeys easier: process mapping the user perspective

Customer Services staff used process mapping to identify significant changes to improve the user experience.

Mapping highlighted pinch points, where things don't work or can go wrong and the decisions customers have to make to complete a task. After discussion with staff and student representatives, we simplified loan periods and user categories, and introduced automatic renewals and online registration.

Creating the discovery layer with user research

An iterative programme of user research, including interviews, analytics and observations, shaped the configuration of the new Library Search. We made over 100 adjustments to the native interface as a result and integrated a new tool called LibKey to make accessing PDF articles much easier.

Other search interface improvements include grouping different editions of the same title together, being able to explore the literature through citation trails within our collections, and saving individual results to your library account to refer to later.

“

We found that a key task is known-item searching, so we've given people more control with new menus on the homepage. So if you want a book by Charlotte Brontë rather than an article about her, you can choose the author and book option and you will get a focussed results set. But the default search behaviour is to put the title into the search bar then hit return, so we kept the options to refine search results too.”

Katy Sidwell,
Communications and Web Content Manager



OUTSTANDING STUDENT OPPORTUNITIES FOR SKILLS DEVELOPMENT

7

Our academic skills support is sector-leading and demand for our workshops, in-curriculum teaching and one-to-one appointments is growing. We work collaboratively and constructively with university colleagues to create holistic opportunities for students to develop their skills for study, personal development and onwards into employment. Our online resources are recognised for their excellence.

“

Students hone their skills in sentence construction, grammar and vocabulary development in participatory and interactive sessions.”

Maddy Mossman,
Learning Services Manager



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Close collaboration with the Language Centre joins up the student experience

Joined-up provision

A new set of academic language workshops is now delivered through our successful Skills@Library workshop programme.

Our Learning Services team now collaborate with the Language Centre to provide supplementary academic language support that is inclusive for all taught students. Over 1,100 students attended our academic language workshops in 2018–19; 21% of attendees were home students.

Both services offer one-to-one appointments and sometimes students struggled to identify which service they should attend for support. We worked together to create one point of entry for students wanting 1-2-1 support.

Embedding good practice

In addition to the new workshops, we worked with colleagues from the Language Centre to revise all our academic skills workshops. This improved consistency as well as including academic language learning points throughout our programme. Sharing our knowledge has given us a greater appreciation of each other's contribution to academic literacies development. Our next step is to collaborate more on our support for teaching in the curriculum.

There were large increases in engagement with our major online resources:

Flying Start:	Second Year Success:	Final Chapter:
28,890	7,606	47,513
<i>page views</i> 144% increase	<i>page views</i> 136% increase	<i>page views</i> 340% increase



Adding statistics to mathematics equals full support

In April 2019 we launched a new statistics service to complement our maths provision. The new Maths and Statistics Service is available for all taught students through one-to-one appointments and drop-in sessions. Over 200 students accessed the service over the summer vacation, demonstrating the high demand for statistics support from taught postgraduate students.



“

We use a blended learning approach with academic colleagues to embed the course materials into different disciplinary contexts. For example, Transport Studies, Sociology & Social Policy and Education now ask their Masters students to complete the MOOC, and we plan to embed related workshops into the curriculum.”

Jiani Liu,
Learning Advisor

Critical Thinking MOOC in the Top 100

This year we launched our “Critical Thinking at University: an Introduction” MOOC on the FutureLearn platform. Over 11,000 learners have engaged with the resource since its launch in November 2018. It is a valuable addition to our Skills@Library provision of academic skills and information literacy support.

The resource was ranked as one of the “Top 100 Free Online courses and MOOCs of All Time” by Class Central users. This ranking is based on thousands of reviews by student users from around the world. It was also nominated for the national Digital Award for Information Literacy 2019.

Created by our Learning Services Team in collaboration with the Digital Educational Service, it is aimed at first year undergraduate and international taught postgraduate students. It is designed to give a common understanding of what thinking critically means at a university level, and to offer practical strategies to help develop relevant skills.



32,998

Student engagements with our academic skills teaching
40% increase



500

Hours of academic skills support provided for modules and programmes
14% increase



330

Teaching hours on Skills@Library workshop programme
26% increase



9,560

Student enquiries about improving their academic skills



STUDENTS AT
THE HEART
OF OUR
LIBRARY

10

We work with our students to develop our services. We carry out a variety of evaluations, assessments and observations to understand our users and the impact we have. We listen to feedback and respond positively whenever we can to improve access and our students' experience.



Using user experience research to improve services

Customer journey mapping

Over the last year the Library has performed customer journey mapping exercises to gain insights into how students and researchers use our services. Through observational studies, photo studies, diary studies, and focus groups we've learned:

- which are our most popular types of seating
- how students navigate using our signage
- what aspects of our service students don't expect or anticipate
- what students really think about desk hogging.

We're also running a longitudinal study to understand how the use of Library services changes as students progress through their time at Leeds.

Library Advisory Panel

In 2018–19 we launched the Library Student Advisory Panel, open to all students to join. Students sign up to be consulted about service developments or to participate in customer research. The panel recruited over 240 students in its first year.

The student voices on the Panel give us insight into issues as varied as the development of Minerva module areas; changes to the Skills@Library workshop programme; the refurbishment of Library spaces and the implementation of the new Library Search.



2,792,217

*Visits to
the Library*

6% increase



201,663

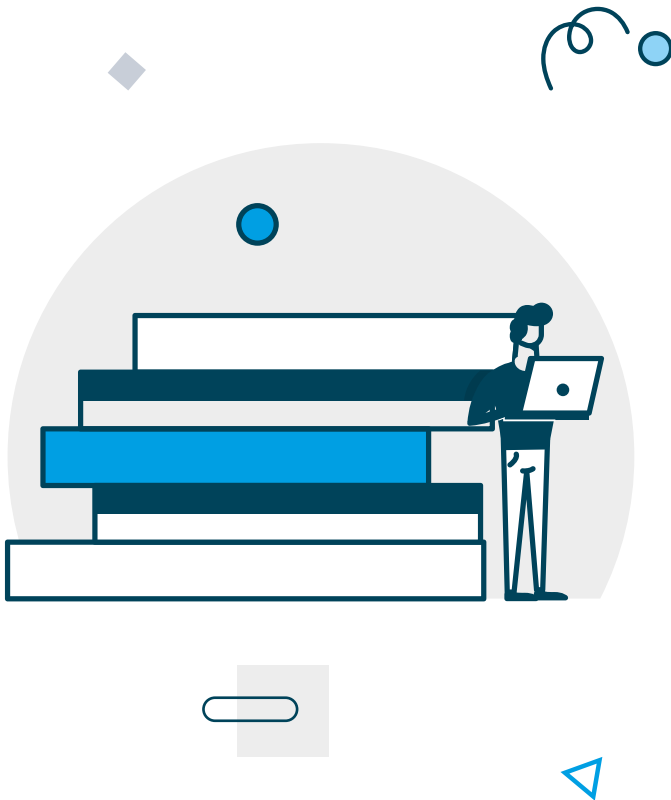
*Enquiries
answered*

“

If you're shy, our enquiry desks can be daunting to approach. The pop-up format is more friendly and makes it clear that we are here to help and answer any questions.”

James Booth,
Customer Services Assistant

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Welcoming new students

All students

New pop-up sessions introducing the Library to new students ran at the start of the academic year. Staff actively engaged with students to answer queries, for example to help them find a book or to demonstrate how to use the self-service units. The sessions were a success and were well used by students.

International student tours

We provided friendly orientation sessions for new international students. The small size of the tour groups gives the students the space and confidence to ask lots of questions and they were very appreciative of the opportunity.

Lifelong learners

Working with the Lifelong Learning Centre we recognised that lifelong learning students tended to study at the Centre in the Ziff Building and were avoiding the Library. We created informal welcome sessions to make the Library less intimidating, so the students can make the most of their time at Leeds and feel part of the wider student body. As these students often use the Library outside of core hours, the sessions ran at different times, in the evening and at the weekend. Feedback from these sessions was very positive.

Improving services through customer feedback

Lidded drinks and hot water on tap

Being unable to bring a hot drink into the Library was a cause of dissatisfaction and did not match with student expectations. Students are now able to enter the Library with both hot and cold drinks as long as the drink has a secure lid to avoid spillages. The response to this change was overwhelmingly positive. We took this opportunity to support the “Plastic free by 2023” campaign and encouraged the use of reusable cups.

We asked international students what we could do to enhance their student experience. Hot water provision was one of the most regular responses. As a result there is now a hot water dispenser at the Edward Boyle Library.

Improving access through collaboration

Improvements to services and facilities are transforming the service we offer our disabled students. Based on feedback from our students, we added more equipment to our accessible study rooms. We created detailed maps of the rooms and equipment available in the libraries. We are working with Disability Services to find further ways to improve our service, and run training sessions for their personal assistants, mentors and tutors.

“

We offer personalised tours and induction sessions to all of our disabled students at any time of year.”

Andy Jones,
Customer Services Assistant



1,156

Modules with digitised readings





15,404,722

*Minerva
sessions*
3% increase

Minerva engagement data: working to reduce student non-continuation

Student outcomes data shows a rise in non-continuation. Our Learning Technologies Team worked with colleagues in faculties and Educational Engagement to investigate how student engagement data from Minerva links to student outcomes and success.

The pilot used reports from “Analytics for Learn” to focus on first year undergraduate students at risk of non-continuation in semester one. It considered data on engagement and module scores within the VLE and reviewed the availability and accessibility of the data sources.

The working group found that the data was effective at identifying students who may benefit from additional support and sparked work to evolve processes to improve the student experience.

In 2019–20 the reports will be run in real time at an institutional level and supplied to Student Success and Support Officers in each faculty to enable individualised support.

“

Working with the library to develop reports using Minerva data has been transformational in the approach to understand and address the barriers faced by some students.”

Louise Banahene,
Head of Educational Engagement

Helping to reduce stress at exam time

Timely information on study spaces

A new approach to exam communications aimed to reduce stress by giving students seat availability information in each library at this extremely busy time. We created an analogue solution using whiteboards that were updated hourly with how many seats were available. This gave students a snapshot of space across all the libraries, so that if the library they were in was full, they knew where to go next to find a study place. There was high engagement with the boards and fewer space complaints from students, despite an increase in student numbers.

Mindfulness colouring

Mindfulness colouring was piloted at the Edward Boyle Library to support student wellbeing during the summer exam period. We collaborated with LUU and Student Counselling to provide information on topics such as low moods, sleeping problems, drop-in session information, and also included the exam support from Skills@Library. The pilot was so popular with students that more materials were needed.



“

I felt like we made a difference to those who needed us at this stressful time. From the first day it attracted people to the table to colour, others took a pot of pens and some colouring sheets away. Some left their coloured pictures on the desk which was nice to find the next morning.”

Gilly Langley,
Customer Services Assistant

4 HELPING TO INCREASE THE IMPACT OF RESEARCH

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We create and support partnerships to strengthen research grant applications and increase research impact. Playing a key role in the University's effort to prepare for the next REF, we advocate and enable open access publishing and archiving. We actively manage our White Rose repositories and Research Data Leeds to disseminate the University's research outputs.

“

We are now in a better position to understand fully our research citation performance and develop effective measures to further enhance our global research impact.”

Professor Hai-Sui Yu,
Deputy Vice-Chancellor: International



Supporting researchers to ensure REF requirements are met

A Library REF team was established in October 2018 to support the University's REF submission. The new policy on open access for REF2021 requires that researchers deposit their papers within three months after acceptance.

The team interprets the policy's implications for local systems, cleanses the data supplied by authors and checks compliance with REF requirements. They provide regular compliance statistics for key stakeholders such as Faculty Research and Innovation Committees and the Scholarly Communication Steering Group.

“

Open access publishing is critical so our excellent research is available to all. The Library is at the forefront of education, curation and reporting for open access publishing. This leadership has been crucial to ensure we are compliant with funder requirements and to help us prepare for our upcoming REF submission.”

Professor Nick Plant,
Dean for Research Quality and Impact

Raising research visibility – the role of bibliometrics in university rankings

In November 2018 the Library appointed its first bibliometrician, Barbara Lancho Barrantes, to study publication patterns using quantitative analysis and statistics. Bibliometrics helps the University better understand its research strengths and potential areas for improvement.

Barbara has worked closely with Deputy Vice-Chancellor: International, Hai-Sui Yu, to understand how citations received by the University's research outputs contribute to our current position of =93rd in the QS World University Rankings.

The Bauman Project

A partnership between archivists and academics demonstrates how cataloguing can have an immediate impact on research outputs.

Acquiring the Bauman archive brought a new strength to Special Collections beyond the traditional areas of literature, modern history and art. Zygmunt Bauman (1925–2017) was Professor of Sociology at Leeds from 1972 to 1990 and later Emeritus. He is celebrated as one of the greatest thinkers of recent times. His archive is an incredibly rich source for 20th and 21st century social thought and politics.

Normally, researchers have to wait until at least the baseline cataloguing is complete before taking advantage of a new collection.

Professor Griselda Pollock and Dr Mark Davis put together a funding package to recruit a project archivist and to support an internship, conferences and other legacy activities. Dr Tom Campbell and Dr Jack Palmer worked through the archive, identifying key works, challenging areas, material in other languages and, crucially, unpublished works.

It has proved extremely fruitful, with three volumes of Bauman's previously unpublished works in preparation. Material from the archive added to the immense bibliography of Bauman's work. Correspondence fed into Dr Palmer's Leverhulme Fellowship work on Bauman.

Research Data Management Service extends its reach

A new dataset has been added into the Timescapes Research Data Archive, a resource created and managed by our Research Data Management team. Timescapes began in 2007 with a £5m ESRC project led by a University of Leeds team. It is the first major UK study that explores how personal and family relationships develop and change over time.

The dataset represents the largest meso-scale qualitative longitudinal study in the UK. It contains three sets of interviews with around 500 people living on social welfare in the North of England. It also includes its management guidelines and gold standard metadata and protocols. The preparation and ingest of this research dataset is the culmination of over five years collaboration with the Project Manager based at the University of York.

Strengthening grant applications with Lucid literature searching service

We carried out 21 literature searches in 2018–19 to strengthen grant bids and inform research projects in the Schools of Medicine, Healthcare, Education and Business. In January 2019 Lucid supported an ESRC funded project, "Raising the Ceiling on Diversity and Inclusion: A Corporate Retail Case Study".



“

The search by Lucid saved us a lot of time. It made sure that our coverage of the literature was comprehensive yet focused on the truly relevant material.”

Dr Kathryn Watson,
Research Impact Manager for Leeds University Business School and Principal Investigator



16,256

Items added to our repositories this year

11,198

Leeds items added to White Rose Research Online

1,067

Leeds theses added to White Rose eTheses Online

3,846

Items added to Leeds Digital Library

145

Datasets added to Research Data Leeds



327,645

*Library items
borrowed*



Land Lines lead to high impact public engagement

“Land Lines” is an AHRC-funded project to research the history of British nature writing, which involved a range of high-profile public engagement activities. One activity of the project was to launch a crowd-sourced online spring nature diary in March 2019. This was a collaboration with AHRC, the National Trust, Natural England and the Field Studies Council. The event was a huge success. It had 75 media mentions nationally, including the Today programme on BBC Radio 4 and reached 1.5 million people through social media, attracting over 400 entries.



“

Research Data Leeds provided us with invaluable support that included advice on the wording for the online forms, particularly concerning participants’ retention of copyright, and the long-term storage of entries in an online research data repository. This assistance was integral to the success of the event, helping us to make sure that the online platform for the diary was worded professionally and appropriately.”

**Dr Pippa Marland,
Research Fellow, “Land Lines:
Modern British Nature Writing”**



COLLECTIONS DRIVING SCHOLARSHIP

19

The strong, integrated academic partnerships we create make our collections a foundation and inspiration for research. Our digital expertise and innovative approaches create new ways to open up our unique collections for researchers and the public. We seek new ways to analyse and tailor our collections so that every book has its reader and every reader their book, online or in print.

The Collections Network: collaborating with the Leeds Arts and Humanities Research Institute



2,164

*Visits to
the Special
Collections
Research Centre*



129

*Teaching
sessions
facilitated
by Special
Collections
staff*

Our Collections Network is now a strategic focus of collaboration between Special Collections and Leeds Arts and Humanities Research Institute (LAHRI). This year the academic network expanded and members advocating for specific collections have created new opportunities for research and teaching.

Collections are at the centre of a number of AHRC grant applications supported by LAHRI. Network members have taken advantage of support and development schemes funded within LAHRI and the Cultural Institute. They have targeted the Brotherton Fellowship scheme to shape research using specific collections.

The network sets priorities for cataloguing and digital innovation, and is consulted about potential acquisitions. It was instrumental in successful grants to support cataloguing for the Cecil Roth Hebraica and Judaica collection, and the Herbert Read Library and Archive.

A small grant helped to uncover content within the Arabic manuscript collection. The Yorkshire Archaeological and Historical Society have offered financial support to encourage researcher engagement with their collection.

Short term public engagement funds were also available to the network as part of the Treasures of the Brotherton activity programme, which facilitated new exhibition partnerships. Our historical photography collections supported development work between academics and the Impressions Gallery Bradford. External relationships with curators have fostered international collaboration with academics at the University of Fudan, China, creating catalogues of the Royal Asiatic Society library.





Making Special Collections accessible in innovative ways

In early 2019 Special Collections and the Metadata Team found an innovative way to make the newly-acquired Banham Collection quickly discoverable and accessible to researchers.

The unique collection contains over 300 publications donated by Professor Martin Banham, Emeritus Professor of Drama and Theatre Studies. The majority are playbooks by African dramatists and critical works on African theatre, published in Africa. The material is relevant to current research interests in the School of English and Leeds University Centre for African Studies so we wanted to make the collection available as quickly as possible.

Usually we create a PDF handlist with brief essential information so that researchers can see what is held. But this list is only available from our webpages, so items cannot be found using the Library Search. Creating catalogue records is time-consuming, but the Metadata team came up with an ingenious solution. They amended the handlist spreadsheet so that they could convert each entry into a catalogue record.

The result was that this distinctive collection became almost immediately discoverable, not only through Library Search but also worldwide through the national Library Hub Discover and OCLC's WorldCat. It is already receiving interest from new researchers.

Publishing new digital archive collections through commercial partnerships

A successful partnership with Adam Matthew Digital has created themed collections of online primary resource material, increasing the reach and impact of our collections. It complements our existing digitised material produced in the Library.

Our studio team worked with Adam Matthew Digital to digitise Special Collections material to contribute to two new online resources:

- “Food and Drink in History” will contain 30,000 images generated from the Chaston Chapman Brewing Collection and Cookery Book Collections. This resource looks at food and social history through a variety of lenses.
- “Medical Services and Warfare II” will include 7,500 more images generated from the Liddle Collection. This follows on from Medical Services and Warfare, which contains 70,000 of our images.



37,958

*Items digitised
in the studio*



Managing and developing collections

Evidence-based boost to ebooks investment

We have improved access to ebooks across a range of disciplines using evidence about what our users want to access. We created a new methodology to determine which ebook collections to purchase by comparing the available usage data from across publishers and suppliers. This rigorous analysis gave us confidence in the value of our final selection to our users. We invested £200,000 in 1,600 new ebook titles, in addition to purchasing texts to support reading lists.

Making reading lists easier to manage

For many students, their reading list is the entry point to the Library's collections. A key priority for us is to make items on reading lists available for students. In 2018–19 we introduced some new features into the Reading List Tool in Minerva to make it easier for tutors to keep their lists up-to-date. Tutors can now see all their reading lists at once, delete lists or let us know if there is no list. We have also created four step-by-step videos on how to create, add to and manage reading lists.

Personal Stories help health students develop empathy with patients

We collaborated with colleagues across Leeds from NHS trusts, the public libraries and Leeds Beckett University, to make a successful bid for funding for purchases on the theme of "Personal Stories".

The aim was to help student healthcare professionals develop empathy and learn more about the impact of illness on patients. We also made sure these new items support student wellbeing and link to the national "Books on prescription" campaign. This campaign helps individuals to better understand their illness or provide self-help.

22



2,720,824

Physical items held



499,338

Ebooks available



15,422,923

Downloads from eresources

A large, dark blue, stylized number '6' is centered on the page. The top of the '6' is a thick, curved bar that ends in a small gap. Below this bar is a circular shape, also in dark blue, which is partially obscured by the text. The text 'ENGAGING WITH COMMUNITIES BEYOND CAMPUS' is written in white, uppercase, serif font, centered over the '6' graphic.

ENGAGING WITH COMMUNITIES BEYOND CAMPUS

23

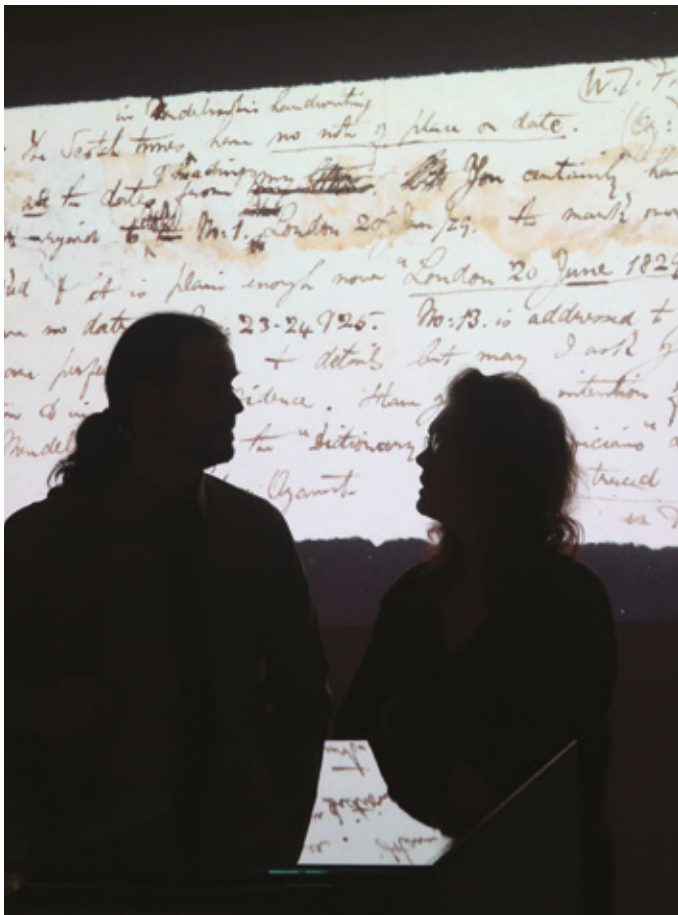
Our galleries showcase some of our magnificent art and artefacts and open up our collections to the public with events and exhibitions.

Visit our website:
library.leeds.ac.uk/galleries

“

We reached different audiences through Mendelssohn’s music, with a number of live performances by the Clothworkers Consort of Leeds, the University’s chamber choir.”

Rhiannon Lawrence-Francis,
Collections & Engagement Manager (Rare Books & Maps)



24

“Gather them in”: the musical treasures of W.T. Freemantle

The books, manuscripts and scores collected by the Sheffield-based organist and antiquarian William Thomas Freemantle (1849–1931) have been the focus of research by Dr Bryan White, Senior Lecturer in the School of Music. These include works by Felix Mendelssohn Bartholdy, the Romantic composer who was a focus for Freemantle’s collecting.

Dr White supervised part of the FOAR2000 module, where undergraduate students work on a project directly related to ongoing research in the faculty. As they sorted through boxes of uncatalogued Freemantle correspondence, their investigations revealed a tenacious collector who would “endure martyrdom in Siberia” to acquire unique treasures for his library.

The exhibition “Gather them in” displayed in the Treasures of the Brotherton Gallery from 1 March–31 July 2019. It capitalised on the musical knowledge and expertise in the Special Collections team. The public saw, for the first time, manuscript scores collected by Freemantle and purchased by Lord Brotherton in the 1920s.



50/50 exhibition: Fifty Works by Fifty British Women Artists 1900–1950

In spring 2019, we welcomed the touring exhibition “50/50” to The Stanley & Audrey Burton Gallery, celebrating the centenary of the Representation of the People Act of 1918. It received an impressive 5,417 visitors.

Despite the inequality of opportunity for women artists to train, exhibit and sell their work in the early 20th century, many produced powerful work. This exhibition brought together a diverse collection of fifty works by fifty British women artists. Portraits and self-portraits, landscapes and cityscapes, alongside industrial scenes and images of war featured in this show.

910 visitors participated in events at the Gallery. This included the 7th Meeting of the British Women Artists 1750–1950 Group, which brought scholars interested in women artists together.

The exhibition was warmly received by the press. Articles appeared in *World of Interiors* (4 December 2018), *Antiques Trade Gazette* (15 December 2018), *Country Life* (20 February 2019) and *Yorkshire Post Magazine* (18 May 2019). Smaller mentions of the exhibition appeared in *Living North* magazine, the *Yorkshire Post*, *Art UK*, *Culture Vulture*, *Leeds List* and *Museum Crush*.

Light night hauntings a spooktacular success

The Library Galleries team staged two special evening events for the city’s annual arts and light festival in October 2018.

“The Remote Viewer”, by audio-visual artist Michael Coldwell, presented two contrasting views of Leeds. The video installation used images from Godfrey Bingley’s archive in Special Collections. Using re-photography techniques, the modern city was “re-haunted”, showing the scale of urban transformation in Leeds. This drop-in event attracted 235 visitors. It was the culmination of Coldwell’s practice-led research as a PhD student at the School of Media and Communication into hauntology.

“The Time-Travelling Circus: Electrolier Service 051018” by artist Katrina Palmer, was a site-specific audio installation in the Brotherton Library, exploring death and what comes after. Two pre-booked performances limited to 20 attendees were held; both sold out.

Katrina Palmer’s work derived from artistic research she conducted into the history of the Brotherton Library and St George’s Fields. The resulting *Time-Travelling Circus* artist book and preparatory sketches were collected for the University Art Collection in 2019.



23,768

Gallery visitors



161

*Public
engagement
events*



DEVELOPING A MORE EFFECTIVE ORGANISATION

26

We challenge ourselves to improve the way we work so that we develop a more effective organisation. We are proud that our students highly rate our staff and services through the National Student Survey and our LibQUAL survey. External validation through Investors in People and Customer Service Excellence celebrates the creativity and commitment of our staff.



LibQUAL survey

We carried out a direct questionnaire survey of all users in November 2018. The LibQUAL survey uses a standardised set of questions that allow us to track progress since we began using the survey in 2006. The results revealed our highest ever levels of satisfaction with Library support for learning, research and teaching, as well as for interactions with our staff.

Customer Service Excellence

The Library was reaccredited with the Customer Service Excellence® award. This recognises our commitment to put our users first and to deliver outstanding customer service. We were delighted to receive two new “compliance plus” awards. One was for our commitment to collaborative partnerships and the other for our consultative approach to service development.

National Student Survey

For the third year running the Library was the highest scoring member of the Russell Group in the National Student Survey. 93% of respondents agreed that the Library has “supported their learning well”.

No comparable multi-disciplinary library that serves so many varied subject areas scored higher in the 2019 survey. We believe this makes us the most successful generalist university library in the UK, and sector-leading in how we provide support that meets the needs of a diverse student body.



93%

NSS score

Our staff say:

“

I love working here, I find it somewhere I learn something new every day of the week, people are interesting and get immense satisfaction supporting staff and students.”

“

Everyone is open and willing to share their knowledge... the team are incredibly supportive.”

28

“

Innovation and creativity is encouraged.”



liP Silver accreditation

In 2019 the Library was awarded the prestigious Investors in People (liP) Silver award.

The liP framework was recently revised, with nine new indicators and the development of a new performance framework, so achieving the Silver award was a challenge.

The award reflects the hard work of all our staff to create a healthy, respectful and collaborative workplace. The assessor highlighted the Library’s strengths in the areas of delivering continuous improvement, structuring work effectively, and managing performance.

Evaluating our communications to improve engagement with our audience

We now evaluate our communication campaigns regularly to improve the way we communicate with our users. This includes tracking of call-to-action messages through third-party link shortening. We track trends and see what is resonating with our audience, as well as starting to test out design approaches with qualitative methods. This analysis affects the timing, structure and wording of our messages in a process of continuous improvement.



University Archive

Records of historic value have transferred from the University's Central Record Office (CRO) to the University Archive.

We worked with the University Secretariat to make sure that the University Archive collection complies with GDPR legislation.

We also established systems and processes with HR to identify historical staff records, and make sure that they are regularly transferred to the collection.



“

Now we're more able to answer research enquiries about University governance, estate, staff and students from the 1960s up to the 1990s. We welcomed the opportunity to work more closely with colleagues across the University to improve our long-term record-keeping.”

Jen Povey,
Archivist

Collaborating to deliver a cohesive and successful summer exam campaign

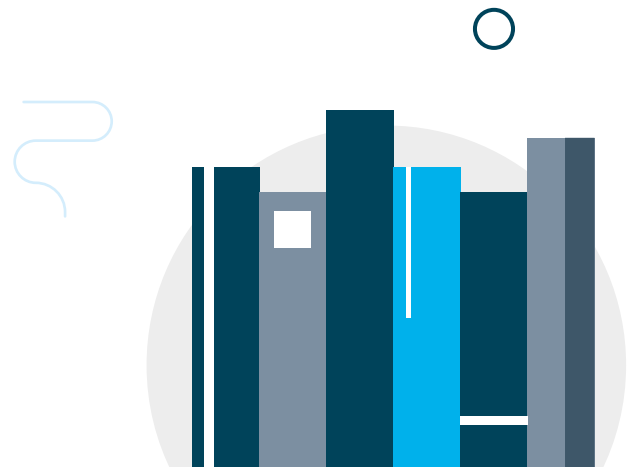
Giving students study space and exam and revision support is a priority at exam time. We integrated messages from different Library teams to increase their effectiveness, making them consistent and timely. We placed an emphasis on positive encouragement rather than behaviour management.

The measurable outcomes from the campaign include a reduction in complaints about desk hogging and study space. We saw a significant rise in social media engagement, and blog views increased from 23 views in the winter exam period to 1,228 views in the summer.



12,721,930

Website views



LEEDS UNIVERSITY LIBRARY ESTEEM FACTORS

Publications

Name	Item
Burton, R. 2018.	Encore for the Wanderer: the Ken Smith Archive. <i>Stand</i> . November-December 2018, 16(4).
Herrington, K. 2018.	Introduction. In: <i>Still Life: Things Devouring Time</i> . Leeds: The Stanley & Audrey Burton Gallery, 2018.
Herrington, K. 2018.	Foreword. In: <i>50/50: Fifty Works by Fifty British Women Artists 1900-1950</i> . London: Liss Llewellyn, 2018.
Phillips, B. 2018.	Research Data, Ethics and the Public Good. <i>ONrecord</i> [bi-annual]. August 2018. https://the-hsraa.org/resources/publications/onrecord
Prescott, S. 2019.	"Once it's been explained, it's so obvious": using crime writers' archives for research. <i>ARC magazine</i> , May 2019, 358.

30 Conference papers and presentations

Name	Item
Abel, K. 2018.	<i>Untangling the can of worms: understanding and managing e-books at the University of Leeds</i> . National Collaboration Conference, September 2018, Lancaster University.
Andre, D. and Dalton, S. 2019.	<i>Reinvigorating our information literacy support for researchers: raising your profile, disseminating your research and more</i> . LILAC: The Information Literacy Conference, April 2019, University of Nottingham.
Barnett, N. 2019.	<i>From acceptance to publication: quickly identifying when a research output in your repository has moved along in the publication process</i> . Scholarly Communications Conference, May 2019, University of Kent, Canterbury.
Bolton, C., Procter, T., Campbell, T., and Palmer, J. 2019.	<i>Archiving Janina and Zygmunt Bauman</i> , Bauman Institute/CentreCATH conference: "Thinking in Dark Times: Assessing the Legacies of Zygmunt Bauman's work", January 2019, University of Leeds.
Cobb, S. and Shipman, B. 2018.	<i>In press checking</i> . UKCORR Members Day, September 2018, British Library.
Connell, S. and Cooper, F. 2019.	<i>Integrated pest management as an advocacy tool within Leeds University Library</i> . Archives & Records Association conference, August 2019, Leeds.
Dhillon, S. 2019.	<i>Can we afford to indulge in theory? Can we afford not to?</i> Association for Learning Development in Higher Education annual conference, April 2019, University of Exeter.
Dhillon, S. 2019.	<i>Implementing student-centred study skills through a VLE</i> . RAISE (Research Advancing & Inspiring Student Engagement) annual conference, September 2019, Newcastle University.
Easy, A. and Mossman, M. 2019.	<i>Protectionism or preservation? Getting to know more about English for Academic Purposes (EAP) and Academic Literacies, and the overlap with Learning Development</i> . Association for Learning Development in Higher Education annual conference, April 2019, University of Exeter.
Easy, A. 2018.	<i>The good, the bad and the occasionally ugly: A collaboration between EAP and Learning Development professionals</i> . BALEAP/ALDinHE Joint One-day conference, October 2018, University of Essex.
Fake, M. 2019.	<i>"I like to be where my books are": libraries as learning spaces</i> . Student Education Conference, Jan 2019, University of Leeds.
Fitton, J. 2019.	<i>Better Together: Union Catalogues</i> . RLUK Special Collections Leaders Network Discovery workshop, May 2019.

Flagg, F. 2019.	<i>Avoiding alphabet soup and other jargon in scholarly communications.</i> Scholarly Communications Conference, May 2019, University of Kent, Canterbury.
Glenn, S. 2018.	<i>Coins of Alexander the Great in the University of Leeds Coin Collection.</i> October 2018, University of Leeds.
Grygiel, C. 2019.	<i>Curating, mapping and presenting modern hybrid collections.</i> Archives & Records Association conference, August 2019, Leeds.
Hiskey, C. 2019.	<i>Benefits of the Extended Project Qualification and transitions to higher education.</i> UCAS, The Annual Conference for Teachers and Advisors, January 2019, Southampton.
Hough, T. 2018.	<i>Analysing the overlap: data driven decision-making.</i> Internet Librarian International, October 2018, London; and Northern Collaboration Learning Exchange, November 2018, Liverpool University.
Lawrence-Francis, R. 2018.	<i>Marginalia and myth in Lord Brotherton's incunabula.</i> Incunabula: people, places, products and their relationships, October 2018, National Library of Scotland.
Morton, C. 2019.	<i>Unlocking Your Family History: Using Special Collections for Family and Local History research,</i> May 2019, Ripon Workhouse Museum.
Morton, J. and Procter, T. 2018.	<i>Archival research recognises no barriers – enabling student engagement with archives.</i> Northern Collaboration Conference, September 2018, University of Lancaster.
Morton, J. 2019.	<i>Dismantling ivory towers – overcoming barriers in using archives for students' research.</i> Association for Learning Development in Higher Education annual conference, April 2019, University of Exeter.
Newton, A. and Wheeler, E. 2019.	<i>Studying in a Digital Age: a new learning journey.</i> Student Education Conference, January 2019, University of Leeds.
Phillips, B. 2018.	<i>Research data, ethics and the public good.</i> HSRAA, 2018 Annual Conference, April 2018, Brighton.
Procter, T., Tomlinson, C., Grindrod, V., and Linch, K. 2019.	<i>What archives can do for you.</i> workshop, Student Education Conference, January 2019, University of Leeds.
Procter, T. 2019.	<i>Putting Transkribus through its paces.</i> Archives & Records Association conference, August 2019, Leeds.
Pullinger, D. 2019.	<i>Performance management at Leeds University Library.</i> Guest lecture on "Information Organisations & Their Management" module, Department of Languages, Information and Communications Masters Programme, Manchester Metropolitan University, January 2019.
Saunders, J. 2019.	<i>A Space Odyssey: Leeds and the UKRR.</i> The Next Volume: Celebrating UKRR from Project to British Library Service, April 2019, Royal Overseas League.
Senior, C.M. 2019.	<i>Streamlined collection management using categorisation: the Leeds method and practice.</i> 10th NAG Collection Development Seminar, May 2019, Birmingham.
Shipman, B. and O'Neill, K. 2019.	<i>Experts and novices: redesigning user interfaces for the White Rose Repositories.</i> Open Repositories Conference, June 2019, University of Hamburg.
Walker, G. 2018.	<i>Reverse into success: benchmarking databases with Leeds University Business School.</i> Northern Collaboration Conference, September 2018, Lancaster University; and Northern Collaboration Learning Exchange, November 2018, Liverpool University.
Wheeler, E. 2019.	<i>Peer observation: learning from and with colleagues.</i> CILIP Annual Conference, July 2019, Manchester.

Professional qualifications gained

Name	Item
Dhillon, S.	Awarded Fellowship of the Higher Education Academy. Higher Education Academy, August 2019.
Newton, A.	Awarded Fellowship of the Higher Education Academy. Higher Education Academy, August 2019.
Sayers, K.	RM50032 Understanding Latin in Documents and Archives module, single short course for continuing professional development University of Dundee, Centre for Archive and Information Studies, June 2019.

Membership of external committees

Name	Item
Beare, L.	Marketing Officer, Yorkshire Emerging Museum Professionals Committee
Butler, S.	Chair, Arts Council England Designation Panel Member, Board of Senate House Library, University of London Treasurer, RLUK (Research Libraries UK) Member, Executive Board of RLUK (Research Libraries UK) Trustee and Director, (Society of College, National and University Libraries) Member, Executive Board of SCONUL (Society of College, National and University Libraries) Chair, SCONUL Content Strategy Group Patron, Pankhurst Trust/Incorporating Manchester Women's Aid
Fake, M.	Member, White Rose University Press Management Board Member, Northern Collaboration Directors Group
Fitton, J.	UK Committee Secretary, Group for Literary Archives & Manuscripts CPD Assessor, Archives and Records Association
Glenn, S.	Fellow, Council Member and Trustee, Royal Numismatic Society
Knowles, C.	Co-Chair, IIF Outreach Group Vice-Chair, Open Repositories Conference Steering Committee Member, RLUK Digital Scholarship Network Chair, White Rose Libraries Repositories Board
Lawrence-Francis, R.	Member, Northern Collaboration Special Interest Group for Special Collections and Archives
Liu, J.	Member, UK China, Japan and Korea Library Groups
Morton, J.	Member, YHULISS (Yorkshire & Humberside University Librarians' International Student Support)
Mossman, M.	Regional Coordinator, Association of Learning and Development in Higher Education, Peer Development Working Group
Phillips, B.	Member, Research Ethics Committee (Maths, Engineering & Physical Sciences)
Prescott, S.	Committee Web Officer, Group for Literary Archives & Manuscripts
Procter, T.	Peer reviewer, Archives Accreditation scheme
Pullinger, D.	Member, CILIP Information Literacy Group Committee (Website Manager for Information Literacy website: http://www.informationliteracy.org.uk)
Saunders, J.	Member, Jisc Collection Management Community Advisory Board Member, SCONUL Collaboration Strategy Group Member, RLUK Assistant Directors Network Member, RLUK Collections Strategy Network Member, White Rose Libraries Innovation Group

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Awards received

Name	Item
Knowles, C.	Awarded a place on the LIBER Emerging Leaders Programme 2019–2020
Schneider, M. and Liu, J.	Nominated for Information Literacy Digital Award 2019 for "Critical Thinking at University: an Introduction" MOOC

LEEDS UNIVERSITY LIBRARY STATISTICS 2018 – 2019

Finance

Staff costs (£k)	£6,459
Spend on books and journals (£k)	£6,456
Other non staff expenditure (£k)	£1,513
Fines and penalties income (£k)	£23

Collections

Total items acquired (all formats)	12,795
– New monographs	6,897
– New ebooks	1,661
Downloads from e-resources	9,040,163
Downloads from electronic journals	6,382,760
Online Course Readings (OCR) items available	10,941
Modules with digitised readings	1,156
Physical items held	2,720,824
Ebooks held	499,338

Customer Services

Items borrowed	327,645
Visits to the library	2,792,217
– Brotherton Library	357,862
– Edward Boyle Library	1,252,101
– Health Sciences Library	351,645
– Laidlaw Library	813,047
– St James's University Hospital Library	17,512
Library enquiries	201,663

Academic Skills Support

Students receiving academic skills teaching	32,998
Skills enquiries	9,560
One-to-one consultations (including Maths drop-in)	1,483

Digital Experience

Library website visits	12,721,930
Minerva sessions	15,404,722

Digital Content and Repositories

Number of datasets deposited in Research Data Leeds	145
Number of items deposited into White Rose Research Online (Leeds)	11,198
Number of items deposited into White Rose eTheses Online (Leeds)	1,067
Number of items deposited into Leeds Digital Library	3,846
Number of items digitised in the studio	37,958

Special Collections

Number of visits to the Research Centre	2,164
Gallery visitors	23,768
Number of teaching sessions facilitated	129
Number of engagement events	161



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