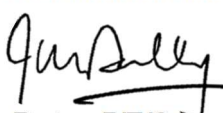




Senior Fellowship

Supporting Statement Template

Your Name	John Dalling
Institution/organisation/other	University of Wales Trinity Saint David
Job Title	Head of Collections
Email address	j.dalling@uwtsd.ac.uk
Your Fellowship Status (if appropriate)	No status at present. Currently undertaking application process
Relationship to Applicant	Colleague within Library Leadership Team
How long have you worked with the applicant (insert dates)	August 2011 – October 2016 (in previous roles) October 2016 – present (in current roles)
Declaration	In submitting your supporting statement, you are confirming that the applicant's submission relates to their higher education professional practice and that your statement is your own work and has been written specifically for this applicant. If the professional integrity of the supporting statement is in question it will not be accepted. I confirm that I have read and agree with the declaration above.  Date: 5/7/24

Supporting Statement

Please provide your statement to support the applicant's submission for Senior Fellow in the following section. You are required to comment on the applicant's recent higher education practice, providing examples to support your statement wherever possible.

Two sides of A4 will normally be sufficient for this category of Fellowship.

I have worked with Sarah for over 10 years at UWTSD and its predecessor institutions. In 2016, we were both appointed to our present roles following restructuring of Library and Learning Resources (LLR) and I have been able to observe Sarah's journey in a leadership role and have worked with Sarah on several projects and new services, including one of the case studies presented.

As Head of Academic Services, Sarah plays a crucial role leading our library services relating to learning and teaching activity. From the outset, Sarah has been keen to innovate and improve the services we offer, critically evaluating the way LLR engages with academic activity and driving forward change to ensure a more consistent, equitable and interactive approach to academic and digital skills development across a diverse multi-campus University following a service merger.

In my role as Head of Collections I had close experience of Sarah's leadership during the introduction of Online Resource Lists, referenced in Case Study 2. Having been involved in library acquisitions for over 20 years, sourcing the relevant material to meet academic needs without adequate knowledge of the curriculum has been a key challenge, particularly as some disciplines are more engaged with LLR services than others, which leads to inequity in our collections and service provision. The introduction of Online Resource Lists has been transformational in ensuring parity of experience across the University and has enabled our acquisitions process to directly link to reading lists for the first time, providing us with valuable data to measure the relevance of our collections against the curriculum which has fed into our revised Collection Development Policy, approved in July 2024. As a result of Sarah's work to embed Online Resources Lists across the University we have been able to automate our ordering process, which has been invaluable in handling the increased volume of acquisitions following the engagement that Sarah's team has driven through the project: the volume of library book orders arising from reading lists has increased from 1120 in 2020-21 to 1743 to date in the current 2023-24 academic year.

Sarah has also led on development of the DigiCentre and introduction of our Digital Skills Advisor team as mentioned in Case Study 1. This has been a significant piece of work as digital skills provision is a new area for the LLR team and the rollout has taken place at a time of rapid developments in technology, such as the introduction of greater remote learning through tools such as MS Teams and the availability of generative AI. Sarah had a clear vision for the DigiCentre and, while we initially discussed the possibility of developing this using our Library Catalogue software, as this is tailored towards book and journal content it would not have provided the required level of interactivity with web-based digital skills resources. Sarah took the brave decision to build a custom solution from scratch with the assistance of the University Web team which, despite the extra work involved, has



resulted in much more effective tool tailored towards UWTSD and the digital skills curriculum being delivered in the University.

In addition to the case studies, Sarah has also led several other innovative service improvements. Recently, Sarah has worked on the introduction of new online InfoSkills modules, which allow students across the whole University to take advantage of our information skills curriculum at any time to suit them, on or off campus. The new modules were created at the same time the University was preparing to migrate to a new website and Sarah was keen to ensure that students did not face any barriers in accessing the content, so took the decision to move the new programme to the Moodle VLE, which students are already familiar with and which will provide the Academic Services team with more detailed engagement data, despite the additional work involved.

Sarah is always forward-thinking in her approach and has been an active participant in many other recent developments in LLR. We have recently undertaken work to automate our data collection and reporting process to provide better insight into the use of our services and resources, and to link these more effectively to the University's central reporting. Sarah has been an active and enthusiastic member of our LLR Data Project group, and has worked with the Collections team on a reporting pilot to link student feedback data on the Infoskills and Digital Skills programme to the data held in our Library Management System to allow measurement of the impact of our academic and digital skills provision on the use of our wider library collections more effectively without the need to capture additional personal data from students. In turn, this will enable LLR to tailor the resources and support we provide to the University's evolving curriculum.

Another example of Sarah's innovative contribution to student learning has been her work on Getting Started Guides¹ to introduce library services and resources to students beginning their studies at the University. While many HE libraries use an off-the-shelf product such as LibGuides to provide online guidance to students, Sarah felt that introducing a different platform with limited customization would be an additional barrier for students to navigate, and had a vision for interactive, automated guides hosted as part of our main web presence which would direct students to appropriate information and digital skills resources and the right support contacts based on their subject of study. Sarah has worked with the Collections team to create the guides which include embedded content from our Library Catalogue and are now available on the University Intranet.

Leading these projects to success in a University with geographically-disparate campuses and a complex, evolving structure during a pandemic while also ensuring the continuation of core information literacy teaching activity will have been incredibly challenging, and Sarah's infectious enthusiasm for her work, belief in her professional values, and determination to succeed has driven forward change which will be of lasting value to academics and students in their study and research. I am delighted to have an opportunity to support Sarah in her application for Senior Fellowship and feel that the statement and case studies are an accurate reflection of Sarah's HE practice as a leader in a professional services role.

¹ [Getting Started Guides | UWTSD Intranet](#)