



Academic Libraries North Conference 2021

New beginnings: aspirations and optimism for the future

Wednesday 8th September (13:00 – 17:05) & Thursday 9th September 2021 (09:30 - 13:35)

Hosted by Lancaster University

Programme with abstracts

Day 1	
Time: 13:00	Conference starts
13:00 Welcome (5 mins) - Chair of Academic Libraries North, Rosie Jones, Director of Student and Library Services at Teesside University	
13:05 Keynote (45 mins)	
Keynote speaker	‘Well what the hell’s the Library for?’ Notes of optimism from a pandemic Library Director Andrew Barker, Director of Library Services & Learning Development, Lancaster University <i>During the last 18 months university libraries have faced their biggest challenge for a generation (at least). This presentation will make the case that from these difficulties have sprung opportunities and a revitalising of the value of the library to its university community.</i> <i>Building on the new Lancaster University Library Vision, this presentation will make a passionate case for a library that goes far beyond the building and its services to create a library that develops new partnerships, new spaces and which puts social justice and inclusivity at the heart of everything it does: to create a library which connects, innovates and includes.</i>
13:50 Comfort break (10 mins)	
Parallel session 1 (60 mins)	
Time: 14:00	
1A Lightning	Digital collections at Salford University: discoverability and development Jenny McNally and Alex Mitchell, University of Salford

Talks

In this talk, Jenny and Alex will discuss how The Library at University of Salford are enhancing the discoverability of their archives and special collections using Alma Digital. The Library holds archival material relating to the history of the University from its foundations in 1896 and a range of special collections on diverse subjects from brass bands and canals to 20th century literature. Through our partnerships with other local organisations, we also host several unique, one-off digital collections through our institutional scholarly repository. However as online access has become increasingly important, accelerated not least by the pandemic, we have been working on migrating existing digital collections to a new collections focused system, Alma Digital, and digitising new content.

During the talk we will share the process of migration and how we are developing a new user interface in Primo with the aim of improving the user experience to discover, explore, understand, access, and reuse the collections. Finally, we will touch on our future aspirations for the digitised collections and use of the Alma Digital platform to bring together a wider cultural offer from the institution.

Crossing Streams: the journey to create a cinematic content dashboard

Ruth Burns, University of Manchester

The University of Manchester Library has been moving towards Streamed Access Media for some time, long before the 2020 Pandemic made it essential. However, just as the Streaming services were needed most, we found that we were a victim of our own success and needed to move from an unmediated Patron Driven Acquisition model with Kanopy, to a mediated request service.

Juggling the need to pre-empt the needs of Academics, trying to ensure we didn't buy resources already on other services and trying to keep track of shifting access information posed several challenges. We needed to identify our resources and communicate the various options clearly to the lecturers about what was available.

As Collection Development Data Coordinator my role was to see if we could meet these challenges by extracting data from multiple sources in a way that could provide an answer to these questions, and I wanted to see if Power Bi could bring everything together in a holistic dashboard.

This talk covers the experience of wrangling the data of multiple Streaming sources and our own Leganto Analytics to gain a coherent picture of our resources and needs, and the use of Power Bi to display it interactively.

Durham University Library and Collections blog: creating a new 'voice' for our services

Kelly Hetherington and Ben Taylorson, University of Durham

The Durham University Library and Collection's blog (<https://dulib.blog/>) began in June 2019. It was created as a way of providing another 'voice' for all aspects of our service – libraries, museums and special collections. The blog gives colleagues the opportunity to showcase their work and demonstrate our dedication to providing an excellent service to our stakeholders and beyond. The blog has been used for light-hearted and 'introducing' posts to engage our users and build positive relationships. We've also used it to communicate important developments or changes within the department (especially vital over the last year!); promote special exhibitions or events; highlight online resources and tutorials, and much, much more (so check it out!)

The blog ensures that our department's achievements are very visible which demonstrates the value we

	<i>add to Durham University but we also hope to engage with other information professionals and members of the public. The blog has also helped fuel collaboration across teams within the department and provided a well-being and development opportunity for staff who contribute. The plan is to continue to develop the blog as a different 'voice', based on what has worked well previously and what opportunities arise in the future.</i>
1B Short Papers	Library, information & knowledge professionals as anti-racism advocates Josh Sendall, Lancaster University <i>Josh will explore the impact of the tumultuous summer of 2020 as a BAME library, knowledge, and information professional. The #BLM movement that gained momentum in the wake of the murder of George Floyd, and the coronavirus pandemic which revealed significant and persisting health, social, and economic inequalities.</i> <i>Josh will move on to discuss the multifaceted work that is ongoing at Lancaster University Library to decolonise their collections and services. He will share insights about the impetus and rationale for the recent formation of the Library's Anti-Racism Advocacy Group and their activity in four areas. Firstly, discussion and education. Secondly, events and activities. Thirdly, policy, procedure and process. Fourthly, Information and resources. The relationship between the worlds of decolonisation and anti-racism will be evaluated and framed as complementary initiatives.</i> <i>The overall outlook is positive. Celebrating the library's role as a leader within the race equality space. As a hub that connects staff, students and local community organisations. As a leader for social justice, driven by the principles of equality, diversity, and inclusion. As a champion for a fairer, more equitable future.</i>
	Working towards decolonising the reading list Kaye Towlson, De Montfort University <i>This short paper will share the issues and ongoing work towards decolonising the reading list at De Montfort University (DMU). A part of the Decolonising DMU project this work seeks to both interest and empower academics to work together with colleagues and students to decolonise and diversify their reading lists. The central approach taken is one of sharing tools with academics to facilitate the analysis of reading lists. This enables the checking for bias and diversity via a co-creative and audit approach. A workshop offering the tools and space to consider the pedagogic purpose of reading lists plus the need and impact of decolonising those lists has been created and delivered across the institution. Furthermore, this workshop is embedded within the curriculum of "PGCAP", DMU's apprenticeship for University teaching staff.</i> <i>The session will look at the issues and barriers to decolonising the reading list and offer tools and approaches to affect incremental change. Decolonised, diverse reading lists aim to represent the academic community, facilitate engagement, engender a sense of belonging and connectedness that afford more effective learning.</i>
1C Short Papers	Managing capacity, demand and expectations at Northumbria University Library: an agile approach and a cultural change Kathryn Conway and Lee Blyth, Northumbria University <i>Northumbria University Library spaces, and some on campus services, remained open throughout the</i>

	<i>20/21 academic year and, for those students, staff and researchers unable to study at home, this proved to be a hugely valuable lifeline. For much of the year the Library was one of the few places on campus that remained open and, like many other university libraries, we needed to quickly find a way to manage rapidly changing expectations, demand and capacity, and ensure that our on campus spaces and services were accessible, safe and welcoming.</i> <i>In the session, we'll share our experience of introducing new systems to manage spaces and activities, at speed. We'll describe how we used an agile project management approach and a collaborative tool to work across several teams and areas of expertise and how we selected, configured and implemented a suite of booking systems and support processes to manage a variety of learning spaces and library activities. We'll discuss some of the national and local challenges we faced and how we sought to manage expectations and achieve a cultural change. We'll reflect on our learning and invite colleagues to share their own experiences and plans for 21/22.</i>
	How it started, how it's going... 10 years of Succeed@Tees workshops and the pivot to online Sharron Woolley, Teesside University <i>The Liaison and Skills Development Team within Student and Library Services at Teesside University has a proven track record in developing and supporting student skills through a range of approaches including workshops.</i> <i>Beginning in 2011 it was decided that a programme of information literacy/academic skills workshops should be offered to enhance the student experience and support the employability agenda. Fast forward to 2020 when a global pandemic hits and we are faced with the prospect of having to rapidly move the programme online.</i> <i>This presentation will showcase the agile way we have pivoted and adapted our practice using a variety of tools and apps to recreate the practical activities that had always been included. There will also be a practical demonstration of how Zeetings was used.</i> <i>The advantages and limitations of the online workshops will be discussed, finishing with the lessons learned from the experience of staff and feedback from students. This will show that after many years of face to face workshops the pivot to online sessions has given the Succeed@Tees workshop programme a new beginning online. The increase in student numbers leads to an optimistic future with a blended programme of workshops to enhance student success.</i>
1D Workshop	How are you? How are you really? A focus on staff and student wellbeing in the context of a global pandemic and beyond Nicola Wylie, Lancaster University <i>In the midst of the pandemic, Lancaster University Library remained the heart of the campus, and an important service for staff and students. This interactive workshop will share what the Lancaster University Library & Learning Development team have introduced for both staff and student wellbeing and how we have kept connected during these challenging times. This session will reflect the fantastic efforts from staff, and include personal story sharing of the ups and downs that we have navigated. We will cover initiatives including initial wellbeing workshops and the formation of the Wellbeing sub-group.</i> <i>The workshop will share hints and tips on supporting our own and others wellbeing, give delegates the opportunity to share practice within their teams whilst hearing about the activities developed by our</i>

	Library. Delegates may wish to take this knowledge back to their own teams and encourage staff to coordinate a wellbeing session to further discuss and deepen their understanding of wellbeing.
15:00 Break and opportunity for networking in the Teams 'Chat and cake' channel (15 mins)	
Parallel session 2 (60 mins)	
Time: 15:15	
2A Lightning Talks	Podcasts: radio for your library? Andy Connelly and Bob Stoate, Northumbria University <i>As a skills development team we really value connecting with our students, and this was something that became really difficult when we could no longer see them face to face. We realised that we needed a new communications channel to help us connect with our students and broadcast our academic skills-related content. So, the Northumbria Skills Podcast was born and we'd like to tell you about the inspirations, successes, and challenges involved.</i> <i>Our aim was to be friendly, informative, and entertaining. We started off with great enthusiasm, though we soon realised that producing good quality content rapidly and from scratch was not that easy: finding contributors, writing scripts, not to mention the technical challenges. It took time, but we made great progress and have produced some episodes of which we are really proud.</i> <i>Anecdotally student response has been positive, but we'd like to know more about how students are making use of the content. While gauging how well we have connected with our students may be difficult, what is certain is that the podcast has connected the members of our team and other colleagues together. Hearing each other's voices and overcoming the challenges of the podcast together was a real, and unexpected, bonding experience.</i> Find the Northumbria Skills Podcast on your favourite podcatcher https://soundcloud.com/user-689613767
	Meeting new staff during a pandemic, the Edge Hill University experience Samantha Gillies and Olwen Pennington, Edge Hill University <i>The Academic Engagement (AE) team welcomes new academic staff with a well-established meet and greet induction process. We view this as the start of a relationship that encompasses our primary role; working closely with colleagues to strengthen relationships between academic staff and Library and Learning Services.</i> <i>During a pandemic this practice has not been so straightforward with the absence of face-to-face communication and visibility within faculties and departments. For this reason, the AE team has reviewed and modified the induction processes and placed greater emphasis on the 'conceptualisation of professional development' focusing on academic staff professional development and its definition.</i> <i>From our initial contact we track liaison between ourselves, Student Engagement and the Digital Learning Technology team. Noting support and using feedback to develop training. Moving from our physical meetings and events has had its challenges, but the pivot online has also offered new opportunities.</i>

	Academic bootcamps: developing a goal-focused online skills programme for UG students Kirsty Hemsworth and Jayne Evans, Sheffield Hallam University <i>Our bootcamps were designed to support and inspire undergraduate students to achieve their very best during their time working online at Sheffield Hallam University. The sessions were goal/task focused, providing useful strategies and techniques for efficient and productive use of study time. The initiative offered:</i> • <i>Continuity : Each Bootcamp ran for 4 weeks, enabling students to build their skills by increments. Different themes ran throughout the year reflecting the academic cycle.</i> • <i>Community: Each Bootcamp had peer to peer support at its heart. Interaction was encouraged between participants during the session, and facilitated by an online community and collaborative activities to consolidate learning between sessions.</i> • <i>Collaboration: Each Bootcamp was delivered in partnership with our subject librarians and digital skills team.</i> <i>In this lightning talk, we will:</i> - <i>Introduce the rationale for our bootcamp sessions;</i> - <i>Provide an overview of session content, structure and how we fostered online communities;</i> - <i>Reflect on our successes and plans for the future.</i>
2B Short Papers	Reimagining staff development at Lancaster University Library: providing inclusive, engaging & celebratory opportunities in the midst of a pandemic Lesley English and Nicola Wylie, Lancaster University <i>At Lancaster University Library we've a well-developed culture of supporting staff development. Traditionally, perceptions of staff development have included formal qualifications, certifications and desk-based learning and we purposefully challenged these perceptions, moving to a more inclusive understanding of what staff development is.</i> <i>This presentation will explore how our approach has developed during the pandemic, and how both the role and profile of the group has grown resulting in staff development being interwoven into the library governance structure. You'll be introduced to the new strands of the Staff Development Group: Mid-day Seminars, Celebrating Success, Wellbeing and Encouraging and Supporting Career Entry in the Library, learn about future plans, and hear reflections on what's worked and how we meet the challenges of working in a hybrid environment.</i> Mentally Healthy Universities Project: working with Mind Frances Porritt, Teesside University <i>Even before the pandemic, universities had seen a steep rise in the need for mental health support for students. Teesside University Student & Library Services is part of a National Project working with eight other local Mind/University partnerships until August 2021 to improve staff and student wellbeing. The</i>

	<i>programme aligns with the whole-university approach set out in UUK's Stepchange report and the University Mental Health Charter developed by Student Minds.</i> <i>Students have the opportunity to engage in sessions on wellbeing essentials, managing their mental health at university, and transitioning into the workplace, while staff will be supported to set up a network of Staff Mental Health Champions and Mental Health Peer Supporters. Another strand covers the university as an employer to help meet the Mental Health at Work Commitment.</i> <i>Students engaging with the workshops provided positive feedback; the longer terms goals of developing students' awareness and resilience need space to evaluate longitudinally. Key learning is that this work could be further developed and embedded within all courses, providing solid foundational support for students recovering from the effects of the pandemic. Next steps are for the pilot to become mainstream work, and investigating funding streams.</i>
2C Short Papers	Toolkit for running an online study skills induction Emily Downes, London Institute of Banking & Finance <i>This short paper will showcase how we designed and delivered an online study skills induction programme to students embarking on a degree-level apprenticeship in banking and finance.</i> <i>We will provide an overview of the programme, which was delivered entirely online, outlining opportunities, challenges and lessons learned. We will share the mix of high- and low-tech tools and techniques we used to produce engaging and interactive content, including live workshops, digital activities, videos, and more.</i> <i>We will describe how we used hybrid learning strategies, including flipping the classroom, to help students engage with each other and us remotely as they developed their study skills. Additionally, we'll share how we stayed flexible throughout, responding to feedback in order to make improvements. Finally, we'll discuss the different ways we measured the programme's impact, including the use of before and after 'confidence' surveys.</i> <i>With a highly practical focus, including examples of online activities and exercises that delegates can immediately adapt for use in their own institutions, this session will be of interest to those involved in the design and delivery of library inductions or study skills support for higher education students.</i>
	Making Lemonade: using COVID to improve customer services Jonathan Freckleton and Emma Symons, York St John University <i>COVID was a disaster for the world, but there are silver linings to be grasped from the changes it necessitated. In this talk we'll go through what we did at York St John University to maintain AND improve services to our customers, including reviewing and enhancing existing operations while setting up new systems for answering questions, booking spaces, delivering resources, and receiving feedback--all of which will last beyond the current crisis. Oh, and we went through a re-organisation at the same time, just for good measure.</i>
2D Short Papers	Making waves without bursting bubbles: new opportunities during a year supporting the Business School online Laura Broadbent and Kirsty Carver, University of Huddersfield

	<i>How can you support the Business School when you're not permitted through the doors? Effective remote collaboration with each other and key stakeholders across the University has enabled us not only to adapt, but to achieve some unexpected successes - in online teaching, liaison, and outreach, during a year of lockdowns. This involved a cultural transformation which was facilitated by technology. Featuring online teaching sessions with 150+ students, LibGuides, an 'aspiring' module, and virtual coffee meetings - in this landscape not everything has flourished, yet some of these initiatives have been such a success we will take them into the future...</i> <i>With the skills and relationships we have developed this year, we feel better prepared to support our students and staff effectively in the new hybrid educational environment. We will encourage delegates to participate in reflecting on their own achievements this year, and how these could be built on in the future.</i>
16:15 Gold Sponsor presentation (15 mins)	
16:30 Quiz or take the opportunity for networking in the Teams 'Chat and cake' channel (30 mins)	
17:00 Closing remarks (5 mins) - Chair of Academic Libraries North, Rosie Jones, Director of Student and Library Services at Teesside University	
17:05 End of day 1	
Day 2	
09:00	Start of day 2
9:30 Welcome (5 mins) - Chair of Academic Libraries North, Rosie Jones, Director of Student and Library Services at Teesside University	
09:35 Keynote (45 mins)	
Keynote speaker	Know thyself... using emotional intelligence to manage stakeholder relationships Regina Everitt, Director of Library, Archives, and Learning Services, University of East London <i>In this talk, I will discuss how understanding and managing our biases and triggers can enhance our relationships with colleagues, students and other stakeholders yielding better service delivery. I have been embedding positive psychology and discussions around emotional intelligence as part of customer care refresher training and teambuilding for my library team. Team members have welcomed the time to pause and reflect on their practice, particularly in light of the challenge of working during a pandemic, and how their attitudes and beliefs impact their delivery of customer service. As a leader, I must use my emotional intelligence to create a culture where my team can feel empowered to provide services that will enable our diverse population of students to thrive.</i>

10:20 Comfort break (10 mins)

Parallel session 3 (60 mins)

Time: 10:30

3A

Lightning
Talks

Connecting staff during Covid

Helen Loughran, Leeds Beckett University

“LLI Connects” was launched within a couple of weeks of Leeds Beckett University Library staff being sent home for lockdown. Building on an existing staff intranet and a group of communication champions the aim was to keep over 100 staff as connected and supported as possible during the pandemic. Some things inevitably worked better than others and the need to support staff returning to campus as well as those continuing to work from home has added new challenges. But overall it has allowed staff to both maintain and develop their friendships and peer group support and also learn more about one another’s “furry co-workers”!

Moving forward the Library is aligning with Student Services and we are connecting with them via Cameo “Come and Meet Each Other” Cuppas and our first shared online conference. And an unplanned outcome is the creation of an archive of photographs of what the service looked like during Covid, both on and off campus. The talk will enable delegates to see an example of how the Library responded quickly to the Covid challenge, making use of existing resources but also developing new skills and adapting to the challenges of the year.

Screen-reader accessible referencing guidance: working with disabled people to rethink how we do it

Thomas Peach and Holly Tuke, York St John University

The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 have given Universities new directives for making accessible documentation. More importantly, social and disability justice movements ask us to develop inclusive environments for disabled students and staff. Referencing stylistics is often an exclusionary task and libraries’ support guidance often continues that exclusion, particularly for screen-reader users, whose screen-readers may not parse punctuation and formatting.

In this lightning talk, we will reflect on the difficulties of referencing stylistics for visually-impaired, low-vision, and blind people, and share our approach, as sighted and visually-impaired colleagues, to co-creating new kinds of audibly accessible referencing guidance which centres the needs and experiences of screen-reader users. Our lightning talk will also show that it’s possible to advocate for accessibility in a short space of time.

“The first rule of Book Club...”

Sheila Murphy, Edge Hill University

We’ve had a Staff Book Club at Edge Hill for 9 years. In an initiative started by the Staff Wellbeing Team, Library and Learning Services has organised, supported and hosted the Book Club. It has been an

	<i>opportunity to promote an inclusive working atmosphere, open to all staff.</i> <i>Research by The Reading Agency found that book club members received support and friendship from their group, with 95% saying being a member made them feel happy. Bringing colleagues together outside of their day-to-day duties is a great way to get to know each other and create stronger collegiate bonds</i> <i>Our aim has always been simple, promoting reading, but it has allowed us to participate in and encourage a variety of University initiatives.</i> <i>We have worked in partnership with Student Experience on the Big Read a pre-arrival shared reading scheme for all new and current students, staff and the wider community. We mirror the events that the institution and the Students Union support to foster debate.</i> <i>We celebrate different genres (from Graphic Novel to Gothic) different cultures and World events. During the pandemic we pivoted online, and increased membership.</i> <i>So find out how to run a Book Club, contribute to staff inclusivity, equality and diversity and promote reading to current and future students.</i>
3B Short Papers	Redressing colonial perspectives in missionary archives Lianne Smith, University of Manchester <i>I will present on a pilot project which focused on a series of magic lantern slides within the archive of a missionary organisation. The existing descriptive metadata centred the perspectives of the missionaries who photographed and captioned these images, whereas information related to the indigenous people and the localities featured was minimal. Furthermore, the descriptions are very reflective of colonial, European and evangelical Christian perspectives, and some express language or viewpoints which are offensive or disrespectful towards the indigenous people and places represented.</i> <i>Our project attempted to redress the balance by highlighting alternative contexts and perspectives. Through targeted research undertaken by two student interns working with us as part of a module for the MA in heritage studies programme, we attempted to discover additional information about indigenous people, places and practices featured in the images to provide the information necessary to situate original captions and metadata in their historical context. Through this process we were also trying to gain some understanding around how far collections and institutions so deeply rooted in colonialism can truly decolonise, and how the lessons learned in this project could be applied and developed upon in the context of other collections held at UML.</i> New beginnings, old beginnings: showcasing ALN Special Collection book beginnings digitally Liz Fawcett, Lancaster University <i>What can be special about a book even before you get to the text content? ALN Special Interest group for Special Collections have strived to show researchers that our collections up North are just as valuable as those people travel to London for. Many of us during lockdown have been working on digital items behind the scenes and getting items available digitally. Here are some examples of what make some of our collections special by looking at the beginning of our books.</i>

3C Short Papers	Building positive working relationships online: working in collaboration with student interns at Edge Hill University Laura Riella and Leah Wilson, Edge Hill University <i>In June 2021, for 12 weeks, Edge Hill University recruited 40 students from across all faculties to work together on a new and exciting Student Internship Project.</i> <i>In response to COVID-19 and staff adapting traditional lectures into ‘learning episodes’ and the continual shift to online learning and teaching, this internship aimed to further support the development and enhancement of Blackboard. Our vision is that courses in Blackboard are accessible, easy to navigate and students can find relevant information easily. The internship has been designed to support the development of Blackboard, including projects such as the evaluation of the VLE baseline, learning episodes, accessibility and supporting a consistent student experience across the University.</i> <i>With this internship being newly established and fully online, key considerations and actions have taken place. During the internship, it has been important to build a sense of community amongst the cohort, to ensure they feel well supported and to establish positive working relationships online.</i> <i>This session will enable others to learn more about this project, how it was structured and facilitated and what the outcomes have been. In particular, it will focus on working in collaboration with students and building positive working relationships online.</i>
	Reading in the digital age: what do students think and do? Sarah Robin and Helen Hargreaves, Lancaster University <i>An increasingly important aspect of undergraduate study is the ability to deal with reading academic texts in digital format. Whilst the literature suggests that students prefer reading print texts (Mizrachi 2015, Foasberg 2014), and often have a deeper level of engagement with texts in this format (Mangen et al. 2013; Delgado et al. 2018) the reality is that for most students digital texts have become the norm. In this paper, we present findings from an externally-funded study exploring students’ perspectives and practices in relation to digital reading. Analysis reveals that reading in digital format does indeed form the bulk of students’ reading activity, with ease and speed of accessibility, cost and environmental considerations influencing this choice, and in some cases precluding reading in print. Students’ approaches to reading digital texts varied depending on reading purpose, but in general, students had developed a range of techniques to help them navigate digital reading. The students also highlighted frustrations and challenges in online reading that may have implications for future purchasing in libraries. This paper will discuss these findings and their potential to inform the production of resources for reading development relevant to the digital age.</i>
3D Workshop	Building a digital culture Susan Halfpenny and Arielle Redman, University of York <i>Technology should enhance and expand what people can do, therefore people must be central to a digital change programme for it to succeed. Those using the digital technologies need to be empowered stakeholders who are listened to, supported and have opportunities to engage with digital change initiatives. This engagement should include opportunities to explore how new digital technologies can be embedded into practices and transform processes. There needs to be space for experimentation and building understanding and confidence through the development of digital skills.</i> <i>At the University of York, we have been working with staff across the institution to develop staff digital</i>

	capabilities and improve the usage of digital technologies across all University activities. Our work in this area recognises that successful digital transformation is reliant on culture and staff engagement across all levels of the organisation. In this workshop we will consider some of the barriers to digital change, the opportunities presented by digital technologies and steps we can take to build a digital culture through shared understanding and staff engagement.
11:30am Silver sponsor presentations (20 mins) - Henry Stewart Talks; Browns Books for Students; Gale; Kortext	
11:50am Break and opportunity for networking in the Teams 'Chat and cake' channel (10 mins)	
12:00pm Quiz or take the opportunity for networking in the Teams 'Chat and cake' channel (30 mins)	
Parallel session 4 (60 mins)	
Time: 12:30	
4A Lightning Talks	Mind how you go: a collaborative programme between Leeds Beckett University and the mental health charity, Mind Donna Easton and Jo Horsfall, Leeds Beckett University <i>Leeds Beckett University participated in Mind's Mentally Healthy Universities Programme from September 2020 to August 2021, during a period of Covid-related mental health issues, both in and out of the workplace. The aim of the Programme was to raise awareness of mental health, reduce stigma and make it part of normal conversation for university colleagues. We will explain how two Schools and one Service worked together, adopting a prevention and early intervention approach to mental health issues. As part of the first phase of the programme, a group of staff were trained as Mental Health Champions. The second phase of the programme involved training a group of staff as Peer Supporters.</i> <i>Following this session, delegates will have an understanding of the Programme's different phases, the challenges faced with keeping the momentum going during a time when staff workload was particularly difficult, and hopefully, the impetus to develop their own plan to reduce stigma around mental health issues. We will also explore relationships developed within the wider University, Mind, and Goldman Sachs (the Programme sponsors). We will look at the challenges faced when the Programme finished, and how sustainable it is going forwards.</i>
	Changing the network: refreshing the Merseyside Archives Network and the importance of cross-sector collaboration Karen Backhouse, Liverpool Hope University and Dan Copley, Edge Hill University <i>Following a workshop looking at the purpose and role of the network, the long-established Merseyside Archives Liaison Group (MALG) successfully applied for the National Archives' Networks for Change grant. The network members tasked a small group, made up of individuals from different organisations, with leading on the project and working with a design company to rebrand and strengthen the network, which</i>

	<i>is now looking forward to a more collaborative future that will allow greater involvement for all members in the network and promote the archive collections of members through joint working, shared branding and mutual support.</i> <i>With this talk, we will be sharing the indisputable benefits of this kind of cross-sector collaboration for our academic institutions, how it represents a valuable example of widening access and participation in archive services, results in stronger, more robust services and why we believe these aims are much better achieved when working alongside archives from the public, private and voluntary sectors."</i> Building relationships at a distance: reflecting on challenges and successes Leanne Young, University of Sunderland <i>The University of Sunderland, as a Transnational Education Provider has partners all over the world who deliver our programmes. It has been a priority for the University Library to engage and work with partners to support students and encourage use of University Library e-resources.</i> <i>Library staff have worked to build relationships with different internal departments along with academic staff and partner staff. In this lightning talk I will share examples of successful relationship development and reflect on how we achieved them.</i> <i>Examples will include working with Academic Registry to have timely notifications of new partners and be able to welcome them and provide training; working with academic staff to participate in Faculty-Partner staff and student meetings; and maintaining regular communications with library and support staff at partner centres to deliver online student induction.</i>
4B Short Papers	How academic publishers will make money in an Open Access environment and why librarians should care Gavin Boyce and Carmen O'Dell, The University of Sheffield <i>In a pay-to-publish environment where the latest research is freely available for all to read, academic publishers will derive revenue from those who wish to publish in their titles. Initially. As institutions and funders increasingly apply pressure on the value of a 'prestige title' and market forces come to bear, it is expected that the benefit of publishing in a given title will diminish and one might expect the publishers' revenues to therefore fall.</i> <i>In a world where anyone can 'publish' anything in electronic format for very low cost how will academic publishers derive revenue? Given the historically high profit margins for the larger academic publishers this is a question that has not vexed librarians much, often the response is one of 'who cares?' The purpose of this paper is to explore the options available to academic publishers in our brave new world, what they can do and, in some cases, are already doing and why we, as librarians, should care.</i> Writing the University of Sheffield's comprehensive content strategy Peter Barr and Narges Kalhorzadeh, University of Sheffield <i>Public-facing documents need to be intelligible to non-specialists, while remaining intellectual sound and actionable for those working with them. We will discuss this idea in the context of writing the Library's Comprehensive Content Strategy for the University of Sheffield. Specifically, how this process sought to balance the competing priorities of idealism, practicality and engagement with the community. We will</i>

	<i>talk about our ‘inside-out’ approach where we choose to put consultation with our users at the end of the process.</i> <i>With content budgets obliged to underpin the shift towards greater open access and notions of library collections becoming more nebulous, our conclusion was that the conceptual work of addressing these issues needed to begin within the Library. Our focus was upon what we needed our Content Strategy to allow us to do, and to develop something more than a collection development policy that only guided the work of acquisitions and collection management. We will talk about how we developed a framework for our strategy, how we drafted a dummy strategy and drew case studies from across the library to test it against, all before we drafted the text to present to our user communities.</i>
4C Short Papers	Accessibility matters: making inclusive social media the norm for academic libraries Tyne Stanley, The Open University <i>While visual content provides a fun and expressive outlet for people, the experience isn’t the same for everyone, particularly when it comes to social media. For a large portion of the population, some kinds of content are inaccessible. The Open University’s (OU) mission is to be open to people, places, methods, and ideas, and this means that a commitment to equality is embedded in all that we do, including our social media activity. People of all ages, backgrounds, and abilities study with The OU and we are the UK’s largest provider of higher education for those who declare a disability. It is crucial that we consider inclusive design practices on social media so that more people can enjoy it and feel connected with it.</i> <i>This talk will look at the journey taken by The OU Library’s Engagement and Insight team to create an ‘Inclusive and Accessible Social Media’ guide, that can be shared amongst other academic libraries and beyond, to help them also use social media in a way that promotes diversity, equality, and inclusion. The more people that create inclusive and accessible content, the more likely it will be that these best practices become the norm.</i>
	Working towards 100% accessible... the ‘Build Accessible’ campaign at Edge Hill University Sonia Edwards and Laura Riella, Edge Hill University <i>Accessibility regulations mean that all public-sector organisations have a legal duty to ensure all website content meets accessibility requirements.</i> <i>By implementing Blackboard Ally at EHU, staff can check how accessible their documents are, edit problematic areas and provide alternative formats to give students new ways to engage.</i> <i>Throughout the past 18 months, the principles of ‘Build Accessible’ have led to Library and Learning Services departments working together with academic colleagues to:</i> <i>• Create a staff toolkit to take staff through the steps to building accessible content.</i> <i>• Target communications focusing on accessibility and inclusion for staff and students.</i> <i>• Use Ally data to open conversations with academic teams leading to development sessions and action.</i> <i>• Celebrate success - taking part in a Global Accessibility Awareness Day promoting ‘Fix Your Content’ -</i>

	<i>we were placed 3rd in Europe!</i> The collaborative working approach of Library and Learning Services teams with academic colleagues has been very beneficial and led us to look beyond legislation. A major development has been the establishment of the University Accessibility Network, with contributions from a range of staff to discuss the accessibility agenda in the context of the University as a whole.
4D Short Papers	Partnering with a student researcher to evaluate peer support Sue Myer, Teesside University <i>This presentation will report on the evaluation of two volunteer peer support schemes at Teesside University. One was a new buddying scheme through which students in university accommodation received a named contact to help them settle into university and refer them to services when needed. The second was PASS (Peer-Assisted Study Sessions), an internationally recognised scheme whereby leaders organised weekly sessions for students from lower years of their courses. PASS has been in operation at Teesside since 2014 but was delivered online for the first time in 2020/1.</i> <i>To enhance the credibility of the research, evaluation was undertaken by a student researcher. She surveyed leaders/buddies and participants for both schemes. We wanted to ascertain students' degree of satisfaction as well as the impact on their learning and level of confidence. We also wanted to investigate whether the leaders felt that they had gained any transferable skills and had been sufficiently well supported. For PASS, we were particularly interested in students' perceptions of online sessions.</i> <i>This presentation will report findings from the research including what students found most beneficial and challenging as well as recommendations for enhancement. It will also explore the wider implications of the evaluation approach and the results.</i> Reviewing and developing peer support at the University of Hull Conor Start and Chris Awre, University of Hull <i>Peer Assisted Study Sessions (PASS) are a form of peer learning, based upon collaborative learning where students meet as a group with student PASS Leaders who have previously studied the same areas and who facilitate learning, but not as teachers. PASS was developed in the 1970's by Deanne Martin at the University of Missouri-Kansas City and is now used internationally.</i> <i>At the University of Hull, where PASS is based in the University Library and was first used in 2011, we recently undertook a review of our implementation to refresh knowledge and inform future expansion. Surveys and interviews, both internal and external, were used to identify current academic and student experience with PASS, the interviews building on the survey data. The goal was to collect data on how universities operate their version of the scheme, highlighting successes and difficulties implementing the peer learning scheme.</i> The research highlights how institutions have adapted peer learning to meet the differing demands of students and institutional strategies. It also indicates that situating PASS within a library can be beneficial through the connections to other areas of support offered, especially wider academic and information skills, library information support, and utilisation of academic and departmental connections.
13:30 Closing remarks (5 mins) - Chair of Academic Libraries North, Rosie Jones, Director of Student and Library Services at Teesside University	

13:35 Conference ends