UNIVERSITY
OF LEEDS

University of Leeds Libraries Annual Report 2024/25

At the University of Leeds, **our libraries, cultural collections and galleries** are more than r**epositories of knowledge** – they are catalysts for **innovation, collaboration and inclusion.** Guided by the University strategy, we embrace the principles of One Leeds, working in partnership across disciplines and communities to create **transformative experiences** for students, researchers and civic society.

This report celebrates a year of progress towards our shared vision: **Knowledge for All.** From pioneering digital transformation and embedding academic skills into the curriculum, to championing open scholarship and fostering global collaboration, we continue to shape a future where knowledge is **accessible, equitable and makes a difference in the world.**

SP

Throughout the report, work directly related to our strategic priorities is highlighted with the priority number. You can find the full text of the priorities listed at the end of this report.

Contents

Student education and experience

Our libraries are **at the heart of student learning and discovery**. We provide welcoming spaces, **innovative services and opportunities** for skills development and creativity – **delivering an outstanding, inclusive experience** that empowers every learner.

On-demand support when it matters

91.5%
NSS score for library services

14
Customer Service Excellence 'compliance pluses'

80,721
Enquiries answered

2,004,135
Visits

14,868,308 Website interactions

Student engagement with reading lists

We make sure that students have the information resources they need to support their academic and personal interests, through ebooks, journals and digitisation.

2,819
Active reading lists

797,680
Full-text resources accessed from reading lists

4,800
Digitised items available as Online Course Readings

Reading list diversification toolkit

SP 6

Our new diversification toolkit supports colleagues to enrich their reading lists with diverse perspectives. In collaboration with OD&PL we ran workshops to support embedding diversity into pedagogical practices. As a result, the toolkit will be incorporated into the School of Chemistry's 'Roadmap for Decolonisation'.

Academic skills development and workshops

Our learning advisors work in partnership with academic and professional services colleagues to design and deliver in-curricular and co-curricular skills development opportunities for undergraduate and taught postgraduate students.

31,565
Students received academic or digital skills teaching

2,591
Students attended a Skills@Library workshop online or in person

99.5%
Said they learned something to improve the way they work

326
Maths and statistics consultations

1,103
Students had academic skills appointments with our learning advisors

> *Workshop leader was very positive, put everyone at their ease so it didn't seem so nerve wracking. She responded really well to breaking down the different types of reading strategies."*
> **Managing Your Reading Webinar feedback**

Writing Space: nurturing confidence

Our Writing Space is a relaxed, nurturing hub where student academic writing mentors provide peer-to-peer support that builds confidence and skills.

304
Students helped by mentors (10% increase on last year)

2,116
Visits (216% increase on last year)
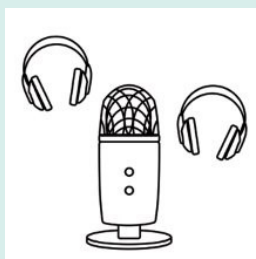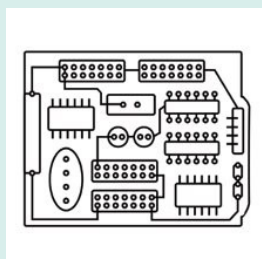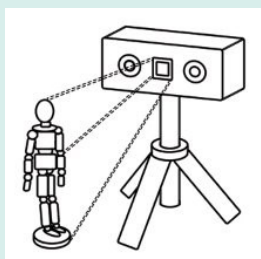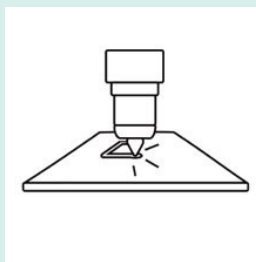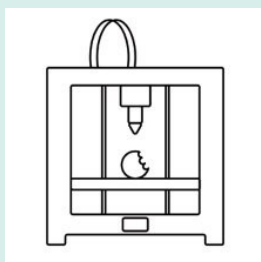
99%
Would recommend the service

Over 2.5 million
interactions with online skills resources

> *Absolutely amazing!! I found it really useful and helpful in all aspects discussed. I feel comfortable and safe sharing all details and any concerns that I had. Thank you so much."*
> **One-to-one appointment feedback**

Innovating with Library Makerspace

We foster creativity and problem-solving, increasing engagement and developing skills in the Makerspace.

Our new student intern innovation partners provide peer-to-peer support and resources. Events range from technical training to art, sewing and digital creativity.

3,607
User engagements

1,722
Participants

205
Events

Our hugely popular 'repair cafés', run collaboratively with the Sustainability Service, divert waste and build community, helping staff and students fix clothes, phones, laptops, toys and more.

9
Repair cafés

247
Participants

Enriched environments

We **transformed our learning spaces** to support **collaboration, wellbeing** and **flexible** learning.

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New collaborative learning space for Health Sciences

The Health Sciences Library now has a light-filled collaborative learning area with biophilic design. It opened in time for the summer assessment period and was an instant hit with students.

Renew and reuse – sustainable furniture replenishment

A new sustainability-led approach to furniture replenishment assessed over 7,000 study spaces and reupholstered or steam cleaned chairs as needed, improving the longevity of our furniture.

"Eddy B" becomes always-open study spot

In January the Edward Boyle Library became our 24/7 hub, providing a larger space closer to the LUU night bus route and offering round-the-clock access to dedicated postgraduate spaces.

Postgraduate upgrade

Postgraduate students co-designed studies in the Brotherton Library for better comfort and usability. These studies are heavily used by those in their writing-up year. There's new decoration, furniture and blinds along with improved wayfinding.

New Skills Space opens in Laidlaw

The Laidlaw Library launched a new Skills Space, which hosts personal development opportunities for taught students provided by our Learning Development team and University-wide service partners, such as Careers, Enterprise and Sustainability.

The space includes dedicated pods for one-to-one appointments with learning advisors, flexible furniture, popular drop-in services such as the Writing Space and maths and statistics support.

Embedding academic and digital skills into the curriculum

SP 8

Our **Learning Development** team work in partnership with academics to embed **essential academic and digital skills into the curriculum**. We present four case studies that demonstrate **innovative approaches** to preparing students for success in a **rapidly changing world**.

Data literacy for social sciences

In partnership with:

Andrea Denny,
Leeds Q-Step Centre programme leader

> *[Riz] did a fantastic 'getting started with statistics' workshop for us at the start of that summer school and all of the feedback was that it was absolutely brilliant as a starting point and a real boost to confidence to those who have no experience"*
> **Andrea Denny**

220 students gained confidence in quantitative data analysis through Q-Step summer school and research-based placements, addressing a national skills gap in data literacy among social science students.

Rizwan Nawaz,
Statistics and Data Advisor

Key features:

- Getting started with statistics workshop was inclusive of all abilities and students worked with real data they generated

- One-to-one drop-in support was provided during the placement

Impact:

Students: highly engaged and acquired confidence and aptitude in data and statistical research techniques

Gateway to medicine

In partnership with:

Shelley Fielden,
Lifelong Learning:
Transition to Medicine
foundation year
module leader

It's so helpful for students to develop their skills as self regulated independent learners. I definitely see their skills as being stronger than many of the students that come in at year one."

"It's been incredibly inspiring to me to work with people from the Learning Development team. The expertise they bring to this module and our students is invaluable. I've learned loads and I know the students have."
Shelley Fielden

Foundation year students developed critical thinking and digital skills, giving them a head start in medical education.

Emily Haikney,
Learning Advisor

Haworth Towler,
Digital Learning Advisor

Key features:

- Four interactive student-centred seminars tackled the hidden curriculum to give students a real understanding of academic culture's expectations, norms and behaviours

- Self-directed digital learning across each of the Jisc digital capabilities interweaves with academic skills development

Impact:

Students: develop their academic capabilities before entering Year 1, giving them confidence as independent learners, better prepared to meet the demands of medical education

Staff: benefit from exposure to innovative teaching strategies and digital learning frameworks

Innovating sociology education for a changing workplace

In partnership with:

Tom Campbell, Associate Professor in the School of Sociology and Social Policy

> **"** *The Learning Development team provided not only practical insight, but strategic curriculum design advice... our students are doing better projects which are more grounded in research methods."*
> **Tom Campbell**

Sociology modules were reimagined with object-based learning, earning recognition at University level, and curriculum design was transformed to meet evolving workplace demands and Curriculum Redefined.

Angela Newton, Learning Advisor

Part 1: Strategic curriculum redesign

Angela's contributions to strategic discussions steered a rethink about the skills that students need upon graduating, which contributed to reshaping the undergraduate portfolio.

Key features:

- Developed a capstone module feeding into all dissertations

- Introduced three advanced skills pathways:

  - Quantitative methods

  - Qualitative methods

  - Library-based dissertation

Impact:

Students: produced stronger, research-grounded projects with improved employability outcomes

Staff: benefited from strategic curriculum design support and practical insight

> *It was a module that turned on its head what the skills we should be developing in sociology and social policy were... it dramatically changed what we can do."*
> **Tom Campbell**

An innovative module – Sociology of Objects – departed from traditional pedagogies and embraced object-based learning to prepare students for a workplace that will be shaped by automation and AI.

Key features:

- Inspired by Angela's object-based learning research and the Library Makerspace

- Angela co-delivers sessions using Cultural Collections and Makerspace materials

Impact:

Students: engage with interdisciplinary, experiential learning that forms core sociological skills

Staff: created a model of best practice recognised at faculty and university level

Recognition:

Presented to University Council as an example of best practice

Shortlisted for the Leeds Teaching Awards

Led to forming local and national networks on object-based learning

Critical thinking in fine art, history of art and cultural studies

In partnership with:

Dr Rob Knifton,
Module leader
(disciplinary expertise)

Sara Montgomery,
Language Centre
(English for Academic
Purposes and support
for international
students)

*It's really been truly
collaborative, and every
single thing that we
designed was based on
student-centred design,
giving active learning
opportunities for students to
collaborate and reflect."*
Michelle Schneider

Co-designed student-centred sessions fostered
active learning and critical thinking.

Michelle Schneider,
Learning Advisor
(learning development and pedagogy)

Key features:

- **True collaboration:** co-designed sessions, with equal input and shared ownership

- **Student-centred design:** activities focused on active learning, collaboration and reflection

- **Co-delivery:** seven sessions led by a mix of team members, each contributing expertise

- **Disciplinary contextualisation:** content tailored to students' academic disciplines

Impact:

Students: develop their own definitions of critical thinking within the context of fine art, history of art and cultural studies

Staff: fostered a holistic, interdisciplinary approach to academic skills development

Knowledge for All

Through **global collaboration and thought leadership**, we **strive to reduce inequality, improve access** and **shape the future** of knowledge.

Knowledge Equity Network

The Knowledge Equity Network aims to reduce inequality by increasing access to knowledge. It now enables global collaboration across 28 higher education institutions and 51 organisations in 69 countries.

We presented at the:

- Knowledge Equity Symposium at the University of Salford in April 2025

- Open Education Policy Launch at the University of Leeds in July 2025

- Global Innovation Circle on Higher Education (GICHE) in Hanover in October 2025.

12
Online/hybrid events

543
Attendees

Knowledge Futures Symposium

We hosted the first Knowledge Futures Symposium in June 2025.

This one-day hybrid event discussed the future of knowledge in a time of global challenges and rapid technological change. Funders, partners and international guests gathered to consider how we can ensure that knowledge remains trusted and usable for generations to come.

237 Attendees in person and online

"The library remains critical to the university as a place that can facilitate collaboration, address global issues and promote innovation. The academic library is the connective fabric that links the community together in a way that nothing else can."
Jonathan Bengtson, University Librarian at the University of Victoria, British Columbia

"We must act now to reduce the misuse of knowledge and focus on knowledge preservation for the benefit of future generations."
Masud Khokhar, Chief Digital and Information Officer

"AI doesn't change reality; it is another artifice of humanity. AI is another version of a speaker, whose ideas need to be explored. We need to test the claims and understand. AI is one part in the ever-changing way we reconstitute the knowledge we have and create."
Professor Christopher Smith, Executive Chair of the Arts and Humanities Research Council

Empowering our research community

We deliver **comprehensive support for researchers** at every stage of the research lifecycle, **strengthening visibility, compliance and impact** across disciplines through **new tools, guidance and initiatives.**

Early Career Publishing Prize encourages emerging scholars

The Leeds Early Career Publishing Prize gives PhD graduates a fabulous opportunity to transform their doctoral work into an open access monograph. This initiative is designed to support and celebrate emerging scholars by giving their research a broader platform, in collaboration with our White Rose University Press (WRUP).

ANDREA WHITE

UNDERSTANDING MENTAL CAUSATION
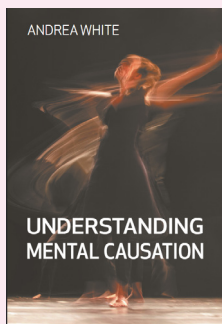
One inaugural prize winner was Dr Andrea White. Their book 'Understanding Mental Causation', published December 2024, has had over:

2,100 downloads
29,000 abstract views

New guidance for research information management

A new Research Information Management Guide provides researchers with clear guidance on appropriate data handling practices for research data classification tiers. It is designed to help reduce the risk of data loss and unauthorised access of data.

100% success for Research Profile Bootcamp

This year's Research Profile Bootcamp offered an extensive workshop programme, providing attendees with practical solutions to increase their research visibility.

230
Engaged researchers

100%
Of feedback said they learnt something that could strengthen their research profile

Thank you for organising this series of workshops. I have attended all of them and found all very useful." **Bootcamp participant**

Learnt a lot about Symplectic. This session was really useful." **Bootcamp participant**

Research Profile Bootcamp

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Data access and retention

The Data Access and Retention Group (DARG) is now the official mechanism for reviewing, approving or rejecting access requests to controlled-level data within the University's Research Data Repository, as well as for assessing more complex data deposit requests. It is a formal subgroup of the Information Governance Oversight Group. DARG will:

- Ensure good practice in data governance
- Reduce risks
- Increase transparency
- Facilitate open research.

Strengthening Symplectic

With investment from the Digital Transformation business case (EDCIS: Ensuring data compliance, insights and sharing), an improved Symplectic now has:
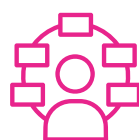
Capacity to capture a wider range of research outputs

Single sign-on functionality to make access simpler and faster

Vendor-hosting, supporting faster adoption of new features and reducing overheads

Comprehensive guidance on how to manage research outputs on staff profiles

Literature searching services

We provided **seven** research projects that aligned with the following UN Sustainable Development Goals (SDG) with advanced search strategy design, comprehensive database searching, transparent and reproducible search reporting and reference management expertise.
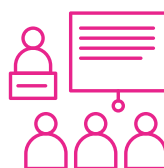
3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

13 CLIMATE ACTION

Researcher professional development and support

4,754
Researcher enquiries answered (23.5% increase on last year)

95
Workshops

2,764
Participants (double the previous year's attendance)

" *The presenters' enthusiasm and expertise, coupled with interactive elements like live polls, open discussions and useful links made the session a captivating and enriching experience. That's wonderful!"* **Research Data Management Essentials workshop feedback**

" *Approachable and knowledgeable hosts, comprehensive overview of searching tips and techniques."* **Literature Searching workshop feedback**

Creating a culture of open scholarship

SP 7

We champion **openness in research and education**, making knowledge **accessible for all**. Our progress in open scholarship spans resources, advocacy, publishing and partnerships – **advancing global collaboration and shaping a fairer future**.

Open Research Hub

The Open Research Hub is a comprehensive resource that explains open research practices, concepts and terminology. Since launching in November 2024:

2,894
Page views

1,115
Active users

221
Colleagues engaged in the Open Research Community of Practice

Championing open research

We met with each of the 39 Directors of Research and Innovation to learn about and support them in their role of Open Research Champion. This process:

Informed a report to the Open Research Group highlighting opportunities across schools

Will inform the content of future advocacy sessions, training and resources

Open access to knowledge

Our institutional repositories continue to make the knowledge we create openly available for all. This year we shared:

6,121
Research outputs (7.5% increase on last year)

587
Etheses

120
Datasets

We support the open publishing of research outputs with:

39
Deals with publishers facilitating open publishing

10
Open access infrastructure initiatives supported

Our Open Access Support Fund empowers our research community to navigate the complex open access landscape in a financially supported way.

Opening the book on open books

Our new Open Books Programme provides comprehensive guidance and support to enable tutors to produce open access etextbooks on the PressBooks platform.
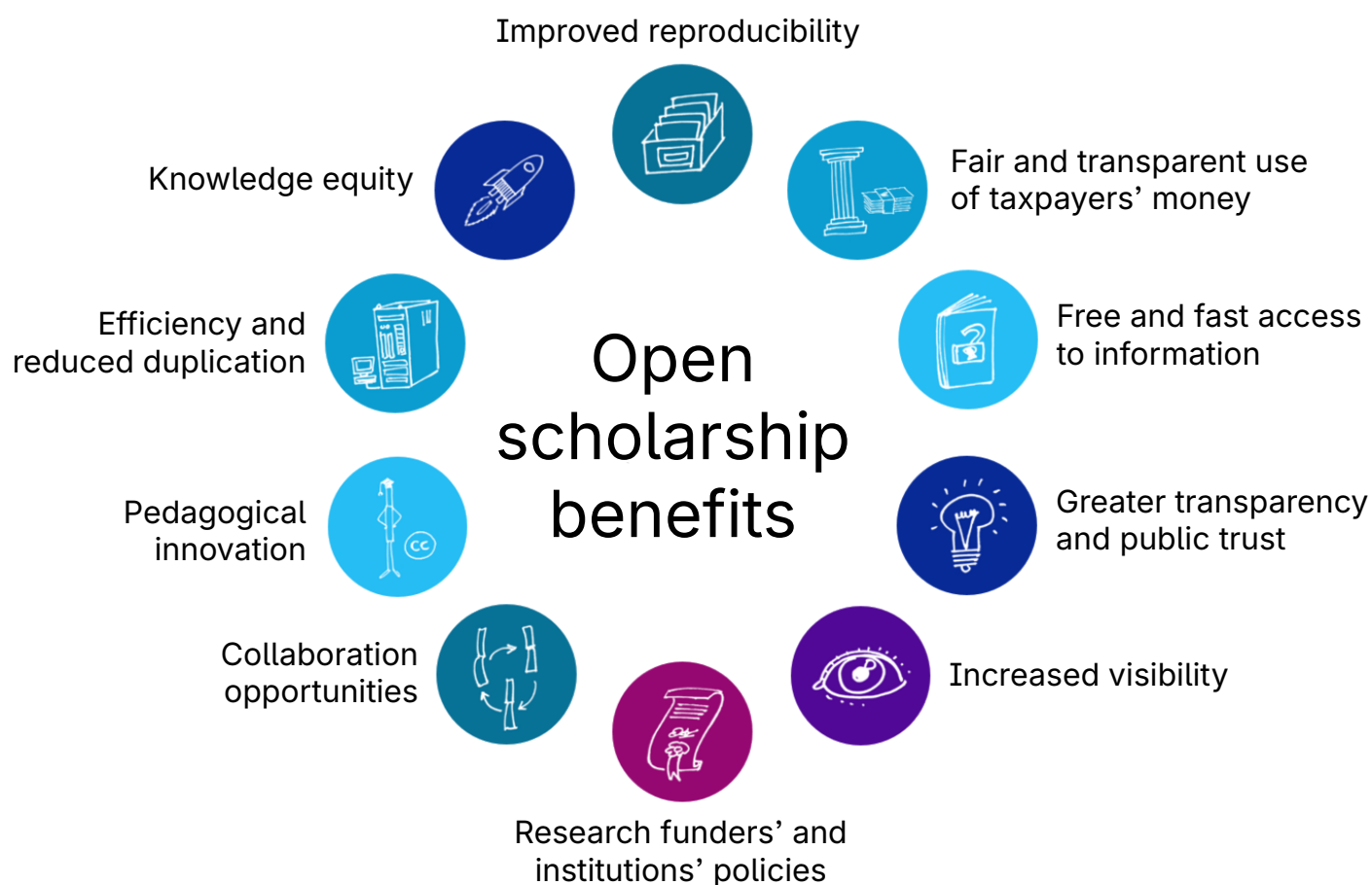
25 books
already in production

Sylla-brating open educational content

Sylla is an innovative platform that surfaces open and affordable educational resources, to integrate into modules. A pilot between Sylla and the Libraries improved discoverability and engagement with open educational resources (OERs), saving cost and time whilst enhancing the student experience.

Improved reproducibility

Knowledge equity

Fair and transparent use of taxpayers' money

Efficiency and reduced duplication

Open scholarship benefits

Free and fast access to information

Pedagogical innovation

Greater transparency and public trust

Collaboration opportunities

Increased visibility

Research funders' and institutions' policies

Source: based on Brinken, H. (2021). 10 Gründe für Open Access. Zenodo. https://doi.org/10.5281/zenodo.4643859 (CC BY 4.0 International)

Digital transformation

Digital innovation shapes all our services, spaces and experiences across the Libraries and Galleries. Here, we spotlight projects that turn **digital ambition into tangible benefits for education, research and global engagement**.

Advancing with AI responsibly

We have developed **AI Principles** to support AI adoption and experimentation in library services responsibly and thoughtfully.

To support students we published new guidance on AI and academic skills.

Digital capabilities

SP 1

Our Digital Capabilities Programme includes new sessions on podcasting and Gen AI and assessment, supporting the University's Student Education strategy and Capabilities Framework.

46
Embedded sessions across seven faculties

444
Students attended co-curricular digital capabilities sessions

543
Engagements with the Jisc Discovery Tool

Device docking increases student productivity

More docking stations are now available throughout library sites, in collaboration with IT Services. Students can dock their own laptops into large-screen monitors to create a multi-screen system, increasing ease of use and productivity.

Simple scan out with Sentry

Our new **Libraries' Sentry App** now allows users to borrow books by scanning their in-app barcode at our self-issue machines, removing barriers to accessing our services.

Lean Library

SP 18

Lean Library is a browser plug-in tool that makes it easy to discover our subscribed and open access articles when browsing the internet. This year we have connected:

5,313 Active users

1,294
Open access resources

3,088
Subscribed-to articles

2,731
Print and ebooks

Embracing IIIF for digital scholarship

Digital images of our open cultural collections are now available in high quality with deep zoom. Providing images in the interoperable IIIF format creates new possibilities for collaborative and cross-institutional research and digital exhibitions.

IIIF (International Image Interoperability Framework) is a set of open standards that that provide optimal online presentation of digital objects.

New Minerva resource supports IIIF adoption

A new Minerva resource showcases how IIIF functionalities can be embedded into teaching, created with the support of the Digital Education Service and IIIF Engagement Intern.

Successful pilot sessions with colleagues and students from the Faculty of Arts, Humanities and Culture sparked significant interest and ideas on how to develop digital humanities support. We will expand on this with guidelines, training sessions and case studies.

Increasing online access to our collections with DLIP

SP 4

We successfully delivered Phase 1 of the Digital Library Infrastructure Project (DLIP) and work has started on Phase 2 planning. Phase 1 outcomes included advances in open content, which is now:

Available using IIIF via the Cultural Collections website

Securely stored in a new cloud storage preservation system.

Phase 2 of DLIP will enable more collections to be digitally available, provide online exhibitions and storytelling using digital objects, and launch a refreshed website.

Actively serving the IIIF global community

SP 3

We are delighted to serve on the IIIF Consortium Executive Committee with:

• Universities of Cornell, Harvard and Yale

• British Library

• National Gallery of Art.

We hosted this year's IIIF Annual Conference in June, welcoming over **200 attendees** from around the world.

Community, culture and impact

We **connect people** with **culture and knowledge** through **exhibitions, events** and **partnerships**.

Welcoming students, staff and communities

The Brotherton Research Centre welcomes research visitors to engage with our cultural collections.

1,011
Visits

5,294
Items consulted

36
Engagement events

Inspiring students

More students now have hands-on access to unique artefacts through taught sessions that use our internationally important cultural collections, providing a powerful learning experience.

161
Teaching sessions facilitated (up 32% from 122 last year)

Over 1,900
Student visits

100%
of tutors would book sessions again.

Over 75%
Students' first experience of using archives

We've also simplified our online booking process to make it easier for lecturers to state their preferences for teaching sessions.

Engaging with migrant communities

UNIVERSITY OF SANCTUARY AWARD
WELCOMING ASYLUM SEEKERS AND REFUGEES

Our Welcoming Migrants project strengthened civic engagement and made a significant contribution to the successful University of Sanctuary appraisal.

Welcoming Migrants is a collaborative programme with local communities who have experience of migration. We offer regular creative workshops and conversation activities, working in partnership with local refugee and asylum seeker charities.

Torah scrolls event

As part of the Learning from Yorkshire's Holocaust Torah Scrolls Project, we welcomed 40 people, many from five Yorkshire Jewish communities. The event facilitated meaningful knowledge exchange about the history, religious value and community use of scrolls, including one on loan from the Memorial Scrolls Trust.

Galleries exhibitions animate visitors

We welcomed **24,970** public and University visitors to our galleries:

15,475
The Stanley & Audrey Burton Gallery

9,495
The Treasures of the Brotherton Gallery

The Animated Activism: Women Empowered exhibition drew record audiences and media coverage. It explored the histories of Women's Aid Federation of England (WAFE) and Leeds Animation Workshop (LAW). The interdisciplinary relevance of the exhibition created a strong demand for student tours from University and external tutors.

257 people attended the launch event

Two other exhibitions were curated in the Galleries:

- SICK (a note from 40 Sandilands Road and other stories) was an immersive installation by the artist Sarah Roberts

- SICK TOO presented a selection of materials that informed Sarah's artistic practice, alongside her own reflections on their significance.

Missed Call

We created a micro funded opportunity to engage students with our collections, foster co-creation and link archival feminist campaigns to current activism.

We commissioned the SASHA (Students Against Sexual Harassment & Assault) society to produce an animated response to the Animated Activism: Women Empowered exhibition. The animation explores sexual violence statistics and activism. It will be integrated into SASHA's Consent and Active Bystander training, supported by the Mayor's Safer Communities Fund.

The project:

- Strengthened student engagement and awareness through social media and events

- Inspired creation of a SASHA activist archive in our University Archive

- Contributed to University's civic role and sexual violence prevention strategy.

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Increasing engagement and inclusion

We are committed to **widening participation and creating inclusive experiences**. We create **opportunities through internships, outreach** and **digital innovation**.

Supporting our partner institutions

700 students from Leeds International Study Centre (LISC) and the Leeds Mathematics School (LMAS) benefitted from library inductions.

❝ *This is a massive logistical operation each time, and impossible without your dedication to the administrative work, and enthusiasm at the inductions. Having the opportunity to study there is very much valued by those who do, and it 'brings to life' for all the students our partnership with the University ...”* **Martin Maule, Director, International Pathway Programmes**

Student interns bridge barriers with direct engagement

SP 17

10 interns make the cultural collections and galleries more accessible for our students through direct engagement, using the exhibitions or collection items as inspiration.

Our **Galleries Student Intern** is mentored to plan, promote, deliver and evaluate an event targeted at students and/or community groups.

Our first **Digital Comms Internship** provides digital upskilling and career opportunities for a recent Leeds graduate, extending our reach on social media and bringing collections and stories to digital audiences.

There are also **eight shorter-term internships** that delivered events and digital content, building skills and confidence.

Celebrating 10 years of Jumpstart

This year we celebrate a successful 10-year partnership with Lifelong Learning, where we host 8-week courses for adults who are thinking of university study. Over that time we have:

- Adapted locations so students feel more at home within the library

- Established a fixed time for them to use our teaching rooms

- Extended membership to six months.

❝ *Thank you so much for letting Jumpstart use your room. It's a great setting for our class and makes you feel like a proper student.”* **Jumpstart participant**

Digitally enhancing access onsite and online

SP 20

Our redesigned **'Visit' and 'Access' webpages** now provide clearer, more comprehensive information for visitors with disabilities, making it easier for everyone to plan their visit.

Our new **Bloomberg Connects digital** guide enriches the experience for online and onsite visitors. Through a mobile app, users can explore our art and culture with enhanced accessibility features, creating a more inclusive and engaging journey.

Collections celebrate diversity

We enrich representation through **acquisitions, internships and cataloguing projects**, providing **new ways for communities and scholars to connect**.

Let's rock!

A recently purchased Victorian photograph album of the Leeds and Hull Geological Society shows rare images of what might be called "geologists at play". Importantly, the album is a record of how women engaged with fieldwork in late 19th century Britain.

The album will be showcased in the Treasures of the Brotherton Gallery, as part of the British Society for the History of Science Postgraduate Conference.

Highlighting Jewish archival material with the Yerusha Project

Our Jewish history archives are being enhanced with updated catalogue descriptions before we share them with the online portal Yerusha.

Yerusha collates Jewish archival material from hundreds of repositories across Europe. Sharing our descriptions expands the reach of our collections and enables researchers to make connections from our holdings to collections elsewhere.

LGBTQ+ internship shines a diverse lens on our collections

Our third LGBTQ+ internship explored ways for researchers to engage with collections, reviewing archives, artworks, books and coins to develop practical approaches for integrating LGBTQ+ perspectives into our cultural collections.

Iron Age coin challenge

Iron Age coins are notoriously challenging to identify and study, but a team of four volunteers, including students, took up the challenge to catalogue the 97 Iron Age coins in our collection. Our catalogue data will appear in national and international databases, such as the Iron Age Coins of Britain database.

Performance, creativity and Roman coins

Students in the Classics department created visual poems based on Roman coins from our cultural collections.

Exploring women's voices in art history
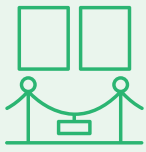
Dr Kerry Harker, Bridget Riley Art Foundation Fellow, is working with our archive of artist and Leeds educator Maurice de Sausmarez (1915–1969).

Kerry is looking at how the voices of women emerge from the archive – as artists, educators, publishers, curators, gallery directors and other roles in post-war British Art. She will curate an exhibition and public programme from her research.

Access to non-western language collections improved

Almost **7,000 catalogue records** now include original language scripts, increasing discoverability through cross-language searching.
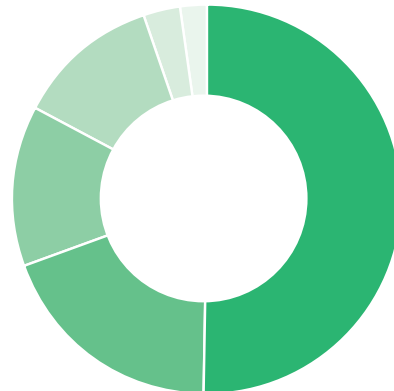
- **3,449** Chinese
- **1,288** Arabic
- **903** Japanese
- **840** Thai
- **235** Ukrainian
- **155** Korean

Belonging in featured collections

Nine new featured collections celebrate the diversity of our campus community and create a sense of belonging.

5,853
Print and online interactions

50 new 'forever' resources

Investment in perpetual access to digital resources diversifies and decolonises our collections and saves researchers travel time. Highlights include:

USC Shoah Foundation Visual History Archive (VHA) – supports teaching and research across disciplines. Researchers previously had to travel to London or Manchester to access the VHA

African Book Collective – new titles in social science, African studies, politics and international affairs, language and linguistics

Political radicalism and extremism archives from Gale, AM Digital and British Online Archives

Archive and historical news resources on East and Southeast Asia

Strategic priorities

Throughout the report, work directly related to our strategic priorities is highlighted with the priority number. Here is the full text of the priorities listed. You can see our full set of strategic priorities in our libraries vision: Knowledge for all

Digital futures

1 **Strategic priority 1** - Become a Centre for Excellence in providing and developing digital academic literacies. Instil our students with transferrable digital skills for them to succeed in their study and work, and support them in countering digital and data deluge, through all stages of their study.

2 **Strategic priority 2** - Develop a holistic, user-focussed, personalised digital experience for our users through audience and behaviour mapping, data analytics, and machine learning. Enable automated enquiry management and digitalisation of processes for efficient and responsive service delivery.

3 **Strategic priority 3** - Develop meaningful and sustainable research partnerships on the intersection of collections with digital, particularly in digital humanities and digital scholarship. Support civic engagement and open debate on digital and information poverty, digital inequalities, and ethics of technologies to ensure inclusive and equitable services for our users.

4 **Strategic priority 4** - Instigate a bold digitisation programme and significantly modernise our digital library infrastructure (including our repositories and virtual reading rooms) to widen access to, and enable teaching, research and global engagement with, our digital and digitised collections.

5 **Strategic priority 5** - Establish an institutional records management and digital preservation programme, in alignment with the University's data strategy, to ensure that our institutional, cultural, and scientific outcomes are preserved and remain accessible for future research, learning and engagement.

Open higher education

6 **Strategic priority 6** - Help position the University of Leeds at the vanguard of open higher education by leading sector debates on open research and open educational resources for global reach, impact and benefit. Diversify our collections and play a central role in the institutional aim of decolonisation of the curriculum. Lead on public access to collections, art and wider culture through our galleries.

7 **Strategic priority 7** - Establish an institutional statement on open research and provide holistic support for the whole open research lifecycle. Empower our research community to navigate the complex open access landscape in a financially sustainable and simple way

8 **Strategic priority 8** - In partnership with academic and professional services colleagues, embed academic literacies in the curriculum to support active learning and good academic practice.

9 **Strategic priority 9** - Enhance research impact, culture and internationalisation by providing effective bibliometrics data and contribute significantly to embedding responsible metrics in institutional thinking and activities.

10 **Strategic priority 10** - Partner in the development of open educational resources and establish a Leeds approach towards open textbooks. Create a sustainable alternative open textbook model in collaboration with the sector, and further develop White Rose University Press as an established, high-reputation university press for open access publishing.

Sustainable environments

(11) **Strategic priority 11** - Embed environmental and operational sustainability in our physical and digital environments. Understand and reduce our carbon footprint, embed smart campus and data analytics capabilities for efficient operations and space management, and incorporate public art and nature-inspired thinking in our physical environments.

(12) **Strategic priority 12** - Invest in the Brotherton and Health Sciences Libraries, modernising them to ensure that they provide an enhanced and inclusive physical and digital experience. Develop maintenance plans for existing facilities (Laidlaw and Edward Boyle Libraries, The Stanley & Audrey Burton and Treasures of the Brotherton Galleries) to ensure they continue to provide a sustainable world-class student and community experience. Explore the long-term future of St James's University Hospital Library site.

(13) **Strategic priority 13** - Reconfigure our spaces to deliver for the changing student demographic and needs at Leeds. Enhance our postgraduate spaces and work with the Doctoral College to consider a Research Commons space for postgraduate researchers.

(14) **Strategic priority 14** - Provide environments that encourage disruptive, creative and innovative thinking through invention labs, digital accelerators, entrepreneurs in residence, makerspaces and editathons. Provide educational spaces expertise and leadership for the wider campus, and develop the concept of libraries as labs for interdisciplinary experimentation. Further open our spaces for local communities.

(15) **Strategic priority 15** - Develop a collections sustainability plan that ensures appropriate growth and maintenance of our physical and digital collections. Invest in a modern collections store to consolidate several stores across the institution. Develop the Western Campus Store further to provide appropriate facilities for our Special Collections. Explore regional and national initiatives on collaborative collection management.

Open higher education

(16) **Strategic priority 16** - Develop and support a cultural learning and engagement programme that uses our wonderful galleries, special collections, and public art to their fullest potential and creates global impact through hybrid exhibitions. Contribute to the development of the Leeds 2023 initiative and ensure that we are recognised as a cultural leader across the sector and region.

(17) **Strategic priority 17** - Adopt user experience approaches to co-produce our integrated physical and digital services with our users, providing an experience that makes a positive difference and adds value to their mission. Develop our behavioural analytics capacity to support decision making.

(18) **Strategic priority 18** - Embrace and actively pursue technologies to add value to our users' experience. Improve discoverability of our resources and explore application of linked data, artificial intelligence, and extended reality in Libraries.

(19) **Strategic priority 19** - Provide alumni with a high-quality experience of our physical and digital offer. Embed philanthropic fundraising in our activities and develop an audience-segmented communications plan that raises the profile of the Libraries.

(20) **Strategic priority 20** - Provide an accessible and inclusive user experience, with a focus on widening participation. Extend access to our buildings, facilities, collections and public art in ways that support the needs of diverse audiences from around the globe.

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