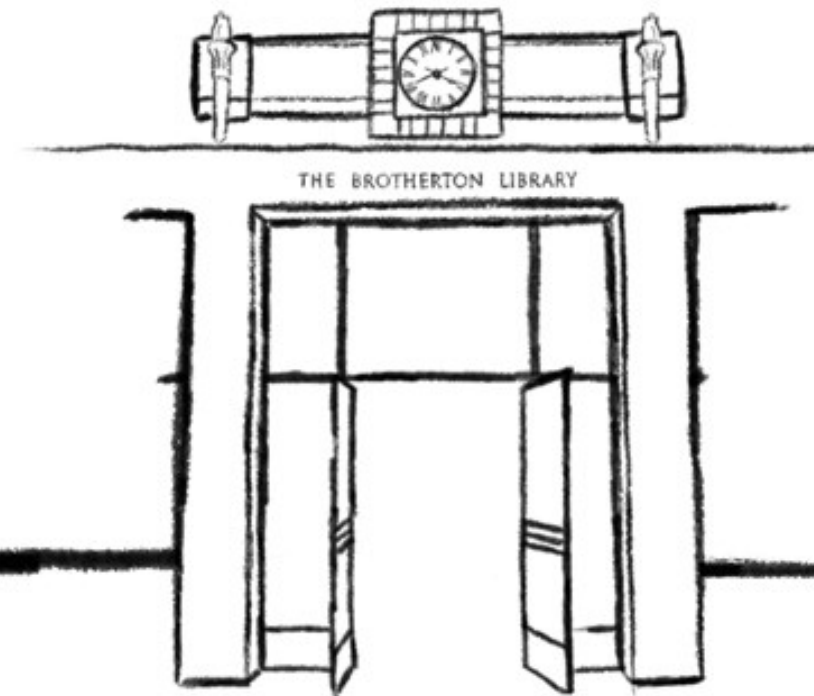


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Library annual report 2019-20



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This is a text-only version of the online annual report and does not contain images or video content. To see the full annual report, please go to:

<https://library.leeds.ac.uk/annual-report>

Librarian's message

Libraries are an essential part of the fabric of university life. Although many of our services continued throughout the year, even during the Spring lockdown forced by the Covid-19 pandemic, the closure of study space and the lack of access to our print collections was a blow to both staff and students. There was huge relief all round when we were able to get our “click and collect” service up delivering print books to readers in July. By August we were preparing Covid-secure study space and adapting to a “new” normal.

I would like to pay tribute to all library staff who coped with the challenges of this extraordinary year with good humour, patience and their customary professionalism.

Although 2019–20 divided into two very distinct periods, there were nevertheless many continuities. We have long delivered information resources digitally. We have answered readers’ queries through email and webchat; Minerva, our Virtual Learning Environment has become an important platform for the delivery of academic skills teaching. In Special Collections, we have explored how digital services can add value to physical collections not just by enabling remote access but also by facilitating new research methods.

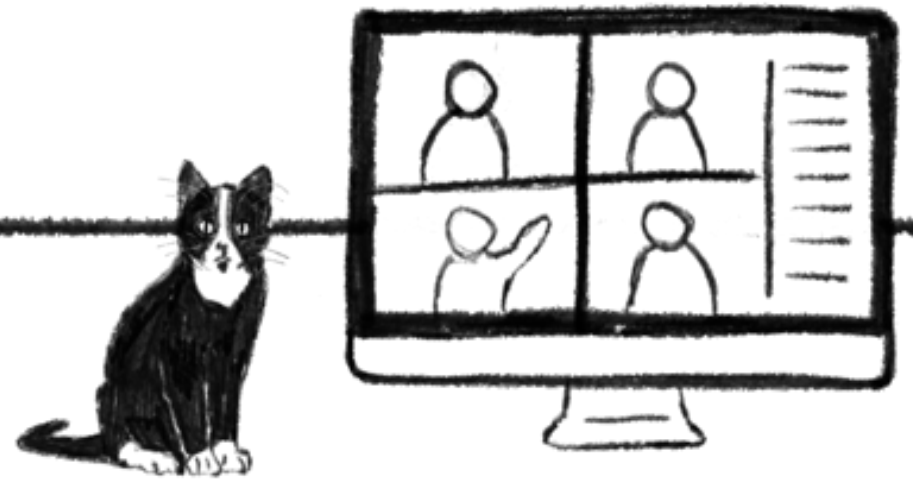
Our response to the pandemic has accelerated these trends – widely known as the “digital shift”. The Library will continue to be a blend of physical and digital services, but the increasing emphasis will undoubtedly be on the latter.

I have heard many expressions of thanks for the efforts library staff have put in to ensure access to the best possible resources and support for both learning and research throughout the academic session. I am immensely proud of all that has been achieved this year and I would like to record my thanks also.

2019–20 was a very strange and challenging finale to my career in libraries. However, as with all previous years, it has been a pleasure and a privilege to have been part of the University of Leeds and in particular to work with such talented Library colleagues!

Dr Stella Butler
University Librarian and Keeper of the Brotherton Collection

Covid-19 response



Switch to online book provision

When we locked the doors to our buildings, our first thoughts focussed on how to support our students with end of term assignments and exam revision. Our mission was to increase and upgrade access wherever we could.

We worked with departments and tutors to identify texts needed for open book exams. This was hugely important as restrictions on concurrent use of ebooks would have meant that not all students could access a text at the same time during the exams.

There was also a 30% increase in the number of reading lists we received for semester 1 and we changed our processes to meet demand.

To make more recommended reading material available online, we:

- analysed our collection data to find high use titles, actively sought to convert print-only to electronic format, and upgraded existing online access
- worked intensively with existing and new suppliers to provide new access to etextbooks and other online media; this included individual negotiations for over 250 core texts previously unavailable online
- upgraded our existing online licences to increase access and reduce the number of turnaways
- changed our processes and workflows to include auto-upgrades, auto-purchases and patron driven acquisition
- capitalised on changes made to copyright licensing terms to digitise even more online course readings (for when an ebook of a core text is unavailable).

The result of this intense ongoing work is a better online reading experience and much improved access to online materials for students.

Online enquiries

Online enquiries through email, the website and web chat continued seamlessly seven days a week. Frontline staff worked from home, many with less-than-ideal personal devices initially. We saw that webchat became more popular as lockdown continued, with a 36% increase over last year between March to August.

Our primary focus was to continue to support final year students who were sitting exams and completing dissertations in April and May, and Masters students completing over the summer period. This support is not just troubleshooting – as an accessible, supportive and neutral service, it is also pastoral and pan-service, offering reassurance and signposting to other services.

Making Covid-19 research easier to find

From March 2020, research into Covid-19 was underway around the world with rapid publication of findings.

Searching for published research takes time. The publishers helped by creating collections of their own content, but these collections existed independently.

We used one of the features of our new library management system to create a collection to bring these disparate sources together, making them more easily discoverable through Library Search.

By providing a single location with access to many resources, we reduced the amount of time needed to find the content.

Click-and-collect service

At the end of July, we were able to gain safe access to library buildings for library staff, who were met with a mountain of books to return. We returned 7,997 items by the end of August.

We designed a new system and processes so that our print collections could be safely used again. Our click-and-collect service allows users to request print material from the Library Search item record. Library staff on campus pick up the material and make it available to collect, normally within a 48-hour turnaround.

Demand from researchers who had been deprived of access to print texts was high, and we completed 1,550 click and collect requests by the end of August. It was warmly welcomed by staff and students.

Study space preparation

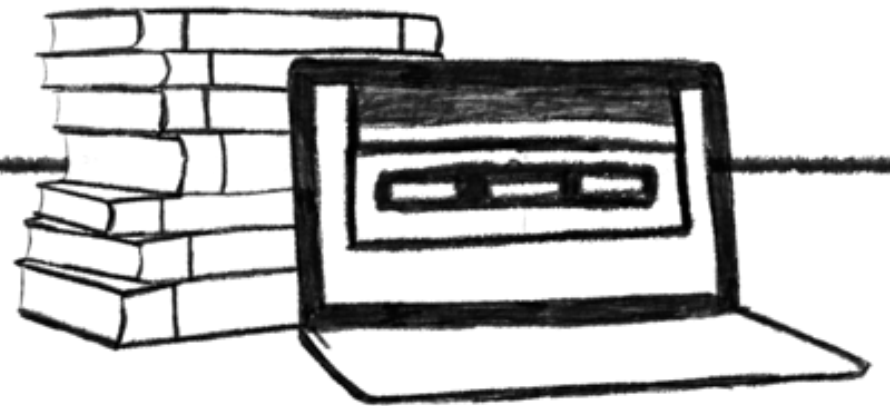
Our plans to reopen study space, contact free and Covid-secure, started in May and came to fruition in September in preparation for the start of term.

Our approach to reopening campus-based services was to prioritise the safety of our staff and our students, and to respond to changing circumstances and adapt to demand.

The starting point was to tightly control footfall and social distancing within buildings, and to avoid queueing outside buildings. This meant creating a way to book sessions and allocate seats. We worked to open one library at a time, and then increased the study space available at each site.

Social distancing reduces our capacity significantly to around 20-25% of our total number of seats. Although overall campus footfall was low, demand for library spaces was high with most study sessions fully booked. However, with multiple sessions available to book per day, we are maximising the use of this limited but essential study space.

Online learning



Online workshops, appointments and Shut up and Write!

When lockdown started, we rapidly converted face-to-face workshops into online synchronous webinars.

Recordings from our Skills@Library webinars were also made available on our website and allowed many more students to benefit who could not attend the session. 257 students benefitted from one-to-one online appointments between March to July.

The online format appealed to research staff and students, offering more opportunities for attendees to engage and work with one another. Bookings for sessions doubled, in some cases trebled, compared with last year.

“The sessions are incredibly helpful to be productive AND they offer a real sense of social connection with others in the university while we are all dispersed due to Covid”

Shut Up and Write! participant

In response to demand, we extended our programme of “Shut Up and Write!” sessions, with 700 attendees between March and July. Researchers valued the structure and protected time to focus on their research.

Minerva pivotal in shift to online learning

Our Learning Technologies Team manage Minerva, our online learning environment. Offering key support to staff and students during the rapid shift to online delivery, they answered twice as many user support cases since the start of lockdown compared to the previous year.

Collaborate Ultra

Collaborate Ultra was identified as a key tool for delivering online sessions, and we provided additional support. We delivered training sessions, with new targeted user guides, and helped the Digital Education Service to set up a buddying scheme.

There has been a massive uptake of Collaborate Ultra. Comparing the last two weeks of term before the Easter break to the same period in the previous year, there were 6,591 sessions (a 6,118% increase) attended by 60,958 students (a 12,896% increase!).

Open Online Exams

Minerva provided the structure and tools for the deployment of open online exams. We supported schools to use the tools available, with the majority using Turnitin, with good use of Gradescope and Top Hat where these suited specific cases.

Minerva Engagement Data

We helped the Student Education Service plan for the start of a new online academic year by creating Minerva analytics-for-learn reports.

We explored ways to replace the physical attendance monitoring process and investigated how our analytics might support online engagement and learning.

We can now supply lists of students who have not logged in or engaged with their modules in the previous seven days.

Minerva moves to managed hosting

The Library and IT worked closely with our vendor (Blackboard) to successfully move Minerva into a managed hosting service. This is a modern cloud-based infrastructure that is robust and scalable.

“Huge congratulations all round... We all know how much effort went into planning this move – and into executing it so skilfully.”

Professor Tom Ward, Deputy Vice-Chancellor: Student Education

Ally rollout for accessibility

We successfully launched Blackboard Ally, a tool to help meet the University’s commitment to provide an inclusive environment and digital accessibility for all.

Ally helps tutors to create accessible materials, essential for the shift to online hybrid teaching and to help meet new web accessibility regulations.

Working with colleagues from faculties and professional services, the team also developed an institutional accessibility statement and guidance, along with Ally training and orientation sessions.

Welcome, Induction and Transition

Our Learning Services Team made a significant contribution to the University’s new Welcome, Induction and Transition offer, with complementary materials for returning students.

Key academic skills content was included in several new student-facing resources:

- Getting Started at Leeds
- Study Success resource
- Transition to Leeds
- For Students webpages

This work was an opportunity to harness the University’s enhanced digital education capability, and to make sure that our approaches are inclusive and generate a sense of belonging.

Becoming an online learner

Our new “Becoming an online learner” resource supports taught students with the switch to an online learning environment. It helps them make the most of their study and contact time to become effective online learners.

Launched before the new academic year, there were over 6,300 pageviews of the resource in September 2020 alone.

Research impact



Open research

Our Research Support Team runs a webinar on the benefits of open research and has worked closely with faculties to better understand disciplinary differences and local priorities. The Library promotes an inclusive research culture through open research practices and principles.

Open research extends the familiar principles of open access publications and data to the entire research process. Open research could include results, software and code, methodology, protocols and documentation, as well as publications and data. There are many benefits for researchers including enhanced transparency and reproducibility, long term preservation, faster and broader dissemination, and increased research visibility. Funders including UKRI and Wellcome recognise the value of open research and both have policies emphasising open research practices.

Research visibility

High quality research needs to be easy to find so that it attracts the attention it deserves.

We are involved in a range of related initiatives to increase research visibility:

- ORCIDs are now a requirement for all research staff and students. These unique author identifiers make sure that research outputs are correctly and consistently attributed.
- We continue to work with the DVC International and Pro Deans for Research and Innovation to better understand the role that citations play in university rankings.
- Our bibliometric service helps to identify areas where research visibility could be increased. A wide range of faculties and schools benefit from our analysis and insight, which gives a better understanding of effective strategies and new opportunities for increasing visibility, such as potential collaborations.
- We have removed barriers to research under temporary embargo through expansion of the “Request a copy” feature in White Rose Research Online, the institutional repository. Researchers can now request copies from Leeds authors, increasing the reach of the author’s research.
- We are developing support around how to practise responsible metrics when using and applying citation data, after the University signed up to DORA, the Declaration on Research Assessment.
- When we were able to welcome delegates to campus, we were delighted to host the LIS-Bibliometrics international conference on The Future of Research Evaluation.

Timescapes: using research data in teaching

Our Research Data Management Service runs the Timescapes Data Archive. The archive is a specialist resource of qualitative longitudinal research datasets themed around the real-life experiences, accounts and reflections of people going about “the everyday”, spanning all aspects of their lives.

To promote the wider benefits of archived research data, we created teaching material focussed on the rich and themed datasets hosted by the archive. Our “Timescapes for Teaching” initiative for classroom and online teaching supports tutors, students and groups to access archived data for educational or research purposes.

Case Study: Big Qual Analysis

The Timescapes archive is now embedded into teaching practice as part of a National Centre for Research Methods (NCRM) training programme targeted at social scientists.

Led by NCRM researchers and Kahryn Hughes from our School of Social Sciences, researchers from the Universities of Southampton and Edinburgh are using the Timescapes Data Archive to host a specialist teaching dataset for analysing qualitative data called “Big Qual Analysis: the Breadth-and-depth Method”.

This allows learners to gain hands-on experience of using a real archive to search, access, and organise qualitative data. The Big Qual methodology can also be applied to archival research, social media research, secondary analysis and other areas of research practice.

Dialect and Heritage Project bid success

New funding means that we can enhance our metadata and digitise items to open up the Leeds Archive of Vernacular Culture (LAVC) collection, which will enable new connections with museum collections across the country.

In autumn 2019 the School of English, under the leadership of Dr Fiona Douglas, received significant funding from the National Lottery Heritage Fund to work with Special Collections and five rural museums across England.

The award is the result of an intensive 12-month programme of development with all partners. This provided evidence for the potential of the LAVC to be a major resource for the heritage sector, built relationships with disadvantaged communities, and scoped new dialect research.

The programme is linked to another major National Lottery Heritage Project, Save Our Sounds, led by the British Library. The British Library have taken responsibility for the physical preservation of our LAVC audio recordings and are making them digitally accessible.

These major collaborative projects bring renewed life into research data generated in the 1950s–1980s. The content of this collection supports research and engagement across many subject areas. We expect this work to place the Leeds Archive of Vernacular Culture as a central resource for further collaborative activity.

Digital humanities and primary sources

Online primary sources

Arts and Humanities students and researchers, heavily reliant on the Library's collections of printed primary source material, were particularly affected by the campus closure, which placed all print material out of reach.

Working closely with suppliers, we identified gaps in our online provision and bought additional resources to meet the needs of those working on final year undergraduate dissertations.

A new primary sources resource guide brings together more than 80 resources containing hundreds of thousands of pages of online primary source material, including digital versions of contemporaneous books, magazines, diaries, archives, personal papers, government and official publications, organisational records and newspapers.

Digital scholarship

We are actively seeking opportunities to support digital scholarship at Leeds, particularly in relation to digital humanities. Of note is our subscription to Gale Digital Scholar Lab, a state-of-the-art text mining and text analysis research tool.

The Lab enables analysis of stylistic nuances, word frequency and other patterns within texts. For example, this can help find traits which may point to contextual purpose or bias in the text, or how the reader's interpretation is influenced.

We have delivered two workshops for academics and students on how to make best use of the Digital Scholar Lab.

Student experience



Step up to Masters

Our Step Up to Masters resource won the prestigious Digital Award for Information Literacy, which recognises innovative and high impact digital resources in the UK.

Developed by our Learning Services and Learning Technologies Teams, Step Up to Masters supports student transition to taught postgraduate study. It has a particular focus on Masters-level academic skills development.

The resource was informed by large-scale surveys and follow-up focus groups with Masters students. It is designed to complement departments' own induction and transition programmes.

“Gave me a good overview of what to expect in the time as a Masters student, both academically and from a general perspective in terms of time management, coordinating tasks and managing other commitments and my physical and mental wellbeing.”

Masters student

Step Up to Masters received over 16,000 page views in 2019–20 and has garnered positive comments from students and academic colleagues.

This success follows a nomination for the same award in 2019 for the online course Critical Thinking at University: An Introduction, created in partnership with the Digital Education Service.

Customer Service Excellence

In 2019, an independent assessor performed our three-year reaccreditation exercise for Customer Service Excellence. The assessment evaluated our range of services, our focus on the user experience, and our commitment to engaging with partners to improve and develop our service.

The Library was awarded “Compliance Plus” for five specific criteria:

- Developing customer insight about our customer groups, to better understand their needs and preferences
- Empowering and encouraging our staff to actively promote and participate in our customer-focused culture
- Demonstrating how customer-facing staff insight and experience is incorporated into our service planning
- Acting within, and supporting, wider communities
- Agreeing with our customers at the outset what they can expect from our service.

We are enormously proud of our Customer Service Excellence accreditation, and what it shows about our customer-focused approach when working with students, academics and services throughout the University.

FUAM prize

The annual Friends of University Art and Music (FUAM) Graduate Art Prize and exhibition went virtual this year, celebrating the artistic excellence of students completing BA studies in Art and Design and Fine Art.

The online exhibition featured the work of finalists Sasha Napoli, Emma Lawrence, Poppy Jones-Little and T'Shah Henry.

We worked closely with the finalists to create short videos to promote their work across our social media platforms. T'Shah Henry was announced as the 2020 winner at an online event on 14 October.

The exhibition was viewed 1,094 times from 63 different countries since its launch on 3 August. The online people's vote garnered 326 responses and was won by Sasha Napoli.

West Building refurbishment

In January 2020 we opened our newly refurbished ground floor of the Brotherton West Building, adding around 150 new study places.

The furniture and design choices evoke some of the grandeur of the original Brotherton building to create high quality study space. The large solid oak desks with power and individual lighting are a modern take on the 1930s furniture, and the colour palette is based on the greens and purples of the Swedish marble columns in the main reading room.

The atrium area is a breakout space, with large high-backed sofas alongside small moveable desks and chairs. The open sofa design allows for group work, alongside single-scholar activity in smaller unpowered study pods, allowing optimum use of the space according to student needs.

In the months prior to lockdown this was one of the most popular spaces in the libraries. Social distancing has significantly reduced the use of the space, but we look forward to seeing students gathering here once again.

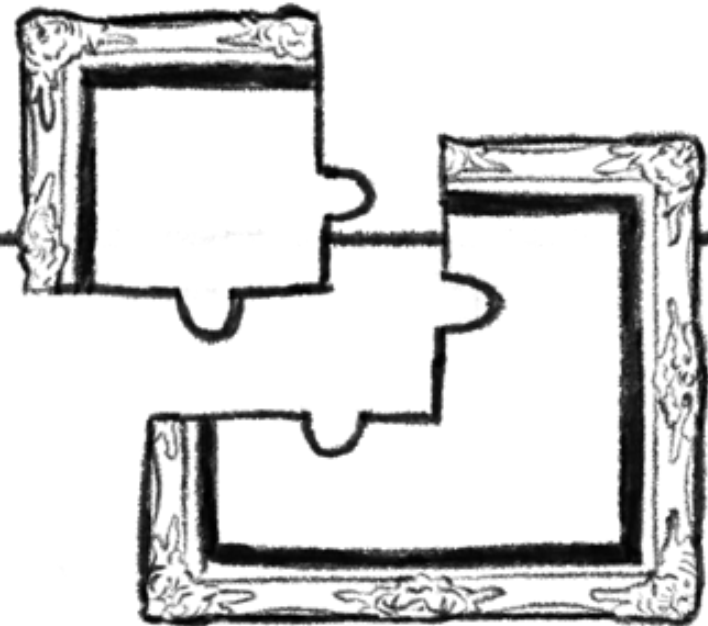
Staying high in the NSS

In 2020 the University scored 91% for question 19 of the National Student Survey – “the library resources (eg books, online services and learning spaces) have supported my learning well”.

This was a significant achievement for the Library and a strong endorsement of the quality and range of our services. It placed us second highest in the Russell Group (and highest in England), and amongst only a handful of generalist institutions nationwide to score so highly.

This result cements a long and consistent history of success in the NSS – our library has been in the top two of Russell Group universities for each of the last four years.

Culture and community



VisitEngland rates our Galleries highly

The Galleries received an excellent overall mark of 81% following a visit and assessment by the VisitEngland Attraction Quality Assurance Scheme (VASQAS) in February 2020.

VASQAS is a prestigious accreditation marker for visitor experience. To become a VisitEngland accredited attraction you must receive an overall score of 60%.

“The achieved overall score of 81% is commendable and reflects the investment and effort of university staff and management to expand and develop the galleries”

VAQAS assessor

The assessment was broken down into seven separately scored areas. Our staff achieved the highest score of 88%, which includes customer care, knowledge and efficiency. The exceptionally high score in this area shows that the work we have done over the last couple of years on the customer experience has had a measurable impact.

Wellcome award for WAFE archive

In May 2020, we were awarded £205,000 from the Wellcome Trust for a 30-month project to transform the raw material of the Women’s Aid Federation England (WAFE) archive into a comprehensive research resource.

Women’s Aid Federation England (WAFE) is the national coordinating body for all local and domestic violence services, including refuges in England. It lobbies, advocates and campaigns throughout England. The archive encapsulates the broad spectrum of its work from 1970s to the present day.

The collection is a significant interdisciplinary research resource and is intended to be the basis of many new research collaborations across the University, along with external academics and community partners. It is a major resource for WAFE’s own understanding of its contribution to health and society.

Special Collections is working in partnership with Women’s Aid and the Feminist Archive North so that the archive is secure, preserved and made accessible for research and engagement.

The project is supported by the Leeds Arts and Humanities Research Institute and the Centre for Interdisciplinary Gender Studies.

Galleries engagement flies as we locked down

Our Galleries quickly adapted in-person activities and created new ways for digital audiences to access our collections, providing a much-needed respite from the anxieties created by the pandemic.

Regular Pen to Paper and Sketch Club activities moved to social media platforms and Two Minute Treasure videos have had over 11,000 views since launch.

Building on a solid level of engagement on our social media platforms, lockdown saw a huge increase in uptake of our digital offer.

“Love these. I see more of the painting and think about the colours and how the artists have created the image. I didn’t expect to learn more about paint as I switched off and just thought about the jigsaw”
Comment on Facebook about jigsaws

For example, in April we saw our followers on Twitter increase by 151% and “likes” on our posts were up 279% compared with March. New ideas developed specially for our digital audience, such as Collection Jigsaws, had over 2,500 visitors.

We have reached a total of 6,747 followers, with 17,472 engagements and 1,710,770 impressions across our three social media platforms in 2019–20.

Making an online exhibition of ourselves

Unable to welcome visitors to our galleries, we used Google Arts and Culture to create a version of the in-gallery exhibition Lessons in the Studio: Studio in the Seminar.

We also created an online exclusive art exhibition where objects were selected by our digital visitors via a campaign run through social media.

Our Google exhibitions received a total of 2,537 views in 2019–20.

Exhibition loans

We extended the reach and reputation of our collections through loans of 42 items to six exhibitions, viewed by over 112,000 visitors.

The University Art Collection loaned material to one touring exhibition, “Refuge and renewal – migration and British Art”, facilitated by the Royal West of England Academy (12,364 visitors), and one local exhibition at Leeds Art Gallery “Sara Barker: All clouds are clocks all clocks are clouds” (64,603 visitors).

Significant loans from the Illustrated Book Collection, Feminist Archive North and the International Textile Collection were exhibited in:

- “The Pre-Raphaelite Knights: Reinventing the Medieval world” at The Bowes Museum (27,818 visitors)
- “Remembering Resistance”, at Sheffield Millennium Gallery (1,637 visitors)
- “Unbound: Visionary women collecting textiles” at Two Temple Place, London (27 pieces, 19,304 visitors).

Partnership



Reuse, research and innovation with collections data

Research Libraries UK and the National Archives awarded a Professional Digital Fellowship to a member of our Special Collections team for the second year in a row.

This Fellowship focuses on how to exploit the archive catalogue as a dataset (data about the collection). This could help to improve how we manage and develop our collections and make them more discoverable and accessible.

The project also explores ways to provide digital access to these collections and aims to create digital scholarship opportunities for those who do not have coding or computational skills.

The findings to date suggest a growing need for common approaches to the publication of data, use of controlled vocabularies and authority identifiers, and interoperability of (meta)data standards.

We hope that the outputs will provide one way to navigate the digital shift to meet the needs of increasingly digital and remote audiences.

Major philanthropic gift makes furniture history

Our close collaboration with Dr Mark Westgarth to develop collections relating to the history of the antiques market opened the door to a generous bequest from the John Bedford Will Trust.

John Bedford was a noted antique dealer and collector, who created a significant rare book and manuscript collection on the history of furniture design over a period of 40 years.

We met, developed a relationship, and discovered that what we could offer aligned with John Bedford's own ambitions, for the benefit of students, researchers and the public. The John Bedford Library of

Furniture History became a part of our Special Collections in 2019, along with significant additional funding.

This includes the vital funds needed to catalogue the collection. It also funds student and early-career research opportunities to engage with the collection. The investment has gone even further with a donation to extend the Special Collections Research Centre. This will create the space needed to engage with the collection through teaching and research events.

Our productive partnership with Alumni and Major Gifts also increased the mutual understanding of our services, which will shape future work so that comprehensive packages can be communicated to prospective donors.

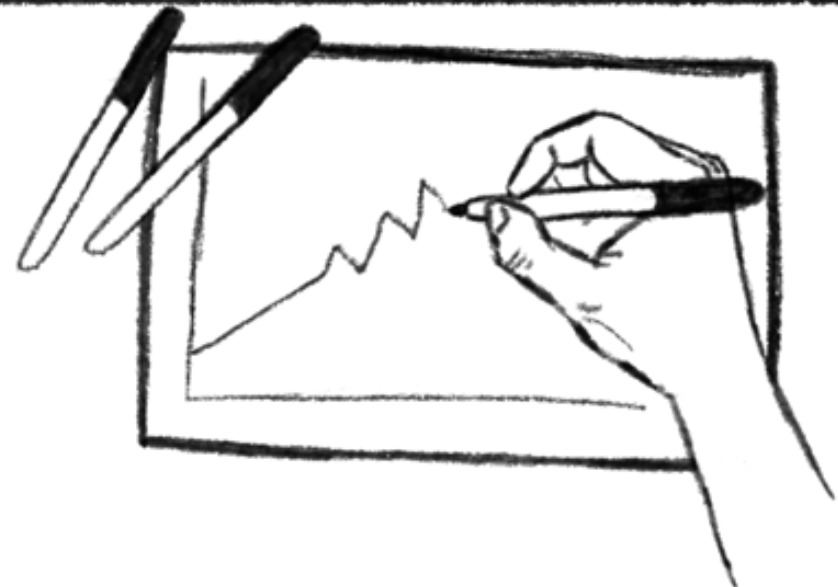
Collection management collaboration on a national scale

We are helping to develop a national system to make sure that UK research collections retain and preserve valuable research materials. This will be part of a national research collection managed through the Jisc Library Hub.

Our previous work analysed our print collections to identify which collections should be permanently kept. This year we carried out a multi-layered analysis, comparing Leeds collections with the holdings of peer institutions, to identify the individual item catalogue records within those collections.

This will inform a wide range of library collection management activities. This includes targeted subject development (including e-resources provision), digitisation and conservation work, stock editing, relocation and relegation tasks.

Statistics and esteem factors



Statistics

Library buildings were closed from 17 March due to the Covid-19 pandemic. There was no access to print collections, digitisation facilities and no way to receive new print items. Click and collect opened on 3 August for customers to order and collect print material. Limited study space was made available from 28 August.

Finance

Staff costs (£k):	6,633
Spend on books and journals (£k):	6,247
Other non-staff expenditure (£k):	1,194
Fines and penalties income (£k):	6

Collections

New monographs:	5,142
New ebooks:	121,351
Downloads from e-resources:	5,572,066
Downloads from ejournals:	6,086,972
Physical items held:	2,723,845

Customer Services

Items borrowed:	165,993
Visits to the Library:	1,429,765
Edward Boyle Library:	658,595
Laidlaw Library:	403,661
Brotherton Library:	188,140

Health Sciences Library:	171,374
St James's University Hospital Library:	7,995
Library enquiries:	99,306

Academic Skills Support

Students receiving academic skills teaching:	30,133
Skills enquiries:	9,051
One-to-one consultations incl maths and statistics:	1,105
Views of Skills@Library online resources:	3,275,978

Digital experience

Library website visits:	8,178,995
Minerva page views:	24,131,102

Digital Content and Repositories

No. datasets deposited in Research Data Leeds:	165
No. items deposited into White Rose Research Online (Leeds):	8,322
No. items deposited into White Rose eTheses Online (Leeds):	1,101
No. items deposited into Leeds Digital Library:	2,294
No. items digitised in the studio:	20,876

Special Collections

Number of visits to the Research Centre:	945
Gallery visitors:	13,292
Number of teaching sessions facilitated:	69
Number of engagement events:	124

Esteem factors

Publications

Abel, K. "Top-tips on Alma Implementation", *OpenAthens*,
<https://openathens.org/top-tips-on-setup-for-openathens/>, 28/04/2020

Dhillon, D.S. "The Dionysian Free Jazz of John W. Coltrane", *Telos*,
Spring 2020.
<http://journal.telospress.com/content/2020/190/136.extract>

Rosie Dyson, Rachel Eckersley and Rhiannon Lawrence-Francis.
2020. "Cataloguing the John Evan Bedford Library of Furniture
History". *Furniture History Society Newsletter*. 219, pp19-22.
[https://www.furniturehistorysociety.org/uploaded_resources/files/fhs-
newsletter-issue-219_final.pdf](https://www.furniturehistorysociety.org/uploaded_resources/files/fhs-newsletter-issue-219_final.pdf)

Poulter, Martin, and Nick Sheppard. 2020. "Wikimedia and
Universities: Contributing to the Global Commons in the Age of
Disinformation". *Insights* 33 (1): 14. DOI:
<http://doi.org/10.1629/uksg.509>

Conference papers

Abel, K. "When WAM went BAM: OpenAthens and Alma
Implementation at the University of Leeds", *OpenAthens Access Lab*,
Online, 19th March 2020

Sharon Connell and Frances Cooper. "The Evolution of Integrated
Pest Management at Leeds University Library", *2019 Archives and
Records Association Conference*, Leeds, August 2019

Sunny Dhillon and Emily Wheeler. "Bridging the Feedback Gap" at
University of Leeds Student Education Conference, 6th January 2020

Chris Grygiel. "Curating, mapping and presenting modern hybrid
collections", *2019 Archives and Records Association Conference*,
Leeds, August 2019

Trevor Hough. "Getting OpenAthens authentication to work with Alma
and Primo at The University of Leeds", *EPUG-UKI*, 15 October 2019

Knowles, C. and W. Nixon. "Building Trust in Institutional Repositories
in UK Research Libraries", *Liber Conference*, 2020.

Knowles, C., N. Casaldàliga and F. Morley. "What do we achieve?
New challenges leading into the Post-Covid Recovery!", *Liber
Webinar*, November 2020.

Jiani Liu and Dan Pullinger. "Step Up to Masters: Supporting the
academic skills transition for taught postgraduate students", *UKCGE
conference on PGT Education*, December 10th, 2019

Jiani Liu and Michelle Schneider. "Digital Education Live Sessions:
Designing for Asynchronous Learning", *University of Leeds, YouTube
Live event*, 16 July 2020.

Dan Pullinger. "Performance management at Leeds University
Library". Guest lecture on "Information Organisations & Their
Management" module, Department of Languages, Information and
Communications Masters Programme, Manchester Metropolitan
University, January 2020

Nick Sheppard. "Contributing to the global commons: Repositories and
Wikimedia", *FORCE11*, Edinburgh, October 16th 2019
[https://force2019.sched.com/event/U2nw/contributing-to-the-global-
commons-repositories-and-wikimedia](https://force2019.sched.com/event/U2nw/contributing-to-the-global-commons-repositories-and-wikimedia)

Zoe Wolstenholme. "Digitisation and Discovery: Archives Hub Project"
at *Managing your print and online collections in a Covid 19 world
(JISC event)*, 15th June 2020

Memberships of external committees

Laura Beare: Marketing Officer on Yorkshire Emerging Museum Professionals Committee

Sally Dalton: Fellow of Advance HE (2020)

Sunny Dhillon: Co-chair of ALDinHE Partnerships and Collaboration Working Group

Jodie Double:

Member, Bridging the Digital Gap Project Board – The National Archives (<https://www.nationalarchives.gov.uk/archives-sector/projects-and-programmes/bridging-digital-gap-technical-traineeships-archives/>)

Member, Digital Scholarship Network (<https://www.rluk.ac.uk/rluk-dsn/>)

Member, Digital Scholarship Network – Skills and Training Committee

Member and contributor to, DiAGRAM Project – The Digital Archiving Graphical Risk Assessment Model (<https://nationalarchives.shinyapps.io/DiAGRAM/>)

Trevor Hough: Alma Acquisitions Working Group (IGeLU)

Claire Knowles:

Member, RLUK Digital Scholarship Network and Chair of the Technical Sub-Group

Co-Chair, International Image Interoperability Framework (IIF) Outreach Group

Vice-Chair, Open Repositories Conference Steering Committee and Chair of the Code of Conduct Sub-Group

Member, 2019-2020 Liber Emerging Leaders Programme

Jiani Liu: UK China, Japan and Korea Library Groups, YHULISS (Yorkshire & Humberside University Libraries Inclusive Student Support) committee

Janet Morton: YHULISS (Yorkshire & Humberside University Libraries Inclusive Student Support) committee

Maddy Mossman:

Steering Group Member, Association of Learning Development in Higher Education (ALDinHE)

Co-lead Events Working Group (ALDinHE)

Beth Parry:

Forum for Interlending Committee (treasurer)

OCLC SHARES Executive Group

Dan Pullinger: Member of CILIP Information Literacy Group Committee (Website Manager for Information Literacy website: <http://www.informationliteracy.org.uk/>)

Jane Saunders:

Member, Jisc Library Hub Community Advisory Board

Member, SCONUL Technology and Markets Group

Nick Sheppard: Leeds rep for ORCID Community forum / ORCID Community Champion (Jisc)

Professional qualifications gained

Sally Dalton: University of Leeds, 2020. Postgraduate Certificate in Academic Practice

Michael Fake. Institute of Leadership & Management, 2020, Level 5 Certificate in Coaching and Mentoring

Anja Komatar: University of Leeds, 2019. PhD in Mathematics

Janet Morton: ALDinHE, 2019 (Association of Learning Development in HE), Certified Practitioner (CeP)

Awards received

Sunny Dhillon. Winner of Cross-Institutional and Services Award for Mentor, Leeds Partnership Awards

Chris Grygiel. The National Archives/Research Libraries UK Professional Fellowship 2018/19 'Curating, mapping and presenting modern hybrid collections'

Jiani Liu. Leeds Partnership Award (Global) – nominated

Jiani Liu, Dan Pullinger, Sunny Dhillon, Angela Newton, Paul Cave, Laura Fitch. Winner of Digital Award for Information Literacy 2020 for Step Up to Masters online resource