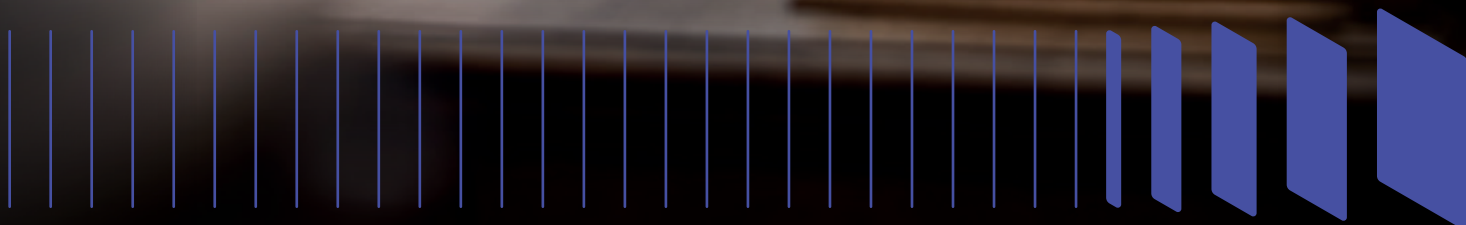




THE UNIVERSITY of EDINBURGH
Library

Re:Connect

ANNUAL REPORT **2025**





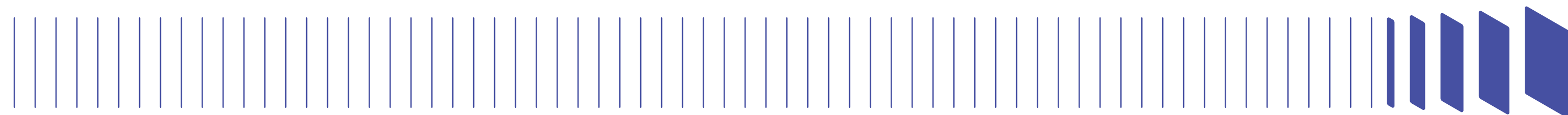
THE UNIVERSITY *of* EDINBURGH
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Re:Connect

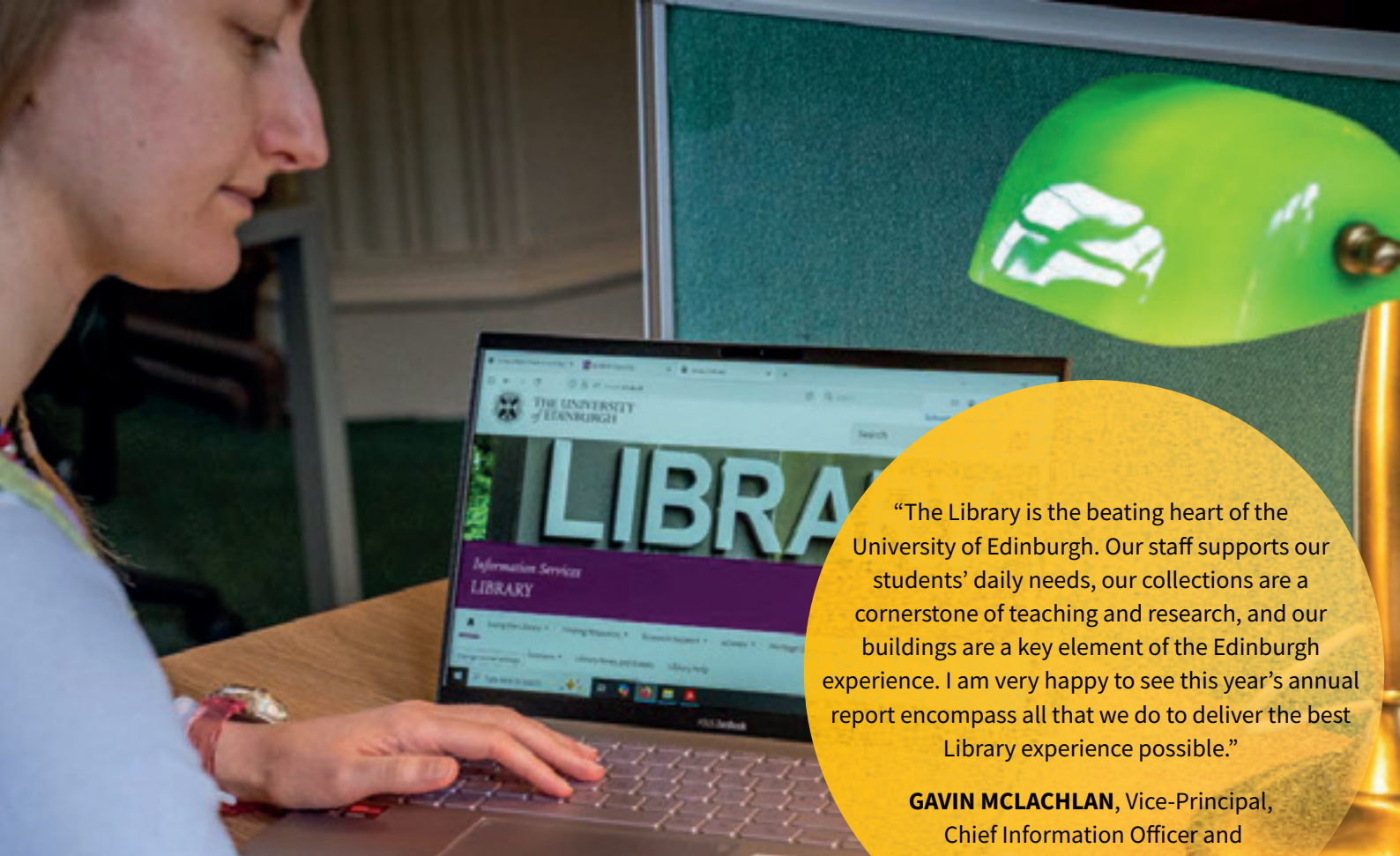
ANNUAL REPORT **2025**

Connecting  people
with their **past, present, and future** by
sharing compelling stories from our
world-class collections.



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“The Library is the beating heart of the University of Edinburgh. Our staff supports our students’ daily needs, our collections are a cornerstone of teaching and research, and our buildings are a key element of the Edinburgh experience. I am very happy to see this year’s annual report encompass all that we do to deliver the best Library experience possible.”

GAVIN MCLACHLAN, Vice-Principal,
Chief Information Officer and
Librarian to the University

Introduction

I am delighted to encourage you to explore our latest annual report, **Re:Connect 2025**. In this publication we once again lift the curtain on the inner workings of one of the UK’s largest university library systems. Here you will find inspiring stories about what might be viewed as more traditional library work and activities which reflect how the world of libraries and higher education is changing.

We are all very aware of the challenging environment currently facing the university sector - locally, nationally and internationally. We have had to take difficult decisions about what we can and cannot do and this challenge has been felt by all my colleagues working for the Library. In this environment, the report shows that we are still able to produce outstanding work. The staff of the University of Edinburgh Library regularly amaze me with their innovation they bring forward and the imagination and creativity they show to deliver our high-quality services. It remains an enormous pleasure to be the Director of the Library.

Jeremy Upton, Director, Library & University Collections

In this report, you will read about how we are ensuring we make better use of our existing collections (general and heritage), and details of projects which have made it easier to discover our rich heritage of library and museum content. You will be able to read many examples of how we look to strengthen our partnerships with the researcher community, with our students and increasingly with communities outside the University. You will also read about how the Library is supporting significant University priorities including the sustainability agenda and student wellbeing. The stories in our annual report re-confirm that the Library is a central pillar of the University, and that it has an incredibly important part to play in the University of Edinburgh’s future.

I would like to thank the team from our Communications Group for the work they have put in to producing this report. I do hope you enjoy reading our publication and continue to enjoy the collections and services we offer.

Recollect:

The photographic archive of Gerry McCann

Daryl Green, Associate Director, Heritage Collections
(Research & Curatorial)

Since the 1950s, the School of Scottish Studies has worked to amass collections of recordings, photographs, testimonies and films which document the lived experience of Scottish people. As these collections came under the care of the University Library, we have continued these efforts in hosting active research projects which continue the oral history work pioneered in Edinburgh (see *Support* on pp. 35-36), and also in working with Scottish documentary photographers who have been active since the 1970s and 1980s. Last year, the archive of the late Gerry McCann came to our attention, and we welcomed this collection into our stores in spring of 2025.



Gerry McCann
(1954-2018)

Gerry McCann was born in 1954, growing up in Motherwell, Lanarkshire. The seeds were sown for his life-long social conscience by the current affairs and social upheaval in his teenage years in the mid 1960s. He developed a compassion for anyone who was struggling, homeless or persecuted, and he eventually took up training as a social support worker at Jordanhill College (Glasgow) in the 1970s. Gerry worked in social support in some of the most deprived areas in the west of Scotland until the mid 1980s. He became aware that his passion photography could be combined with his drive for

social justice as a tool for real change. As his passions found a confluence, and combined with his self-taught talent, he eventually gave up his social work in 1984 and embarked on a career as a freelance photojournalist.

Always a freelancer, and always concerned with care and resilience, McCann photographed both in his home country and abroad. His work documenting life at HMP Barlinnie in Glasgow contributed to the discourse around prison conditions in Scotland, politics and social issues were regular beats for his work, and in 1990 he assembled 33 photographers from around the world to document a full day in the life of Glasgow, published in the same year as *Glasgow: 24 hours in the life of a city*.

Since his transition to photojournalism, McCann also covered significant international humanitarian crises. He travelled to Sudan, Ethiopia and Somalia in the late 1980s, and was one of the first photojournalists to accompany Tigrayan guerillas behind Sudanese Derg lines to cover the Hawzen Massacre. Over his lifetime he covered conflict and reconciliation in the West Bank and Gaza, the AIDs catastrophe in Romania at the fall of Communism, and poverty and education in Manila.

McCann’s pictures have appeared in many of the world’s leading publications, including *The Times*, *Telegraph*, *The Guardian*, *The Observer*, *The Economist*, *Der Spiegel* and many others. His archive, gathered by his family after his untimely death in 2018, includes over a dozen boxes of his negatives, dark room work, proof prints, tear sheets from newspapers and magazines, as well as correspondence and other contextual files. The archive is currently being rehoused and will be made available for research and teaching later in 2025.

Find out more about how the University’s collections have grown in *Re:Collect* 2025.



**An inmate meets with his partner, HMP Barlinnie, Glasgow, 1980s (top);
The West Bank, Palestine, 1980s.**

Innovate:

Award winning Open Access policy

Theo Andrew, Scholarly Communications Manager

Every year, research, teaching and professional services staff from the University of Edinburgh publish more than 7,000 research articles in academic journals. These articles represent all the new knowledge generated by the University, distilled into easily digestible and sharable works. Journal articles are one of the main ways academic knowledge is shared and communicated globally.

In the past, this knowledge transfer process was hugely inefficient because articles were locked behind subscription paywalls and unavailable to many. One of the important new roles that the University Library has taken on is to unlock this wasted potential and make research available to the general public through open access publishing. The Library Research Support team does this via several routes: through paid partnerships with publishers, developing and supporting open infrastructure, and providing leadership through institutional strategy and policy development.

After several years of hard work, the University of Edinburgh now makes 90% of its research open access, with publisher partnerships enabling around 60% of this total. However, because of restrictive publisher policies, or prohibitive cost, the remaining 30% is reliant on authors depositing their accepted manuscripts in the University’s open repository (this process is sometimes known as “Green Open Access”), which publishers may, or may not, allow depending on the copyright situation.

Calendar Year	Number of articles made open access primarily via the Rights Retention Policy	Cost that would be incurred if the University had to pay article processing charges
2022	470	£940,000
2023	589	£1,178,000
2024	700	£1,400,000

To help make Green Open Access easier for our researchers, the Library’s Scholarly Communications Team developed and implemented the UK’s first Rights Retention Policy. This ground-breaking policy allows our researchers to retain full control over their work and to continue publishing in their journal of choice, while easily complying with complex funder requirements for open access publishing.

The average charge levied by academic publishers to make an article open access is reported by a coalition of the largest European funders to be in the region of £2,000. So, viewed from a purely financial point of view the policy saves the University and national Research Councils around one million pounds per year. The financial impact over the past three years, shown in table below.

Thanks to our policy, 73% of research content is now available immediately under a free-to-use license, a significant increase from the 3% available in 2021. This is a vitally important point for researchers that have to comply and engage with funders Open Access policies, as it gives authors more options enabling them to publish in the venue of their choice.



LRS Team members Eugen Stoica (2nd left), Rebecca Wojturska (3rd left), Dominic Tate (3rd right) and Robin Rice (2nd right) winning the Outstanding Library Team of the Year award at the 2024 THE Award ceremony.

National and international leadership

This innovative policy has positioned Edinburgh as a leader in open research, earning recognition across the UK and beyond. Following the University of Edinburgh’s lead nearly 40 other institutions in the UK have adopted similar policies. Each institution that goes down this route is helping to shift the publishing landscape towards acceptance of immediate open access through self-archiving and helping to advocate for an ‘open by default’ position.

On the back of this ground-breaking policy work the University of Edinburgh’s Library Research Support Team were thrilled to be crowned ‘Outstanding Library Team of the Year’ at the Times Higher Education Awards in November 2024. Within the University, the award has raised the profile of the Library and the Scholarly Communications Team and it’s a great conversation piece for us to share and highlight our services to the whole institution.

A year in figures

25

6,315 requests for Scan & Deliver service



The Library provides access to **2.3 million** ebooks and **421,127** journals



26,297 EdHelp enquiries resolved

9,130 new admissions to the Library

Over **3,800** Resource Lists available



52,731 Heritage Collections consultations



Scanned **10,962** book chapters and journal articles

340 Virtual Access Appointments

33,825 University museum and exhibitions visitors

901 Systematic Reviews conducted



48,768 digital images taken of collections

3.6 million full-text and data downloads from University repositories

5,410 users of uCreate Makerspace

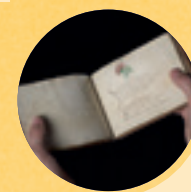
10,238 students attended information skills sessions

84,316 views of LibGuides

90.3% of University research made Open Access

13,447 Research Outputs records were created in Pure

6,850 3D prints made in uCreate Makerspace



Over **85** student and community volunteers



54.5% increase in use of Open Access content



Over **350,000** visitors to international exhibitions with UoE collections items on display

Assess:

Finding Hidden Collections

Angela Carroll, Metadata Team Leader
Alasdair MacDonald, Metadata & University Collections Facility Manager
Elizabeth Quarmby Lawrence, Rare Books & Literary Manuscripts Curator

Back in the 1980s, the Library was an early adopter of computerised cataloguing, which brought many benefits, but also left a legacy of the consequences of pioneering in a new field. During this time, books were catalogued in haste to low standards, other books were never reached by any retrospective cataloguing project and not much information survives about just what had been done. No one in the 1980s really understood the full potential of good-quality electronic metadata as a tool for research, or the power of data as a tool for collections management.

Expectations and standards have moved on, and both these things are now regarded as essential for a library of our size. Library staff have been working hard for many years to fill known gaps in metadata coverage and improve the standards of our catalogue but have never had a full overview of the state of the library's cataloguing. In 2024, our knowledge in this area increased exponentially by the Collections 2025+ Projects to survey and report on collections across the Library estate.

The Hidden Collections Project was collaboratively managed by Metadata Services and Heritage Collections, from January to September 2024. A team of five Project Assistants were seconded part time from existing L&UC staff, joining three cataloguers from the main Metadata Team to carry out the survey work over the summer. This provided welcome career-development opportunities for the Assistants, and put a wealth of collections knowledge and skills at the disposal of the project.

Some very practical decisions had to be made about the scope of the project, and a robust methodology devised, to ensure that the work yielded the most useful data possible. The focus was solely on book and audio-visual collections, including Rare Books, but excluding all other Heritage Collections. Locations known or suspected

to have issues were prioritised, while areas known to have few or none, primarily the Library of Congress and High Use Books sequences in the Main Library and site libraries, were not included in this round of surveys.

The surveyors checked a sample of the books in each area of shelving, logging the information to a spreadsheet, then an assessment of each collection was compiled from the results, with categories for both fully catalogued and completely uncatalogued collections, as well as a category for incompletely or inadequately catalogued collections, which could be qualified if access to the material was in some way compromised.

By early September 2024 all the data had been collected: in total, collections comprising 1.3million items contained on 32 km of shelving were assessed - approximately the distance from the Main Library to Gullane Beach!

Finally came the challenge of compiling and presenting the results from many pages of spreadsheets. Encouragingly, the survey identified 438,000 items in collections fully catalogued to adequate standards, but dauntingly identified 862,491 items in sequences classed as uncatalogued, partially catalogued or with compromised access. However, there are many more items in partially-catalogued sequences than in completely uncatalogued ones, and these figures are not the total for the whole library estate, with an estimated 2.2 million physical items overall, many of which are held in sequences which were not surveyed and are known to be fully catalogued. The detailed data collected by survey is a valuable tool for future cataloguing and collections management project planning It has already helped to inform the coverage of the RFID tagging project, identified material currently on open access for urgent consideration for transfer to Heritage Collections, and informed a review of the accessibility of collections at the School of Scottish Studies Archives.



Hidden Collections Project team members Sandy Lin and Toni Velikova at work surveying the Library's collections.

Energise:

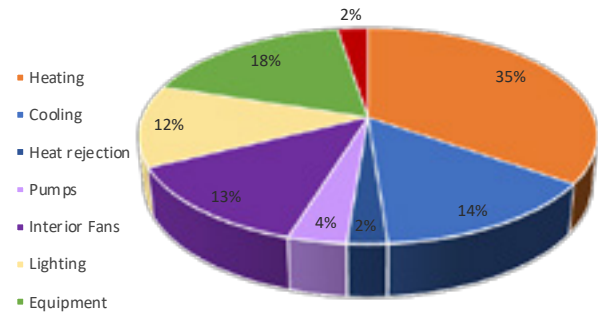
Creating a Renewable Source of Energy in the Heart of Campus

Craig Robertson, ISG Facilities Operations Manager

The University’s Main Library in George Square is a large building (c. 20,000m²), and one of the few University buildings which operates 24 hours a day, 7 days a week, 361 days per year. As well as the high energy consumption, the Main Library is a focal point for communications around energy saving targets within the University. In 2021, energy consumption for this building was costed in the region of £1M per year (note energy consumption across Edinburgh University estate is c. £40M per year).

In 2021, our Estates colleagues started reviewing energy use across the University estate. With over 500 buildings, it would be easy to spread their efforts too thinly. Instead, a plan was developed to focus on 10 high-energy use buildings to act as flagships for reducing consumption. One of these 10 is the University Main Library, 30 George Square.

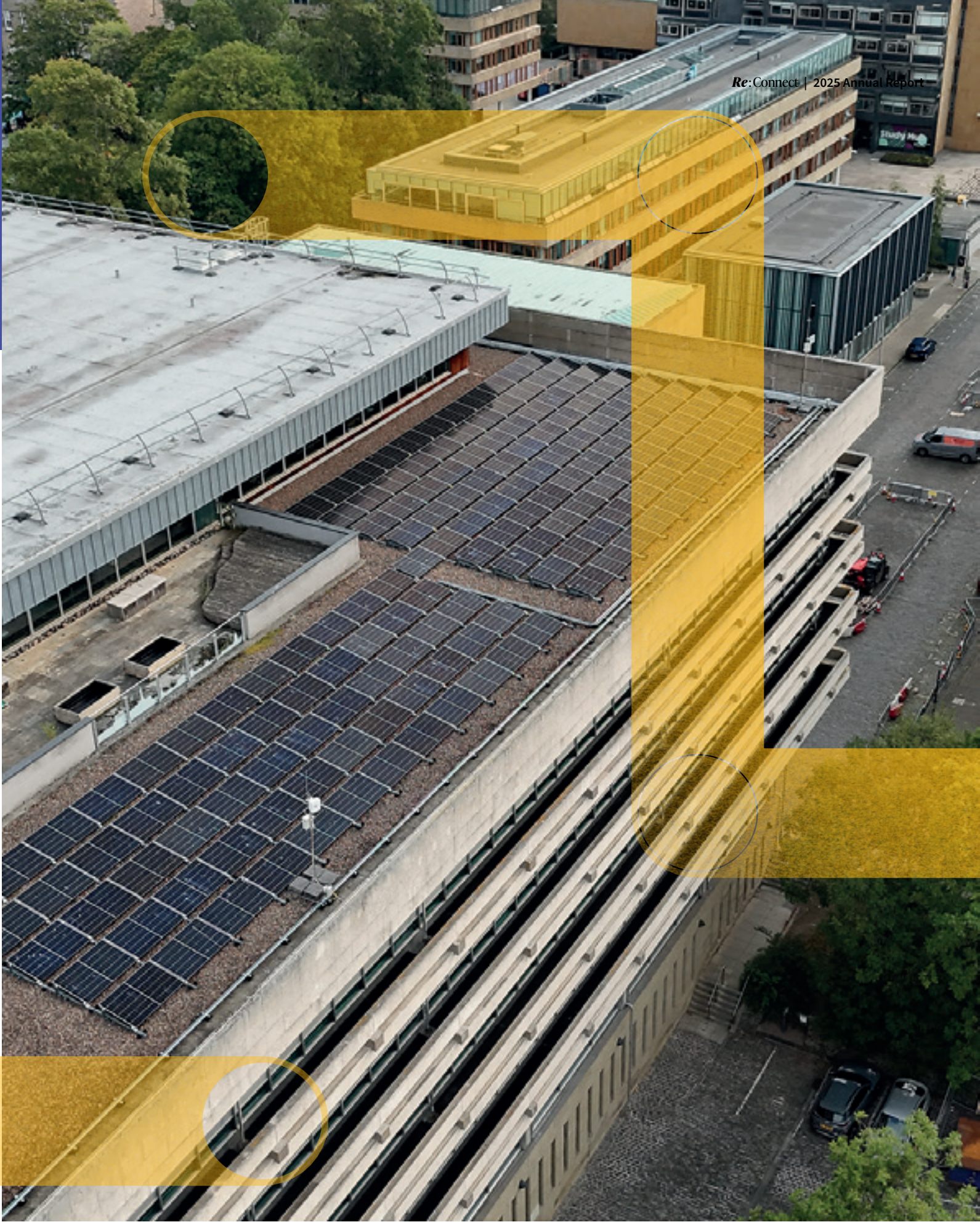
The Estates Energy Team sub-metered energy supplies to identify energy use and used this to create a breakdown of energy consumption. The surprise was the extremely large consumption of energy by devices. This equates to approximately 1/3 of entire building use and would not be eased by the most common types of energy efficiency measures such as LED lighting or improved heating and cooling controls.



The alternative to the typical energy saving measures is to offset this usage. As energy costs have increased, the payback period return on investment of photo-voltaic (PV) solar panels has reduced. The energy team’s report was developed into a business case, and external funding was secured to provide solar photo-voltaic panels on the roof of the Main Library. A feasibility study was created, showing that for an investment cost of c. £288,000, payback period is 7.5 years (at current energy costs), but would also save in the region of 220 tCO₂e over the lifespan of the panels (25 years).

The entirety of the Main Library’s roof was surveyed and sun-path mapped to design the optimal orientation for PV solar panels. With a contractor appointed, the quantity of panels was matched to available funding, with remaining areas potentially being installed in future years. Installation of this first phase of PV solar panels was completed in April 2025, and officially commissioned in June 2025.

This first phase of solar panels is now generating 48,050 kWh and will offset approximately 7% of the Main Library’s annual electrical energy consumption. A new grant funding application will be submitted during financial year 2025/26, targeting an increase in the number of solar panels installed.



The roof of the University’s Main Library in George Square (photo courtesy of uCreate Makerspace).

Sustain:

Carbon-saving services in Heritage Collections

Daisy Stafford, Archive and Library Access Manager

Sustainability has always been a central concern to those of us who work with heritage collections – we are in the business of “forever” after all. Through our modern preservation work we are enabling the next generation of researchers to access every object in our care. However, as reducing carbon consumption becomes increasingly crucial in all sectors, we are led to ask: how can we make our work more sustainable and, simultaneously, more equitable? One answer is a suite of services offering remote access to collections for users across the globe, negating the need for carbon-costly travel.

A few heritage institutions were offering ways to consult collections remotely pre-pandemic, but the majority of ‘Virtual Reading Room’ services emerged as a result of the need for sustained access through travel restrictions and ongoing disruption of movement. Ours was one of those: designed from at-home desks in 2020, trialled through multiple lockdowns, and launched for the 2021-22 academic year. Ceiling-mounted visualisers provide live-streamed images of items to users in one-to-one appointments with staff. They have scope for large architectural drawings, but can also zoom into the smallest detail in an illumination. Smaller desktop visualisers plug straight into laptops for portable access from site libraries or store rooms. A remote streamer service, developed along the same timeline, allows users to listen to the 33,000 sound recordings in the School of Scottish Studies Archives from anywhere in the world.

Since launch, use of these services has steadily grown and it’s now possible to read the environmental impact in the data. In the past year we have delivered 46 Virtual Reading Room and 202 Remote Streamer appointments to 77 users from as far away as Taiwan. Total user travel saved amounts to 271,368 km equalling 6.7 trips around the Earth’s equator. The total Carbon

Dioxide equivalent saved is 51,514 kg. Even closer to home, reducing domestic travel within Scotland adds up, supporting the University’s commitment to be zero carbon by 2040. As one user commented; ‘Lots of carbon dioxide saved by not driving into Edinburgh twice a week, not to mention the cost of parking!’

Additionally, it opens up our collections to users who lack the resources to visit, due to cost, caring responsibilities, disability, or any other reason. Requests for access range wonderfully, from the academic – a Harvard graduate student writing their thesis on cloutie wells, remotely listening to recordings of Scottish Studies fieldworker Dr Margaret Bennett – to the professional – a Parisian editor compiling a definitive edition of Joseph Woelfl’s piano concertos and checking details in the original manuscript scores – to the personal – an enquirer from Kinross-shire finding a reference to her Finnish great-grandmother in the minutes of the Edinburgh International Club. These are the joyful discoveries held within our collections and made possible by our access services. They support a global community conducting global scholarship and align with UN Sustainable Development Goals to make quality education accessible to all.

Apart from turning the page, remote services are an opportunity for users to benefit from the specialist knowledge of an interested professional. This is reflected in the feedback, which frequently cites interactions with the Research Services team as a highlight of the service; ‘This is my first time working remotely across the Atlantic with the university staff and have both benefitted from and enjoyed the time immensely...The staff is well-versed in their work, prepared for each visit, and provide helpful suggestions in the research process.’

A new Library Sustainability Group will coordinate and increase activity as we continue to deliver exciting services that fulfil the needs of our users and our planet.



Daisy Stafford delivers a Virtual Reading Rooms consultation session in the Centre for Research Collections.



Main Library, George Square



Law Library, Old College

Connect:

User experience research in our Libraries

Karen Bonthron, EdHelp Service Delivery Manager (Central Site Libraries)
Fran Fullarton, EdHelp Services Manager (Law Library)
Elise Ramsay, EdHelp Supervisor (ECA) Library

The University Libraries’ EdHelp team have been gaining insight into students’ experience of our services by engaging in User Experience (UX) research. We have had staff attend previous UXLibs conferences in London and Newcastle and this year staff will attend the 2025 conference to be held in Liverpool, enabling us to bring UX research tools and techniques to University’s libraries.

We chose UX methods and tools to produce the “An evidence based, tried and tested approach to discover the actual experiences of our users” (Priestner 2021). Rather than embarking on unnecessarily complex and time-consuming surveys which tend to have low levels of participation, we chose simple and inexpensive methods proven to produce results. These methods allowed us to engage actively with library users and help us identify key issues in library services.

Our libraries have been experimenting with some simple UX tools to gauge user reactions. ‘Graffiti Boards’ have been in place for several years throughout our 10 library sites. These have been placed in prominent public positions allowing users the freedom to express their opinions on any topic relating to library services. We have received large amounts of comments relating to environment and services and we have replied locally as to actions that have been taken. Students regularly commented on the desire for microwaves and drinkable hot water taps and these have led to the introduction of microwaves in the Study Hub in 40 George Square and hot water taps in the Main Library.

Our Law Library marked Valentine’s Day by asking users to write ‘Love or Break-up letters’. The reasons for loving the library or wanting to break up with it range from the library being ‘an inspiring, helpful environment, helpful staff and great opening hours,

to the lack of facilities and toilets. This technique has been found to be especially useful for engagement, but as it is not directed with specific questions lacks focus to direct us to service improvements.

The Law Library consequently used the technique of ‘Guerrilla Interviews’ where our student staff have engaged discretely with fellow students (and also willing participants) by asking 4 brief questions about their knowledge of EdHelp library services. This proved to be an effective targeted method to collect a useful amount of UX data. This event evidenced lack of awareness of the EdHelp service and we are therefore making efforts to highlight what we can offer to our new students through changes to initial Welcome email content and also by promoting the service during Welcome Week.

Edinburgh College of Art (ECA) Library staff recently engaged in a similar technique at the ECA School ‘Bookmarks’ event to reach out and provide assistance to students who are unfamiliar with library services, and to boost the visibility of EdHelp. The questions included; ‘How comfortable do you feel approaching our Library Helpdesk with a question?’ ‘Do you know how the EdHelp service in libraries can help you?’. This UX technique confirmed that it would be worthwhile promoting EdHelp at student events as less than half of students interviewed knew how EdHelp could assist them. We had a particularly high engagement compared with previous interviews; we speculate it may be due to a competition to name our new ECA Library mascot- Eddie the Squirrel (pictured right)!



A student engages with the Graffiti Board at the Main Library.



Cultivate:

Building a culture of Collaboration, Creativity and Community in the heart of the University

Simeon Newbatt, Makerspace Manager

Reflecting on the past year in the uCreate Makerspace, it's striking to see how this small corner of the Main Library has become a vital catalyst for interdisciplinary learning and collaboration. uCreate is more than just a workshop; it is an evolving environment where curiosity is nurtured and experimentation is encouraged. It's a place where diverse skills and perspectives come together to create something greater than the sum of their parts.

Situated in the heart of the University's Library, uCreate embodies the institution's commitment to inclusivity and innovation. Its central location speaks volumes: rather than being tucked away in a specialized department, the makerspace contributes to the library's broader mission to democratize access to resources, bridge gaps between disciplines, and foster a community of learners.

Over the past year, the makerspace has welcomed students and staff from across the University, each bringing unique ideas and ambitions. Engineers working on wind turbines share space with art students exploring textiles, and economists use the laser cutter to develop board games. These interactions reveal that the boundaries of academic disciplines are often more porous than they seem. The makerspace's ethos, where conversations flow freely and materials are shared, underscores the value of learning through doing and collaborating with individuals who bring different perspectives.

A significant milestone was the addition of the Digital Transformation Suite, which has broadened the scope of the makerspace and the community it serves. Here, student surgeons record multilingual video tutorials, art students produce podcasts, and virtual production teams refine filming techniques. This expansion demonstrates that a library can support not only traditional scholarship but also creative, practice-based learning that extends beyond the classroom.

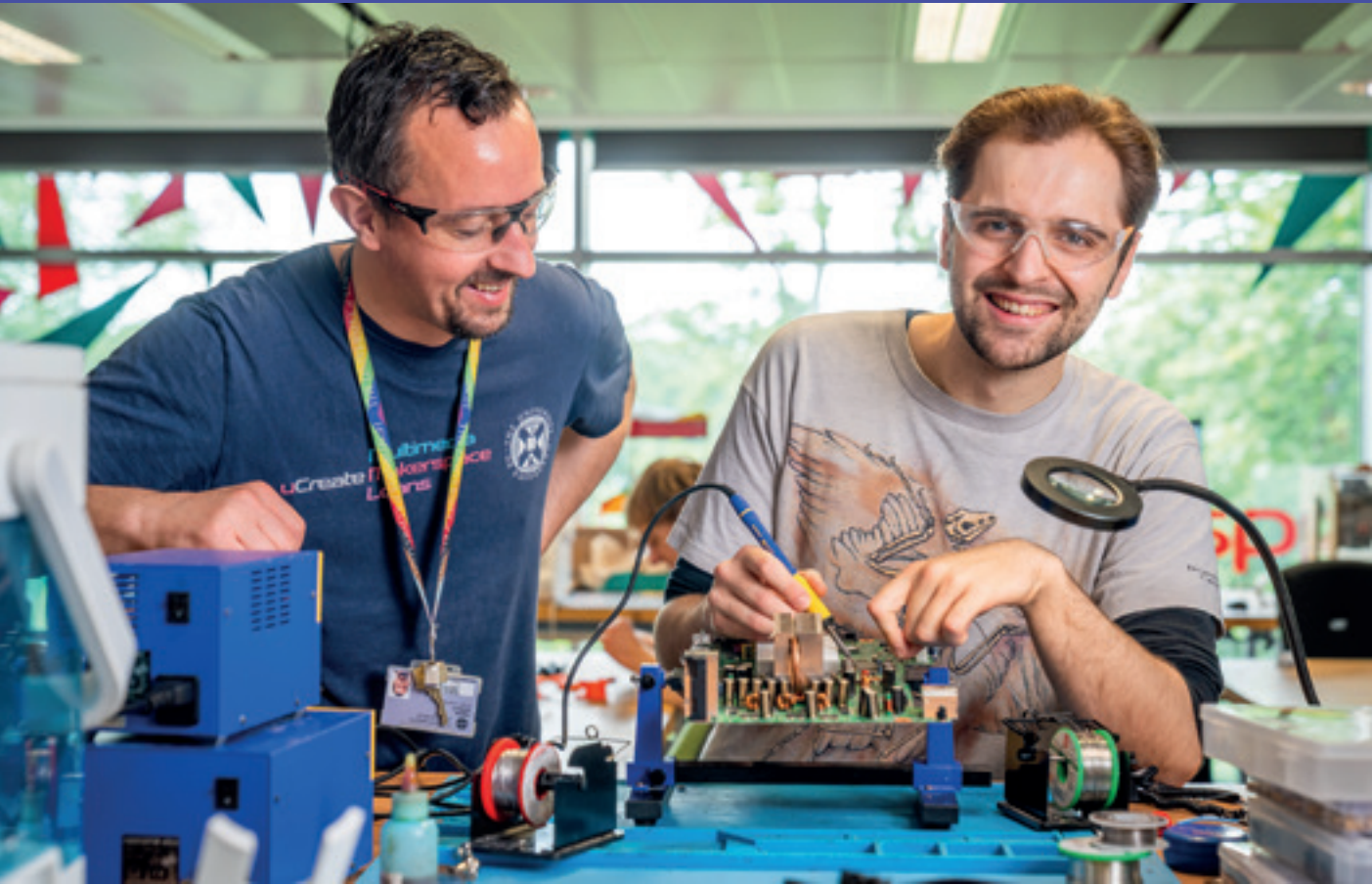
What makes all this possible is a commitment to process over perfection. At uCreate, learning isn't solely about the final product; it's about exploration and embracing the iterative nature of making. This approach aligns seamlessly with the wider academic mission of the library: to be a place of inquiry and experimentation, where knowledge is not static but constantly evolving.

The collaborative spirit of uCreate has also sparked a rethinking of what it means to be part of an academic community. Students and staff come to the makerspace for practical reasons, maybe to build a prototype or test an idea, but they often leave with more than just a physical object. They gain a deeper sense of creative confidence, understanding that knowledge grows when shared and that failure can be a productive, even essential, part of the journey.

In this way, the makerspace exemplifies the Library's role as a hub for holistic learning, where access to tools and technology is coupled with the freedom to take intellectual risks. By integrating these resources into the fabric of the library, uCreate contributes to an ecosystem of learning that is open-ended and interdisciplinary, fostering connections that might not otherwise be made.

Looking back over the past year, it is clear that uCreate is much more than a collection of machines and materials. It's a place where ideas find form, where connections are forged across academic boundaries, and where the act of making itself becomes a powerful mode of learning.

Multimedia
uCreate Makerspace
Loans



Makerspace Manager Simeon Newbatt works with a student in the uCreate lab (top); A student surgeon records multilingual video tutorials in the new Digital Transformation Suite.

Nurture:

Providing a Library Wellbeing Collection

Hannah Mateer, Associate Director, Collections Services

Over the last two years, a Library Wellbeing Collection has been developed by a group of library staff, University Wellbeing Advisors and EUSA representatives. This responds to a priority objective in the library’s Collection Strategy to establish and promote collections to support wellbeing. In 2025 the work of the group has led to the opening of a new Wellbeing Collection space in the University’s Main Library in George Square.

The Wellbeing Collection provides a physical space for library users to take some time away from their learning and research, with over 500 wellbeing books in the Main Library and access to a wealth of online wellbeing resources. The Collection contains online and print resources relating to all aspects of wellbeing, including but not limited to depression, eco-anxiety, exercise, general wellbeing, happiness, loneliness, relationships, self-esteem, sleeping well and University life.

The Wellbeing Collection can be browsed in the Main Library and items can also be discovered through the Wellbeing Collection webpage (<https://library.ed.ac.uk/library-wellbeing-collection>), which provides access to a Wellbeing Collection Resource List and a library guide for Leisure and Wellbeing.

In addition to wellbeing resources, the library provides access to an online Reading for Leisure Collection, which is available through the Libby app (<https://library.ed.ac.uk/leisure-reading-collection-libby>). This collection provides access to popular fiction and non-fiction e-books and audiobooks by a wide range of authors covering many subjects including wellbeing.

The Wellbeing Collection has been very popular with library users, with high use of print and online resources. Up to 25% of the print wellbeing books in the collection are on loan during semester time, with

multiple copies purchased for titles in high demand. A further 2277 chapters have been downloaded from the library’s collection of online wellbeing e-books (<https://edin.ac/4evjXZZ>) and over 4000 items have been borrowed from the overall Reading for Leisure collection through the Libby app.

In the last year some of the most popular wellbeing print books in the Main Library have been titles focussed on health and mental health including: ‘*Men’s health: all you need to know in one concise manual*’, ‘*Stop overthinking: 23 techniques to relieve stress, stop negative spirals, declutter your mind and focus on the present*’ and ‘*When the body says no: the cost of hidden stress*’.

The top 5 most-borrowed Libby wellbeing audiobooks and e-books reflect an interest in personal growth and sustainable living: *Thinking, Fast and Slow*; *Four Thousand Weeks: Embrace your Limits, Change Your life, Make Your Four Thousand Weeks Count*; *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*; *Not the End of the World: How We Can Be the First Generation to Build a Sustainable Planet* and *Wintering: How I Learned to Flourish When Life Became Frozen*.

The Library Wellbeing Collection group is now also developing collections of wellbeing books at some of the University’s site libraries, with items currently being purchased for Moray House Library and the Noreen and Kenneth Murray Library on the King’s Building Campus.

The Library’s Wellbeing and Leisure Reading collections are available to all current University of Edinburgh staff and students, with external members able to access library collections in line with their authorised level of access to print and electronic Library resources.



The new Wellbeing and Leisure Reading section in the University Main Library.

“During this last year of my degree, I have utilised the Wellbeing Collection quite extensively! ... It’s very welcome to have this space for any users of the library. I will be continuing to use the collection and promote it to others.”

Feedback from one of the library’s Student Assistants

Spotlight:

The Academic Support Team



Academic Support Librarians (ASLs) are integral members of the Library and University Collections teams, facilitating relationships among academics, colleagues, and the Information Services Group. They excel in communication within the University community and externally. Collaborating closely with Schools and Colleges, ASLs customize their support to address diverse learning, teaching, and research needs. They effectively convey the array of library resources and services available, assisting students in acquiring essential skills for life-long learning and future careers.

Week by week ASLs provide in-depth subject guidance and assistance across all academic levels whether for groups or personalised one-on-one consultations for information and digital literacy needs. They help you from navigating the content of the network of libraries, through to making sense of reading lists to designing complex literature searches to support rigorous evidence syntheses. The ASL team’s impact is exemplified through initiatives like *LibSmart*, an online course designed to enhance information literacy. The course, comprising modules and dissertation research support, has developed over the years, in 2023, *LibSmart* saw big changes with autoenrollment for all new students onto the course, which joined the suite of academic skills courses in Learn Essentials. Now ten times as many students access the course, more students than ever are supported to develop digital library skills.

The Dissertation and Thesis Festival serves as a platform to showcase resources and support available for students involved in research activities. Conducted twice during the academic year, this event features a series of timely informative sessions that combine expertise from the Library, Digital Skills, and external organizations. The festival aims to empower students to

explore resources, enhance research skills, and align with the Skills for Success Framework, fostering key skills such as curiosity, problem-solving, critical thinking, and digital literacy. Positive feedback from the 2024/25 academic year underscores the event’s success, with attendees expressing high satisfaction and emphasizing the invaluable resources provided.

In recent feedback from students regarding group classes, 95% found the sessions beneficial for their studies, while 98% expressed that the class content met their needs. Transitioning to one-to-one consultations, all respondents highlighted a positive impact on their studies, with 88% noting a significant influence. One student shared, “It helped me navigate my scoping review, providing a safe space for open discussions on ideas and challenges.” The supportive environment fostered reassurance and constructive dialogue.

The experience for librarians is also positive; whether conducting online information literacy sessions for high school students to engaging small groups of displaced students, to larger audiences, of the IFP to participating in the Community Fair attendees, and the LEAPS graduation. A colleague reflected: “It has been an extraordinary year of meeting new colleagues and students, as the Centre for Opening Learning expands with the addition of new programmes there will be more opportunities for collaboration and demand for support.”

Academic support librarians, leveraging their expertise, collaborate closely with Library and University Collections peers and the Royal Literary Fellows. Together, they enhance support for the university’s learning, teaching, and research communities, paving the way for enriched academic experiences and knowledge sharing.



Members of the ASL team prepare for new *LibSmart* sessions on AI and Academic Work (top); ASL Caroline Stirling delivers *Library Bitesize* training to a student.

Read:

Outwith the Library, Outwith the University

Nel Coleman, Library Citizen Science Engagement Officer

Outwith work alongside researchers and communities to support best practice in participatory research, an important bridge that helps to actively open the door to research. You may have heard it called “citizen science”, “co-production”, or one of innumerable many other terms! At its core, participatory research is about the active involvement of non-researchers in research. As a participant, you might collect data, interpret the findings, or even co-design the study from start to finish – contributing your own expertise to every stage of the research. Through our five core partnerships, the Library works in collaboration to support this kind of research directly, and to find ways to support best practice across the institution.

Research, historically, has had struggled to ensure that participants have been treated fairly and receive some benefit from their involvement in research. Ethics forms today will universally ask researchers to consider this, and justify the ways in which their research is fair and not extractive – giving something back, where appropriate, to those individuals who have given up their time and energy to make the research happen.

In the case of Participatory Research, this challenge is exacerbated many times over. Participants not only give up more of their time, and share more of their skills, but are often drawing on their own lived experience and knowledge. Their role is much greater – and while often they are driven by altruism – there is still a duty to consider what can be feasibly offered in return for their participation.

Outwith has been working over the past year to explore this question alongside two of its partners in participation, the Binks Hub and Groundswell. We have been working together to develop a new offering that can be shared with researchers, what we have dubbed “Community Reads”.

Community Reads are written publications that are produced in parallel with the research project’s

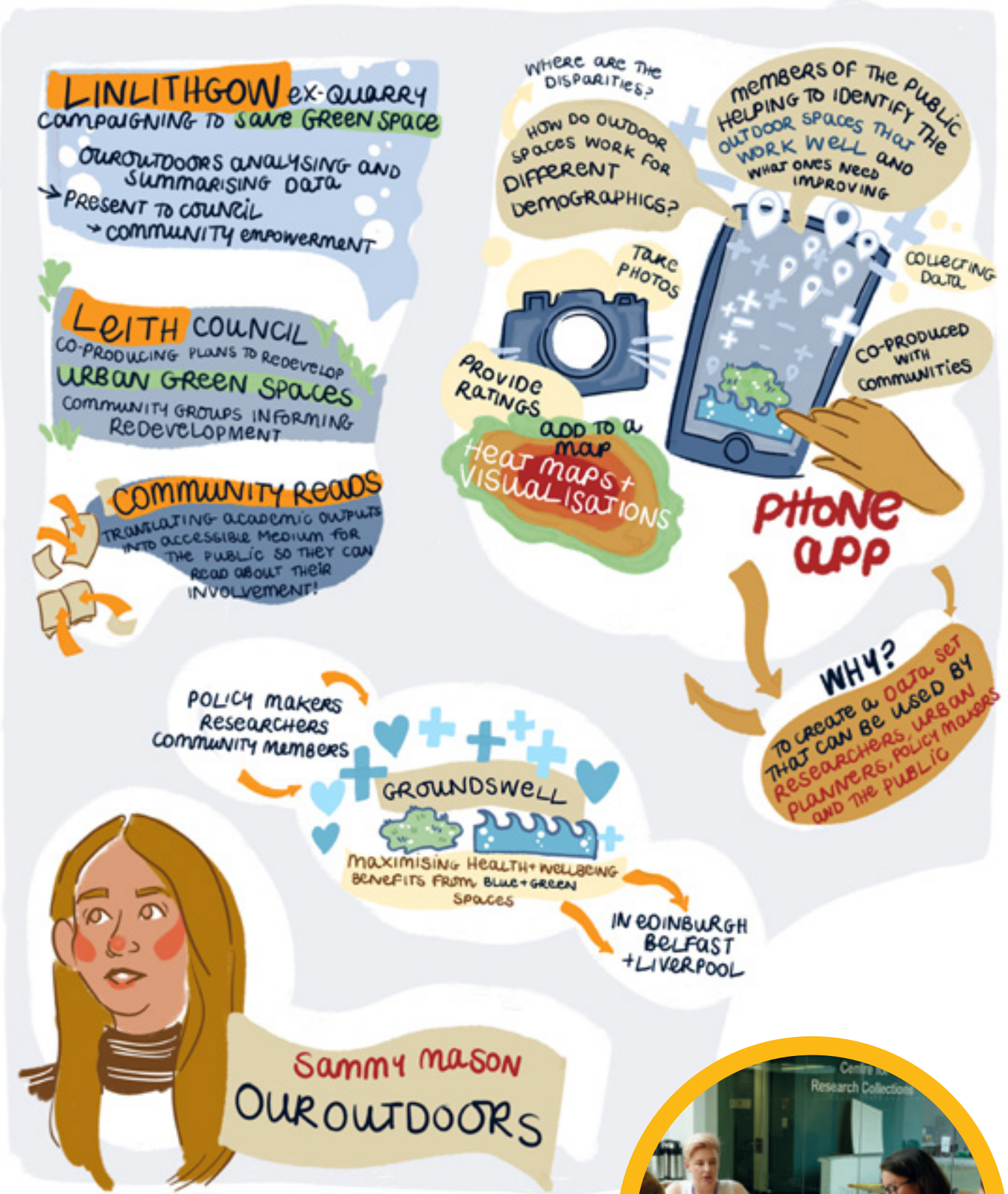
traditional academic outputs – such as journal articles, conference proceedings and manuscripts. Unlike those, they are created with the desires and needs of the participants in mind. They fulfil a function defined by the community that underpinned the research, and may even be co-produced alongside them.

With Groundswell, we worked with a number of third sector organisations to produce a “translation” of the frameworks that underpinned their OurOutdoors app, enabling the organisations, who are frequent users of the app, to more clearly explain to their own stakeholders how their data collection is rigorous and sound – ensuring that their work is respected and impactful.

While with the Binks Hub, we co-authored a briefing, now published on Edinburgh Diamond, for their community centre partners “the Ripple Project”. The report outlines the communities desire for green space, community space, and mental health provision – but also – throughout – a greater degree of involvement on the decisions that impact their spaces and lives. Published on Edinburgh Diamond, and promoted through various events (including an exhibit in parliament), it’s a way of translating the research into something that members of the Ripple Project felt was of importance and value to them, directly.

In both cases, *Outwith* and Library representatives have as drawn upon their specialist knowledge and resourcing to make these outputs happen – from the planning and inception through to the publication, dissemination, and promotion stages. But even more, the work has underpinned key learnings for the Library, creating a process and pathway that we will now communicate to other researchers as part of *Outwith*’s wider work providing participatory research support.

The “Community Reads Field Guide” will be the first of a series produced by the Library’s Outwith team alongside their research partners, that translate this model of partnership support into knowledge that can be shared with researchers more widely.



An introduction to the OurOutdoors Project from Outwith’s research partner Groundswell. (Illustration by Alice Haskell).

Outwith’s CaReS partners join us in the Main Library to collaborate on a research mapping exercise on pathways to contraceptive care (right).



Music Listening Room, Main Library



New College Library, Mound Place

Uncover:

Improving Access to the University's Art Collection

Anna Hawkins, Museum Collections Manager
Juliette Lichman, Photographer

On display across campus, the University of Edinburgh's Art Collection comprises over 6,000 catalogued works spanning multiple mediums, sizes, and eras. Due to the scale of the collection and its dispersal around the city, the Heritage Collections' Conservation and Collections Management team (C&CM) developed a project to enhance accessibility, financed by the Torrie Endowment Fund.

With the aim of improving digital content online, the project began in October 2023 with the recruitment of Documentation Assistant, Gaby Cortés. Amid a backlog of over 1,200 photographs of artwork, initial focus was on ingesting the existing images to our collections management system (Vernon) which then output to our publicly visible collections. **ed.ac.uk/art site**. This will generate significant benefit in terms of teaching and research use, with records that previously had no image suddenly delightfully visual – essential for an art collection!

The next phase of the project was more complex, involving an audit of all artwork on campus to assess condition and digitisation needs. Beginning with works held in the Main Library and University Collections Facility stores, around 4,350 artworks were identified with locations updated, needs assessed, and barcodes added for future audit ease. Of these works, 1,966 were discovered to have poor or non-existent photography, which led to the next stage of the project.

To manage the digitisation process most efficiently, work packages were created for the Cultural Heritage Digitisation Service (CHDS) identifying items in the collection that required photography. These were grouped either by priority (new acquisitions or installations), location, collection type (textile, works on paper), or if they were a small self-contained

collection of artworks. This allowed us to standardise our digitisation requests and ensure that CHDS would not have to reset the studio too often.

Photography of the Art Collection was split between three photographers in the department, with Juliette Lichman taking the lead and dedicating 3 days per week on capture. For much of this project, she photographed the Emma Gillies ceramics collection. The vast range of objects meant that CHDS had to problem solve and devise a range of shooting techniques to best suit the shape and material of each item. Shooting in batches of 1-2 boxes of items per week, it was more efficient to capture the same kinds of objects in succession (e.g. vases, plates, etc.) as they required their own unique lighting setups and processing techniques. Above all, reducing glare and reflections was of key importance to ensure the ceramics were represented faithfully.

Juliette also captured new acquisition pieces from ECA students and trialled documentation photography of Petra Bauer's moving image work *Sisters!* (2011), EU5902, on exhibition install at Fruitmarket Gallery. Additionally, a start to the textiles collection has been made with the photography of a large 18th century quilt (EU5636). Malcolm Brown continued his capture of the Eduardo Paolozzi maquette collection, and George Hodgson photographed new acquisition *Eternal Spring* (2022) by Isabella Inskip (EU5873), as well as flat works on paper by Ian Hamilton Finlay and a small selection of paintings.

Across the team we employed several different lighting and capture techniques but ultimately, being object photography, we all used focus stacking to ensure the finished photographs would be detailed and crisp across the entire image. We hope these new record shots will aid in future research and assessment and bring more awareness to the University's incredible Art Collection, especially the lesser-seen pieces.



Anna Hawkins inspects one of the many busts held in collections stores (photograph © Jeremy Sutton-Hibbert) (top); Juliette Lichman documenting historic artwork in the CHDS Lab.

At the time of writing, the across campus audit is ongoing with a completion date of October 2025. An additional 633 artworks have been located, of these 362 will require photography in the future. Through digitisation, location control, and updates to Vernon, we are fulfilling the L&UC Collections

Strategy to improve accessibility to, and discoverability of, collections for research. With over 2,500 images added to object records, and packages created for future digitisation projects, the Art Collection will continue to invite interest and research opportunity.

Empower:

Enhancing Skills and Experience Through Systematic Review Tutoring

Durga Kulkarni and **Rakhmat Ari Wibowo**, Systematic Review Tutors

Evidence synthesis involves research methods that combine findings from multiple sources to summarise knowledge, identify gaps, and inform practice and policy. Systematic reviews, a type of evidence synthesis, use a rigorous process to identify, appraise, and synthesise research on specific and focused research questions. These reviews have become increasingly essential and valuable across multiple fields, including medicine, social sciences, education, and more, highlighting the growing need for dedicated support in this area.

In response to the growing demand for evidence synthesis support across disciplines, the Academic Support Librarian (ASL) team now has two *Systematic Review Tutor* posts in 2024, building on its successful introduction in 2021. This initiative was developed to enhance the Library’s capacity to provide tailored support for students and researchers undertaking evidence synthesis, while also offering advanced learning, teaching experiences, and capacity building for the tutors themselves.

Systematic Review Tutors are PhD students with practical experience in conducting evidence syntheses. Working closely with the ASL team, they provide one-to-one guidance for students and researchers at all stages of the review process, including developing a research protocol, peer-reviewing and tips on improving search strategies, and advising on database selection and use. This guidance is provided through in-person or online meetings, as well as email correspondence. This flexible approach ensures that students enrolled in online programs and researchers working remotely have access to these services.

Additionally, tutors help deliver workshops, develop learning materials, and contribute to broader initiatives that support the evidence synthesis community across

the University. They also engage in external workshops on new tools and methods in evidence synthesis, share insights with the ASL team and students during consultations, and apply this knowledge in their practice.

This year, we were delighted to welcome Durga Kulkarni, PhD student in Global Health, and Rakhmat Ari Wibowo, PhD student at Moray House School of Education and Sport. Both bring valuable multidisciplinary perspectives and hands-on experience with evidence synthesis, which they draw on to support students and researchers. For the tutors themselves, the role has provided meaningful professional and academic development.

“*My first year as a systematic review tutor has been a rich learning experience, from shadowing colleagues and moderating classes to consulting with students and collaborating on dissemination activities. Consultations with students from diverse disciplines and countries have sharpened my adaptability and time management, while also deepening my understanding of various review types, subject areas, and student learning approaches. Altogether, these experiences have not only enhanced my academic and research competencies but also reinforced the importance of communication, flexibility, and shared learning within a supportive team environment.*

[- Ari]

For the ASL team, the Systematic Review Tutor initiative has significantly enhanced the Library’s capacity to respond to growing and increasingly complex demands for evidence synthesis support.



Systematic review session at Western General Library.

The broader impact of the Systematic Review Tutor initiative is evident in formal feedback, growing engagement and informal appreciation shared via emails and during one-to-one consultations.

“*.. Thanks so much again for your useful feedback on my search strategies. I’ve implemented your suggestions, and I’m happy with the searches ..*”

[quote from an email from a student]

A particularly strong indicator of the initiative’s effectiveness is that many students return for additional support - whether to schedule another session, discuss next steps, or seek guidance on new reviews. This continued engagement reflects the value students find in the practical support the tutors provide.

“*This role has been invaluable for my growth, allowing me to develop research skills, teaching skills, and soft skills. It has helped me uncover novel approaches and critically reflect on my research methods. Despite working for two years, this has remained a continuously evolving learning experience. And the students’ appreciation makes the experience truly rewarding. It’s been an incredible journey.*”

[- Durga]

Rewrite: Esther Inglis, Edinburgh's Renaissance calligrapher

Anna-Nadine Pike, Project Curator, "Esther Inglis 2024"

450 years ago, a Huguenot family from Dieppe — Nicolas Langlois, Marie Presot, and their children David and Esther — escaped the wars of religion in France and found a new home in Edinburgh. They soon became part of the fabric of the city, living in the Cowgate and teaching at the 'French School'. In 1585, David enrolled at the University of Edinburgh; Esther, meanwhile, grew up to become early-modern Scotland's most accomplished calligrapher. She learned to write in forty different scripts; she illuminated her work and painted the earliest known self-portraits by any woman artist in Britain. Across her life, Esther Inglis (as she later called herself) produced hand-written books as gifts for illustrious individuals and potential patrons, becoming known to King James VI/I and his royal court. Today over sixty of Inglis' manuscripts are recorded in collections across the world, five of which are held at Edinburgh University Library.

Funded by the philanthropic donation of Dr Jamie Reid Baxter, the "Esther Inglis 2024" project marked the quatercentenary of Inglis' death. It aimed to raise the profile of this remarkable calligrapher, artist, and Jacobean woman, bridging academic and public spaces. The project has combined new research and publication with outreach and engagement, allowing Inglis' story to reach wider audiences with an enduring impact.

The project has particularly seen the curation of an online exhibition titled "Rewriting the Script: The works and words of Esther Inglis". Each section of the exhibition highlights a different aspect of Inglis' identity — as a scribe, artist, illuminator, author, daughter, and mother. It tells Esther Inglis' story through her books, taking advantage of the possibilities afforded by the University's exhibitions platform. Underpinned by the latest academic research, the exhibition remains attentive to Inglis' cultural contexts while also demonstrating the extraordinary diversity of her written and artistic crafts.

"Rewriting the Script" is the University's largest-scale online exhibition to date (<https://exhibitions.ed.ac.uk/exhibitions/rewriting-the-script>); it is the most substantial open-access resource dedicated to Inglis available worldwide and will remain a lasting legacy of the project. Cross-institutional collaboration has also seen the increased digitisation of Inglis' manuscripts around the world; thirty-four of her books are now represented online, all of which are linked into the exhibition.

At the heart of the "Esther Inglis 2024" project was a commitment to sharing Inglis' story and her work with as broad an audience as possible. Over its course, the project developed and ran ten engagement events targeting different groups: students, library networks, members of the public, bibliographic societies, and Heritage Collections partner organisations. These events have taken varied forms — from lectures and in-person exhibitions of Inglis' books, to a series of concerts performing settings of religious works drawn from Inglis' manuscripts, a poetry reading, a craft workshop, and a panel discussion focussing on retelling women's history in Scotland. Co-organised with Dr Reid Baxter and the project's student intern, Jaycee Streeter, these events have lifted Esther Inglis' story from the page, bringing her work alive and demonstrating its lasting value.

Esther Inglis' calligraphy was celebrated within her lifetime, and she was particularly praised by the Scottish antiquary David Laing (1793-1878). Since Laing's early efforts to preserve her memory, however, Inglis has been virtually overlooked, with little known of her story beyond academic spaces. Through publication, curation, and outreach, through words and images, the "Esther Inglis 2024" project has continually sought to rewrite the narrative of a Scottish cultural history from which Inglis is forgotten — just as Esther Inglis wrote and painted herself into the hearts and minds of those who first received her books 400 years ago.

Rewriting the Script The works and words of Esther Inglis



Project Curator, Anna-Nadine Pike, with Esther Inglis' manuscripts and online exhibitions.

Collaborate:

Weaving archives into advocacy

Louise Williams, LHSA Archivist



In February 2025, Lothian Health Services Archive (LHSA) partnered with charity CAPS Independent Advocacy to host “Understanding Oor Mad History” – a four week community course about mental health history and the experiences of people living with mental health issues. Founded in Edinburgh in 1991, CAPS supports and empowers service-users to change what concerns them about their own care and to challenge what isn’t working in the wider mental healthcare system.

In 2008, CAPS started a community history project called “Oor Mad History” to document the service user movement in mental healthcare. After being approached by the project’s Collective Advocacy Worker a few years later, LHSA took in both the oral histories from the project and a paper archive of activist material. Subsequently, CAPS volunteers and staff have visited LHSA on a number of occasions to investigate historic material from psychiatric hospitals (“asylums”) next to more recent records of activism in mental health.

The “Understanding Oor Mad History” course came about as a result of this long relationship between CAPS and LHSA. It was developed and delivered by CAPS staff and group members with lived experience of the mental health system, with input on archival content from the LHSA team. Sessions took place in the Centre for Research Collections, and anyone with lived experience of mental health issues could apply to attend.

Participants explored a different theme each week, from the concept of “Mad Studies” to looking at the history of institutions, how aspects of identity impact on mental health, and art as a tool for advocacy. Across the four weeks, we looked at a wide range of sources, including mid-nineteenth century case notes, patient artwork, creative writing about mental health challenges from those with lived experience, and campaign material from groups advocating for the rights of people of colour, women, and LGBTQIA communities.

Azra Khan, Collective Advocacy Worker for the “Oor Mad History” project at CAPS, reflected on the impact of the course:

“People with mental health issues have often been silenced and stigmatised by history and by society. History related to mental health is mostly dominated by asylums, psychiatry, or medicine. Little has been recorded of the histories of those who have experienced the system first hand or who have come together to change it.

Archival material exposes the truth of people’s experiences of mental health services, and it can validate their experiences when they see patterns of treatment across time. People who have visited the archives have told us that consulting the material has helped them feel a sense of solidarity and not isolated in their experiences.

Thanks to the expertise, knowledge and guidance of the LHSA staff, both group participants and CAPS staff have been able to consult this incredible source material in a safe and supportive environment which fosters learning, discussion and connection.... By learning from history, we can see where the modern mental healthcare system is still problematic, and which issues need to be addressed in advocacy and activism.

Exploring and exposing Mad History is a powerful tool for reclaiming and projecting the voices and experiences of so many who have been silenced and stigmatised in society. By connecting our experiences, sharing knowledge and inviting discussion, we can inspire change.”



In the final session of the course, participants viewed a display of artwork by patients in the Royal Edinburgh Hospital, including this drawing by Flora Manson collected by the head of the hospital (1856). LHB7/51/11
Inset: Resources from the CAPS archive used to explore how culture, sexuality and gender affect mental health (1983-2000s). OMH/21, OMH/23-24

Support:

Nurturing student talent through community engagement in East Lothian

Lyson Bryson, RESP Projects Archivist

Since 2022, the Regional Ethnology of Scotland Archive Project (RESP) has provided annual internship opportunities for University of Edinburgh students. This year we were delighted to welcome Katie Shepherd (Musicology PG) and Ailsa Dixon (Scottish Ethnology MA) into our team as RESP Archive Project fieldwork interns.

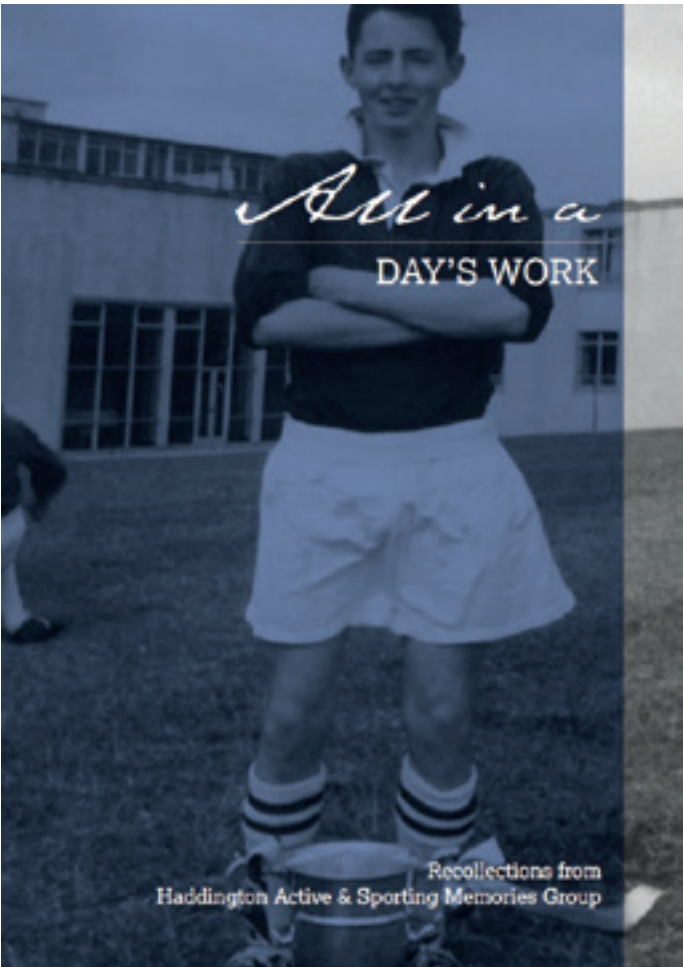
The plan for this internship was both simple and ambitious: to give the students the opportunity to carry out a fieldwork project in a community setting. This would give them valuable fieldwork experience and, at the same time, add a number of oral history recordings to the RESP archive. The RESP team already works closely with colleagues at the John Gray Centre in Haddington and so the plan was for the interns to make a series of recordings with members of the Sporting and Active Memories groups, who meet regularly at the Centre. The overarching aim of the groups is to support mental and physical wellbeing of older members of the community. Once completed, the interviews would provide the interns with material they could use to produce some creative output, possibly a publication.

After an initial ‘getting to know you’ session with the group members, Katie and Ailsa worked on an overall plan for their internship and it was decided that the interviews would focus on the world of work and the creative output would be a publication and, if time allowed, a short film.

Over the course of a few weeks, 18 interviews were carried out with 19 interviewees. Most of the interviews were conducted by Katie or Ailsa, who alternated taking on the role of interviewer or active listener. Taken together, the interviewees experiences encompassed many different working environments which included working in construction (both as craftsmen and managers), retail work, law and taxation, teaching and local authority.

Feedback both during and after the interview period was overwhelmingly positive: ‘Ah thoroughly enjoyed ma meeting. Ah thought it was really good.’ (Andy Mason); ‘It went too quick!’ (David Elder); ‘... as you were telling the girls about your life, it was amazing how it actually brought back your lifestyle’ (John Halliday) are just a few of the comments.

After the collecting phase was completed, Katie and Ailsa faced the huge task of distilling the fieldwork recordings into a publication. The resulting 51-page publication was arranged into thematic chapters around work and home life and used, as far as possible, direct quotes from the interviews. The book was also fully illustrated, with photographs which often came from the interviewees themselves.



Lesley Bryson (second from left), Ailsa Dixon, Katie Shepherd and Caroline Milligan with staff at the John Gray Centre.

All in a Day's Work, with an accompanying 14-minute film and live music, was launched on 3 June 2025. Sitting in the audience at the launch, it was fantastic to watch and listen to the responses as voices or photographs prompted a comment or a burst of laughter.

Feedback from the interns has been equally enthusiastic with both reporting that this internship has been rewarding in many ways and pivotal in helping them to make decisions about their future career paths.

Katie and Ailsa brought great enthusiasm, skill, empathy, respect and reflection to this internship and through their commitment, and with the support of colleagues and mentors, the Project aspirations have been more than fully realised. The interns have been able to add 19 recordings to the RESP Archive, further strengthening the scholarly value of the collection, particularly in respect of the experience of working lives. In producing both the film and the publication, the interns have also provided resources which the interviewees can enjoy and share and which provide a prompt to the full recordings available on the RESP Archive Project website.

Communicate:

Engaging with staff and students

Angela Laurins, Library Learning Services Manager
Caroline Stirling, Academic Support Librarian

Communicating with our Library users, whether they be students, academic staff, researchers or external visitors to our libraries or online platforms, has always been a shifting challenge. We want information about our services to be in the spaces (both digital and physical) that our users occupy. We want to grab their attention, capture their interest and signpost them effectively to services that will support them throughout their time at the University of Edinburgh and beyond.

There is no formal communications role in the Library; however, we do have a very effective Library Communications Group whose initial task was to co-ordinate the introduction of the Library’s visual identity. The group continues to ensure that services and communications are promoted to users in a consistent and professional way and crucially, are easily recognisable as Library services.

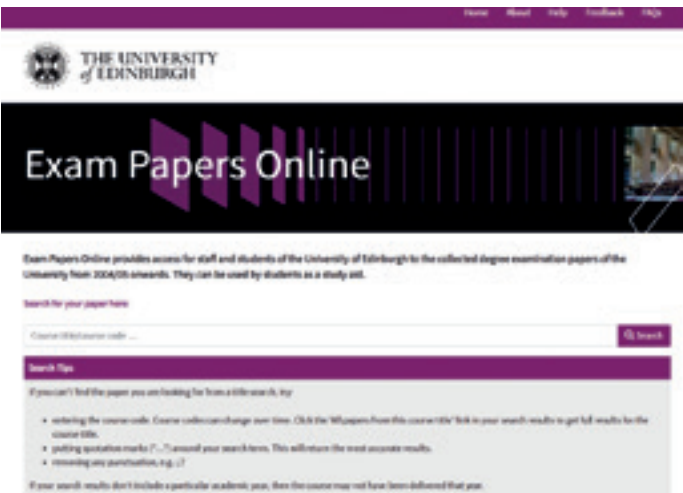
Library website

Just in time for the start of the new academic year, in September 2024, we celebrated the launch of the new standalone, EdWeb 2 Library website: <http://www.library.ed.ac.uk>.

We have applied the Library visual identity as much as possible to the site (within the limits of EdWeb) and to our key services, including our online catalogue, DiscoverEd, and Exam Papers Online.

A dedicated Library homepage gives us an opportunity not only to make our services more visible to Library users, but also to highlight the wide range of activity undertaken by colleagues and the areas of expertise available to help and support teaching, learning and research.

We have a newly established Library Web Group to ensure that content stays relevant and up to date and meets Library users’ needs. The Library Web Group works closely with the Library Communications Group enabling us to take a joined-up and consistent approach to all our communications. We recognise that our communications are more effective when all teams, regardless of organisational structure, who support services under the banner of ‘the Library’ work together. Both ‘Library’ groups include colleagues from User Services and the IS Facilities team.



<https://library.ed.ac.uk/exam-papers>

Spotlight: Exam Papers Online

The Library provides access to past exam papers from Schools across the University for students to use as revision aids adding over 1200 papers to the Exam Papers Online site each year. Exam Papers Online web page is one of the most visited on the Library website particularly, during the examination diets in December and April/May. The service is accessed by students over **100,000 times a year**.



The University Library’s Instagram page.

The site uses a customised and recently updated version of DSpace, an open-source institutional repository system, to store the exam metadata files.

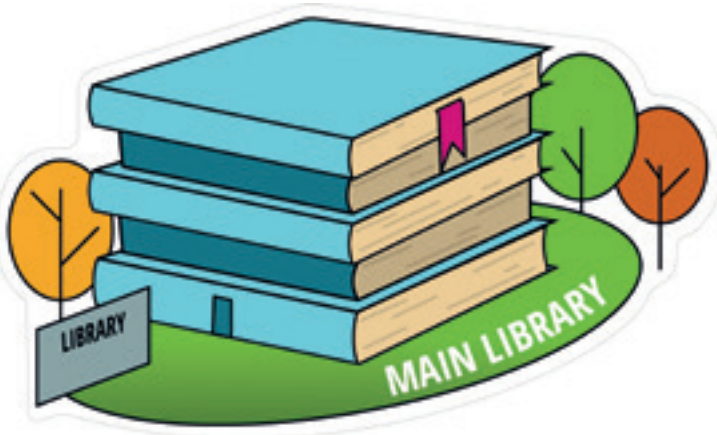
The platform upgrade has provided improved functionality both for students using the site and for behind-the-scenes administration. It has also given us the opportunity to refresh the main search page, making it more user-friendly and updating the look and feel to incorporate the Library branding and colour scheme.

Social Media

While the Library is one of the most extensively used services at the University, our vast range of resources can overwhelm students, preventing them from engaging effectively or asking for help. To combat this, we use social media, particularly Instagram and TikTok, to meet students where they are and in a more informal, approachable way. Through engaging posts, reels, and stories, we demystify the Library, showcasing its offerings and sharing stories about our buildings and collections with behind-the-scenes glimpses.

Our most popular TikTok, featuring a sped-up tour of all eight floors of the Main Library, has had over 34,400 views.

The EdUniLibraries social media accounts are run by a small team of Academic Support Librarians, EdHelp staff, volunteers, and occasional student interns. This social media work has fostered a strong sense of community and significantly improved student engagement. Our social media outreach also extends beyond students to include university staff, alumni, potential new students, and a wider global audience.





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IS Helpdesk

