Library Services – Annual Report 2017-18

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Executive Summary

The 2017-18 Library Services annual report reviews the operational activity of the department during the course of the academic year, with a particular focus on improvement and achievement. The introductory section briefly illustrates the usage of Library Services by Goldsmiths students through some statistics. Noticeably the number of visits to the physical library has decreased slightly when compared to 2016-17, but the usage of the library's digital resources has increased exponentially during the period, and there is likely to be a correlation between these trends.

The report is then segmented into sections reporting back on developments and achievements in the four functional areas of Library Services. The Reader Services section provides details of the usage and developments of the physical library services available in the library building and also details some of the changes we have made to the service model in the library, which has resulted in us being able to increase our opening hours across our service points.

The annual report from Academic Services includes an overview of the work of the Subject Librarian Team and illustrates how they have continued to reach out to more Goldsmiths students in their liaison and teaching and learning work. Similarly the increased work and outputs of the Special Collections and Archives team is shared as the visibility and usage of this area has increased during the year. The Online Research Collections team have been particularly busy as they have become more and more involved in the Research Excellence Framework and details of growth in this area are included.

The Academic Skills Centre has now been in existence for a full academic year. The story of how the centre has developed and been embedded in curriculum areas, as well as how the work of the centre has evolved in response to student and academic feedback and expectation is covered in the Academic Skills Centre section.

Discovery Services has also enjoyed another successful year and details of the resources budget, operational systems and procedural work as well as technical and college wide strategic initiatives are covered in some detail.

The report concludes with a brief overview of staff development activity within Library Services, a list of scholarly outputs from members of Library Services staff.

Introduction

Library Services at Goldsmiths largely comprises of: physical library spaces; library and information resource provision; research support systems; special collections and archives and the Academic Skills Centre. All these areas form part of the fundamental academic support provided to all learners and researchers at Goldsmiths. The library, located in the Rutherford Building has a very visible physical presence, is located physically and literally at the heart of the campus and is very well used and well received by students, researchers and the external community.

In the 2016-17 annual report we remarked upon how structurally the Library Services had been subject to significant change, largely due to a mostly new Library Management Team and the location of the service within the new Student Experience Directorate. Now, one year on, the 2017-18 academic year has seen more significant change within the department, but this time more around the usage and uptake of library services, facilities and support and the visibility and profile of the department within the institution. The figures below indicate the cultural shift that has been achieved from focusing resources more upon electronic and digital learning resources, whilst still maintaining and sustaining an important and fundamental physical presence.

Library Services, with the now established inclusion of the Academic Skills Centre, has become an even more valuable service area in Goldsmiths and has continued to grow and develop, not necessarily and size and budget, but in impact and value. This is evidenced through the increased visibility and reliance of Library Services and the ASC, how all areas of the department are becoming more and more embedded in curriculum areas and how Library services staff are becoming increasingly involved in college wide strategic initiatives.

The year in numbers

	2017/18	**2016/17**	**% inc/dec**
Library Visits	628,313	669,151	-6%
Study Spaces	980	960	+2%
Books loaned (print)	141,631	156,681	-10%
All Items	150,698	169,784	-11%
E-journal downloads	718,985	440,281	+63%
E-book section requests	2,058,164	1,111,407	+85%
GRO downloads	439,411	304,785	+44%
Hours open (Access)	8480	8480	0

Reader Services

Spaces

The Library space is highly valued, go-to space at Goldsmiths, in which all students can access a wide range of information, IT, equipment, resources and services as well as expert staff. It is a central space for students and is often regarded as the 'heart of the college'. For this reason, the student experience of the Rutherford Building is fundamental to the students' overall experience of Goldsmiths.

With spaces that remain in high demand and are used by staff and students from all departments as well as visitors, we aim to provide an inspiring, flexible environment that enables people to explore and learn.

During this year we have continued to use the feedback we have received, and information from previous user experience (UX) projects to make adjustments and improvements to our spaces and how these are used. We have also worked with students from the student Library Rep project to hold focus groups which fed into our service model changes and the laptop loan project.

We also worked with Gavin Dodsworth, of the University of Manchester to conduct some research into student perceptions and expectations of learning spaces within Goldsmiths. This, insights we gathered through previous UX work completed by staff and a group of MA Social Anthropology students and feedback from our other channels, including NSS comments, LibChat transcripts and emails fed into an options paper to begin conversations about redeveloping the space in the library. They have also informed us about potential other services and improvements we can make such as refurbishing the social study area and developing an events space in the library. We aim to develop some of these in 2018/19.

Amenities and maintenance

Working with our colleagues in Estates we have completed several projects that have improved the amenities in the Rutherford Building for our students. We have refreshed the toilets in the Library core of the building, installed 2 further water fountains, installed a new boiler, made improvements to the air handling system in the building and upgraded the electrical distribution boards. All this work was planned and implemented to cause the least disruption to our students. As a result of the building and maintenance projects we have improved comfort levels for our students and have a reliable power throughout the Library to ensure our students are able to access resources using electronic devices.

Learning spaces

We have worked to increase the study spaces we have in the building and to highlight spaces that students can use to learn across campus and in the local areas.

The silent study area on the 1st floor was upgraded to provide 20 much needed additional silent study spaces to the previous overall provision. We have also begun a programme to reupholster the furniture in the social space at the front of the library building.

We also worked closely with the Student's Union to map all the learning spaces on campus and the spaces that are available for our students to use in public libraries across Lewisham, Greenwich and Southwark, where the majority of our students live. This information will soon be available to our students through our website.

<u>Services</u>

Working with colleagues from across the library and IT&IS, throughout 2017/18 we have developed some new services and made improvements to others to enable people to make the most of our Library.

<u>LibCal</u>

We launched an automated room booking system called LibCal for study rooms at the Library to enable Goldsmiths students and staff to book study spaces that suit their needs remotely. This has allowed our limited pool of study rooms to be open 24/7 rather than just when staff are in the library. This service has been well received by students with 6,016 bookings by 1,473 unique users throughout 2017/18. This represents an overall 24.3% occupancy rate with peak occupancies of 50%+ in the middle of the day.

<u>ShelfMap, Stocktake and Shelving</u>

We work hard so Goldsmiths staff and students can access our physical library collections easily. In 2017/18 we reshelved 3,061 trolleys of returned stock, 96% of these within 24 hours. On average books returned to us were back in their expected location within 9 hours.

We also launched ShelfMap, a service that helps users to locate physical books within the library reading rooms. This is available for physical items through our Library Search page. In addition to this we spent a significant amount of time stocktaking our physical collection. Intelligence gained from several sources including customer complaints, LibChat and Helpdesk enquiries, staff insight through weeding and shelving and snapshot suggested that the % match accuracy between the library catalogue and the physical collections was lower than expected. We have been working to reduce this discrepancy, which was between 3.9 - 4.9%. The stocktake, shelving and ShelfMap combined have enabled us to significantly improve student journey for locating resources within our physical space. We will continue to work on refining and developing ShelfMap and our work on shelving and stocktaking in the coming year to make the experience of finding our physical resources as smooth as possible.

<u>Laptop Loans</u>

In 2017/18 we did the groundwork to put a Laptop Loans Service in place for our students to enable access to mobile learning technology at the Rutherford Building and the Professor Stuart Hall Building.

Goldsmiths provides technology rich space in departments and in the open access Student IT Zone in the Library. These spaces are very well used and received and at peak times, usage is often at capacity. Library Services, IT and Information Services and Estates collaborate to provide many other dedicated study spaces around the campus, designed for

students to make use of laptops and mobile devices. These spaces are also well used, but previously we did not offer the loan of hardware for use in these spaces, and students were expected to make use of their own devices.

Now there are 48 laptops available for loan which connect to eduroam and can be used anywhere on campus. The service aims to optimise the learning spaces available for students on campus and give students the flexibility to choose where they want to study. Laptop Loans were set up in full consultation with students and early indicators suggest that it is being very well used. This service will be launched and evaluated in 2018/19.

Other services that we have launched to positive student feedback include having blankets, noise cancelling headphones and disposable earplugs available for students to use at the library. This enables our students to have some individual control on noise levels and temperature.

We will continue to look at ways to maximise the use and flexibility of our spaces to support the teaching, learning and student experience at Goldsmiths.

Membership and Usage

Membership

The Library continues to be an important resource for the wider Goldsmiths community alongside Goldsmiths current students and staff.

Library Services worked closely with the Alumni office during the past 18 months to enhance our membership offer for Alumni. Increased benefits include free 24/7 access, borrowing rights and guest Wi-Fi. Throughout 2017/18 we joined 1,451 Alumni members representing a 65% increase on the previous year.

We welcomed 763 unique community users for the day to visit our spaces, resources and exhibitions throughout the year and gave extended community membership to 167 community members.

As part of the SCONUL scheme we saw 660 members from participating institutions apply to use our spaces and resources and, reciprocally, 593 Goldsmiths students applied to the SCONUL scheme to access other university libraries, an increase of 8% on people using this scheme from the previous year.

We also had 3560 day visits from students and staff attending other University of London colleges to Goldsmiths Library throughout 2017/18. Goldsmiths students are able to access other UOL libraries under the agreement.

During 2017/18 we had 3057 active members of Senate House Library from Goldsmiths. This is 6% down on 2016/17. Work has been done to enable self-registration for access to online resources through Senate House Library. Promotion of this should increase the uptake of registrations and use of Senate House Library by Goldsmiths students and staff over the coming year.

In addition, we have supported visiting research fellows, visiting academics and affiliated researchers to access our resources.

Visits and occupancy

We saw 628,313 visits to the library building in 2017/18 which represents a 6% decrease on the previous year. We have had some problems with our access turnstiles in the year, which are scheduled to be replaced in summer 2019. This may have impacted this figure. We also believe that the UCU strikes over pensions had an impact on the amount of students present on campus during the spring term. Nevertheless, usage of our space remains high with our SALI system showing peak usage of 84.4% with average utilisation frequently being over 50% occupancy with our observation of students 'reserving' spaces while they search for books or have breaks suggesting that the true figure is often 100% capacity.

Loans and self service

Loans of physical items from the library has been declining reflecting the trend for students to access resources digitally as a preference and has fallen by a further 11% this year. Of the 150, 698 items borrowed 84% were through our self-service kiosks, an 8% increase on the previous year. Increased use of self-service free up staff time to answer more detailed enquiries and contribute more towards enhancing student experience, teaching and learning

LibChat

LibChat is a live chat service that we staff during the entirety of our staffed opening hours at Goldsmiths Library. In 2017/18 we received 3251 chats of which we answered 2957 (91%). This demonstrates a 197% increase in the volume of chats received and a 220% increase in the volume of chats answered in comparison with the previous year. This service area continues to grow. The average wait time for a live chat to be answered in 2017/18 was 21 seconds. Our students appear to like the immediacy of our live chat service and rate highly – our average chat rating is 3.83/4.

Service Model Changes

Goldsmiths has experienced a significant increase in student numbers over the past few years which has resulted in increased demand on our library services. In addition to this there are increasing numbers generated by affiliate colleges, short courses, agreements between Goldsmiths and other institutions and bodies and extended privileges for Alumni. All of these additional students make use of the library resources.
Demand on our space has increased and so have the volume and complexity of enquiries that our front line teams deal with. At the same time there have been notable changes to how people access resources. Students have increasingly taken up use of self-service opportunities and there is also evidence of a movement towards electronic resources as preference with our physical loans declining by while e-journal downloads and e-book usage rise.

Reacting to the changing demands on our service, over the past year we spent time analysing data and having discussions with different teams to put forward a new service

model that better aligned Goldsmiths Library with user needs. This model was approved by SMT and staff were consulted over the spring term.

We have now implemented the new service model.
The new service model aligns our staffed hours with user demand, streamlines our service points, improves student experience by spreading staff knowledge across opening times and enables us to achieve library strategic objectives such as increasing access to the Goldsmiths Textile Collection and special collections for teaching and research.

The adopted model has achieved a 3% increase in staffed access hours across our 3 service points alongside commitment for the library to be open 362 days per year and enables us to offer a consistent, equitable service across all of our opening hours.

The typical service points and opening hours are outlines below:

	Self –service (Concierge)	Library Help Desk (Library Staff)	Special Collections (Library Staff)	CHG (Library Staff)
Monday	24/7	09.00-21.00	10.00-18.00	11.00-17.00
Tuesday	24/7	09.00-21.00	10.00-18.00	11.00-17.00
Wednesday	24/7	09.00-21.00	10.00-19.00	11.00-17.00
Thursday	24/7	09.00-21.00	10.00-18.00	11.00-17.00
Friday	24/7	09.00-19.00	10.00-18.00	11.00-17.00
Saturday	24/7	13.00-18.00	closed	closed
Sunday	24/7	13.00-18.00	closed	closed
Staffed Bank Holidays and Closure Days*	24/7	13.00-18.00	closed	closed
Unstaffed Bank Holidays and Closure Days**	24/7	Closed	closed	closed
Closed***	Closed	Closed	closed	closed

* Staffed - 2 Easter Closure days, 2 Easter Bank Holidays, 2 days of Easter Weekend and 2 May Bank Holiday
Staffed means we have a full desk service and students could use the library with comparable service to normal working university day.

** Unstaffed - 5 Christmas Closure days, 4 weekend days over Christmas and New Year, 1 staff away day
Unstaffed means the library is open to use self-service resources and space. Staff on site would just clear drop boxes, kiosks and shelve returned stock - service would be advertised as unstaffed.

*** Closed - 2 Christmas Bank Holidays, 1 New Year Bank Holiday

Marketing and publicity

Promotional Campaigns

During September 2017 the Library was involved in Welcome to introduce newly enrolled students to Goldsmiths. During Welcome we gave 53 tours to 777 people as well as meeting 323 people at the marquee. Welcome helps new students to orientate themselves on campus and introduce them to the Library as integral to their student experience.

The Library also hosted many events for the Be Well, Do Well campaign that was run by the over the busy May 2018 exam period. This included initiatives such as pet therapy, giving people porridge and offering people study skills tips. The library had a series of posters to encourage students to look after themselves as well as their studies. This was done in partnership with the Student Engagement Team.

Library staff supported Goldsmiths events team by attending Open Days, Graduation ceremonies and Applicant Days throughout the year. We attended 7 Open and Applicant Days speaking to 281 prospective students about the Library Service at Goldsmiths.

Marketing activity

Staff from across the Library work closely with Goldsmiths Communications to talk directly to our students. We also participate in College wide, Local, National and International

Campaigns to increase visibility of the Library and uptake in our services. These are some examples of campaigns we were involved in in 2017/18.

Throughout 2017/18 we have contributed to several editions of Student News highlighting services such as the Academic Skills Centre programme, BrowZine, Box of Broadcasts, Using Online Journals, Pop Up Study spaces across campus for Exams and self-regristration for Senate House Library's huge collection of books, e-books, online journals and research databases.
We also held a fines amnesty in May to encourage students to return their Goldsmiths and Senate House books before breaking for the summer.

In October 2017 the Library celebrated Libraries Week 2017 with events and exhibitions on Fairytales, Archives and Book Arts hosted by Goldsmiths Library and Deptford Lounge.

Other marketing highlights have included giving students re-usable canvas bags for their Library Books, relaunching the Library Blog, a Christmas Calendar to promote new and alternative services for our students to access over the Christmas closure period, new Department specific Library Postcards and a new Library welcome leaflet and map.
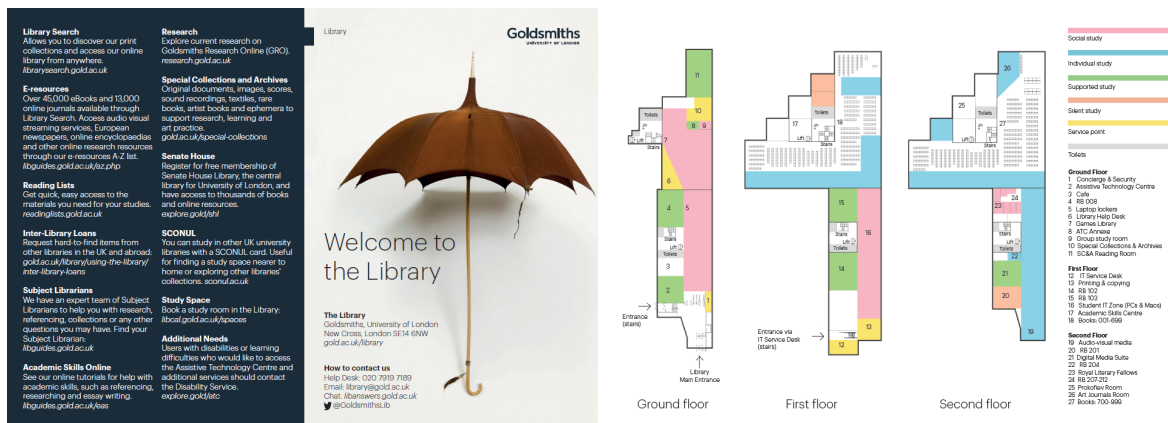
Widening Participation and Community Engagement

Realising Opportunities

The Library is committed to helping all those who want to access learning to make informed choices about their future. We participate in several initiatives to reach out to people who want to explore opportunities to engage with education.

Working in partnership with widening participation we deliver library tours to people enrolled on the Realising Opportunities programme, a unique collaboration of leading universities working to promote equity of access to higher education. During 2017/18 we saw 12 students at the library, who we provided with reference access and staff help to complete projects that contribute to their UCAS applications.

Sixth-form Outreach

We also facilitated visits from local sixth-form schools and colleges giving students a Library tour, a presentation about the academic Library introducing them to information skills, referencing, plagiarism, and academic journals. During 2017/18 we saw 29 students from three schools - Sacred Heart, Sedgehill School, and St Thomas the Apostle.

Open Book

This year we have arranged a special library tour for 8 people through Open Book. We have also created a library account so that students who are volunteering to go into prisons as part of the Open Book programme can use the library resources to support this.

We continue to commit to supplying Reading Lists for any further courses initiated at HMP/YOI Isis and to supplying withdrawn stock or any requested resources for courses run at the prison alongside Open Book.

IRIE!

As part of our ongoing commitment to support our local community through promoting the use of our facilities, partner with local organisations and celebrate local history and culture we are supporting local organisation IRIE! Dance Theatre. IRIE! Have just launched their first accredited BA (Hons) degree which is in Diverse Dance Styles. We are supporting this small group of 10 local students through providing access to our resources and giving them a bespoke tour of the library.

Blue barrel project

During Spring-Summer 2018, Anthropology Lecturer Adom Philomene-Heron arranged a 'book barrels for Dominica' project, which asked staff and students for donations to replace books damaged in the Roseau Public Library, Dominica, following Hurricane Maria in 2017. Goldsmiths Library was one of the central collection points, and we housed one of the distinctive blue barrels on the ground floor from June until October. The collection emphasis was Afro-Caribbean material, but other global and general interest material was also welcomed. In the Spring the Library donated 100 withdrawn items from the School Practice collection, while students donated at least 300 further items over the Summer.

Book Swap

The Library have worked with the Student's Union to set up a book swap service. All books students no longer want now go to the book swap service which is located on the 1st floor of the Student's Union in the Cafe.
This means that students are now able to swap books between themselves for free which has been very popular with the students.

Promoting our Community access

In April 2018 Goldsmiths launched a new community listings magazine for residents which was delivered to 30000 homes across SE4 & SE14. The community access and membership for Goldsmiths Library was promoted through this and we are working with local Libraries to promote this and any public events we host.

Placements and internships

Supporting the Goldsmiths Community Engagement and Employability strategies as well as the professional Library Community we offer a variety of work experience, work placements and Internships across the entire Library Service.

In 2017/18 we offered:

- 3 short-term work experience opportunities to local school aged students
- 1 short-term work experience opportunity to an alumna
- 1 work placement to a student of librarianship from UCL
- 1 work placement to a student of librarianship from Technische Hochschule Köln.
- 3 Internships to Goldsmiths students through the Interns on Campus scheme developed by Careers
- 209 hours of work experience in our Special Collections and archives

Reader Services – Achievements and improvements

- We increased our study spaces by 2.2% and now have 923 study spaces in the Library.
- We joined 1,451 Alumni members during 2017/18, which represents a 65% increase on the previous year
- We received 3251 chats on LibChat, of which we answered 2957 (91%). (197% increase in the volume of chats answered when compared to 2016-17)
- We have improved basic amenities in the building including refreshing the toilets in the Library core of the building, installing 2 further water fountains, installing a new boiler, improving the air handling system and upgrading the electrical distribution boards.
- We launched LibCal for booking rooms at the library which saw 6,016 bookings by 1,473 unique users throughout 2017/18
- Through stocktaking we have improved the accuracy of the catalogue for our physical stock by 3.9 - 4.9%.
- We returned 96% of all stock returned to us to the shelves within 24 hours
- We made 48 Laptops available for loan to our students.
- We launched ShelfMap
- We increased uptake of our self-service kiosks by 84%, an 8% increase on the previous year
- We have implemented a new service model which achieves a 3% increase in staffed access hours across our 3 service points alongside commitment for the library to be open 362 days per year
- We have implemented a new staffing model which moves all staff in Reader Services to permanent contracts and was achieved with no redundancies
- 593 Goldsmiths students applied to the SCONUL scheme to access other university libraries, an increase of 8% on people using this scheme from the previous year.

Academic Services

Special Collections & Archives:

Special Collections & Archives strive to use collections to help students engage with their learning, research and creative practice. We facilitate their research and creative development by providing a space to question, encounter and develop.

Module workshops

We ran 22 bespoke workshops for taught modules, including

- BA Curating (Design)
- BA Art Extension (Art)
- Feminist Research Methods (Sociology)
- PG Music Sources and Resources (Music)
- MA Radio (Media & Comms)
- MA Queer History (History)
- MA Theatre Research (Theatre & Performance)
- MA Children's Illustration (Education)

Events

We also ran 46 other events that were open to the public, or collaborations with other organizations or departments, including exhibition openings, classes visiting from other institutions, reading groups, Goldsmiths Summer School, Talking Textiles events and Postgraduate Open Days.

Exhibitions

Special Collections & Archives hosted 16 exhibitions in the Constance Howard Gallery (DTHB), SCA reading room (Library) or the Kingsway Corridor (RHB). These included:

- *Sound & Language* – BA Art Extension students (SCA)
- *Centre for Russian Music: Inside the Collections* (in the Library as well as the Barbican Music Library)
- *Material Contemplations in Cloth and Hair* (CHG)
- *Pippa Davismoon and Charlotte Morrison: Everyday Women* (SCA)
- *Claire Collison: Watch This Space* (Kingsway)
- *Heart n Soul Big 30* (SCA)
- *Bella Milroy: File Under Female* (Kingsway)
- *Clementine Bedos: Contagious Histories* (CHG)

Work placements

Provided 209 hours of work placements or volunteer placements, including for credit-bearing Goldsmiths courses (e.g. History At Work) and local school students

Bursaries

The WAL/Feminist Review Bursary winners for 2018 are the *WOCI Reading Group* team. Short listed projects that will receive funding of £200 are: Ebony Francis, Ming Lin and Alexandra Tatarsky, Katie Simpson and Georgia Lucas-Going, Kathy Cho and Present Futures, Ellen Wiles

A Curatorial Bursary in the Goldsmiths Textile Collection was awarded to Yun-Teng Seet to curate the exhibition *Anne Morrell: Chasing Tensions* (Jan 2018)

Visitors

We welcomed 1556 visitors as researchers, exhibition visitors or event participants. Our most used collections remain the Women's Art Library and the Goldsmiths Textile Collection, which are the only collections with dedicated specialist staff.

Access to research collections

We have an ongoing cataloguing programme to tackle the backlog of (especially) archive cataloguing in our collections. 5296 items were catalogued on Calm (archives) or Aleph (books) by the SCA Archive Cataloguer or project cataloguers working either in SCA or with the cataloguing team in Discovery Services. These include:

- WRPM (Women's Revolutions Per Minute) – archive of a small feminist music distribution company in London, late 1970s-early 2000s
- Pavlowitch Collection - books on the history of the Balkans formerly belonging to the late Balkan scholar Stevan K. Pavlowitch
- Ben Gidley Papers – material collected at the Centre for Urban and Community Research at Goldsmiths in its engagement with regeneration and community politics in London
- Sections of the Goldsmiths College Archive (e.g. photographs) – ongoing

Collaborations - loans

Material from our collections was loaned for exhibition to institutions around Europe, including:

- Oram Archive material to Criee Art Centre (Reinnes, France)
- Women's Art Library material to Glasgow Centre for Contemporary Arts (Glasgow)
- Goldsmiths Textile Collection material to Modemuseum (Hasselt, Belgium)
- Women's Art Library material to the Photographer's Gallery (London)
- Goldsmiths Textile Collection material to the British Library (London

Subject Librarian Team

Information Literacy

During 2017/18 the Subject Librarian team continued to focus on increasing meaningful information literacy provision, focusing on increasing embedded teaching as part of modules.

Information Skills Sessions	2016-17	2017-18	Percentage change
Number of Students	897	1119	+24.74%
Contact hours	77	124.5	+61.68%
Student Hours	884.5	1289	+45.73%

Academic Skills Programme

In addition to subject specific sessions, the Subject Librarians expanded their offer of information literacy sessions delivered as part of the Enhancing Academic Skills Programmes (now known as the Academic Skills Programme).

Notably the team expanded their support for referencing, offering a general introduction to referencing, a new 'Referencing FAQs' session to help student troubleshoot trickier referencing scenarios, and dissertation referencing drops-ins offered over the summer to support postgraduate students. In addition, the team increased the support for the reference management tool Zotero, expanding the short session into more comprehensive 'beginner' and 'intermediate' sessions.

Academic Skills Online

Enhancing Academic Skills Online was launched in September 2017, an online tutorial offering support with academic and information literacy skills. This resource has had 5,482 visits during the course of 2017-18 and Enhancing Academic Skills Online was nominated for the LILAC Conferences' Digital Award for Information Literacy 2018.

Further Online Support

The Subject team focused on increasing online support for students, with continual improvement of online Subject Guides and creation of new video and tutorial content, including to support new distance learning course in STACS Understanding Domestic Violence and Sexual Abuse and literature searching video for first year psychology student embedded in their Analytical and Professional Skills module.

1-2-1 appointments

This year for the first time, Subject Librarians began collating statistics of one-to-one appointments with students. The team delivered 81 student appointments during the academic year.

Collection Development

The Subject Librarian team continue to support departments by ensuring the collections are relevant to the teaching and research of the departments and by promoting and supporting online reading lists. This includes the continues development of the School Practice Collection and the establishment of the new Games library.

Online Research Collections (ORC)

REF2021

The ORC team have been working since January on preparations for REF2021, in collaboration with Co-Sector Services we have developed and installed the REF2021 plug-in which has now been released to the rest of the University sector. All Heads of Department and Directors of Research have been trained on the use of the REF2021 plug-in and we have designed and are testing the processes for forthcoming audit.

Goldsmiths Research Online

There has been a lot of work happening in the background of GRO to help improve the functionality and discoverability of our research outputs, these include:

- Migration of all staff accounts from ITS to Campus logins
- Audit of HESA data (in partnership with HR)
- 31 academics individually trained on GRO/Open Access/REF
- Ability to find full text material in GRO via searching Library Catalogue
- Ability to 'mint' DOIs (Digital Object Identifiers) which will allow more outputs to be quickly identified and cited
- Implementation of Altmetrics which gathers statistics on the 'attention' our research receives
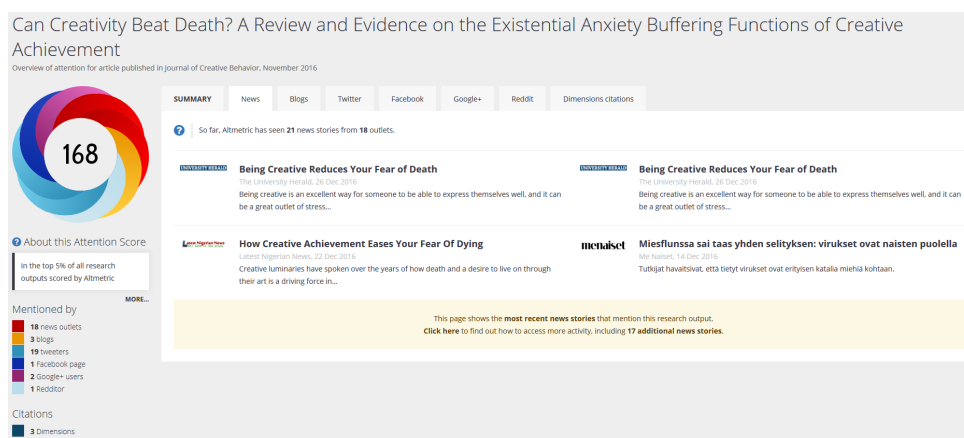
Outputs Added to GRO 2017-18

Item Type	Number
Art Object	43
Articles	945
Artist Books	7
Audio	17
Books	131
Book Sections (chapters)	439
Broadcasts	7
Conference/Workshops	310
Datasets	4
Design	1
Digital	16
Edited Books	51
Edited Journals	28
Exhibition Catalogues	22
Film/Video	63
Performances	37
Printed Ephemera	6
Professional Activities	13
Projects	13
Reports	26
Show/Exhibition	237
Software	2
Thesis	95
Other	26
Total	**2537**

Activity Overview

2,537 Items

441,134 Downloads

61% Full text

47% Open access

Most downloaded items

1. Understanding the t-test as a variance ratio test, and why t-squared = F. — 5,355
2. Death in the Modern Greek Culture — 4,759
3. Tagore, Pedagogy and Contemporary Visual Cultures, Workshop 1 - London November 2013. — 4,315
4. Evaluating the theory of executive dysfunction in autism — 4,262
5. J.A.Gray's reinforcement sensitivity theory (RST) of personality — 4,128

10 25 50 all

Top Authors

1. Hill, Elisabeth L. — 9,924
2. Bond, Frank W. — 7,856
3. Gillies, Marco — 6,507
4. Allen, Rory — 6,500
5. Mabb, David — 6,238
6. Davidoff, Jules B. — 5,835
7. Pentaris, Panagiotis — 5,820
8. Guenole, Nigel — 5,279
9. Ruppert, Evelyn — 4,988
10. Jones, Kevin — 4,758

<u>Open Access</u>

Through the Springer Compact deal 8 articles by Goldsmiths academics were made automatically open access with the fee being covered by the Library through an adjustment to our subscription fee with Springer.

Through Research Councils UK (now UK Research and Innovation) 8 article processing charges (fees charged by publishers to make articles Open Access) were paid during this period totalling £11,908

499 articles and 118 book chapters deposited in GRO within this period are open access via the 'Green' route (author accepted manuscript deposited and no fee paid).

<u>Goldsmiths Journals Online (GOJO)</u>

We have begun an expansion of the service we offer with Goldsmiths Journals Online and as of July this year we appointed a GOJO coordinator 0.4FTE to realise specific goals. Any queries should be directed to journals@gold.ac.uk

- Currently upgrading the software running the journal which will provide improved functionality
- Can now 'mint' doi's for all articles improving discoverability and citation
- New journal Volupte http://volupte.gold.ac.uk/ from ECL department launched in May
- Art Therapy Online journal is now listed in Directory of Open Access Journals http://volupte.gold.ac.uk/

Academic Services – Achievements and Improvements

- We delivered 22 workshops on our special collections to students across all modules
- We ran 46 events opening up our special collections to the wider public
- We hosted 16 exhibitions and Items from our special collections and archives were exhibited and loaned to institutions in France, Belgium, Glasgow and across London
- We catalogued 5296 items in our special collections and archives
- 209 hours of work and volunteer placements took place within special collections
- We increased our Information Skills workshops by 25%
- We delivered 81 one-to-one student support appointments
- We launched Enhancing Academic Skills Online which was nominated for Digital Award for Information Literacy 2018
- We established and launched a new Games Library including online, ps4 and board games
- Full text articles from GRO can now be found via the Library catalogue
- We can create doi's (digital object identifiers) for theses and datasets in GRO
- The new journal 'Volupte' was launched on Goldsmiths Journals Online

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- A new post to develop Goldsmiths Journals Online was created
- There were 441, 134 downloads from GRO in this year and the most popular item was downloaded 5,355 times https://research.gold.ac.uk/7544/

Academic Skills Centre

The Academic Skills Centre has now been fully operational for one academic year. However, most of the Centre's teaching-related staff were involved in delivering academic literacy provision across Goldsmiths in previous years, so their institutional and professional experience has been invaluable. This year has been a time of ascertaining student need, creating new course content, building cross-institutional relationships, and working out new processes. We have also been working to establish our profile as a newly formed academic centre, with representation on Academic Board.

Staffing

At the beginning of the academic year the team was made up of two academic lecturers; a study skills team of one full -time study skills manager and two part-time study skills tutors; the newly appointed head of the Academic Skills Centre and a vacant post for the Peer Assisted Learning coordinator. Two professional writers were also placed with us in the Centre by the Royal Literary Fund, which offers academic writing tutorials in term time.

In the spring of 2018 the Head of Academic Skills and a study skills tutor have been trained and gained accreditation as PAL coordinators. We also recruited an administrative coordinator with primary responsibility for PAL, and an additional part-time administrator. This has allowed us to increase teaching capacity whilst at the same time strengthening our PAL provision for 2018-19.

Bookable Academic Skills Workshops

In the previous academic year (2016-17) there were a number of workshops offered under the umbrella of 'Enhancing Academic Skills' with different categories, such as core workshops, study skills and gold study skills workshops. This has now been consolidated into a single programme within an overarching title of the 'Academic Skills Programme'.

The number of attendees in bookable workshops more than doubled from **307** in 2016-17 to **802** in 2017-18. There was particularly keen interest in dissertation and research methods classes during the summer months, where traditionally attendance at study skills workshops has been much lower.

The number of workshops given also grew dramatically with more than a 400% increase in the number of workshops offered, compared to the previous academic year.

Term 2017-18	Number of workshops	Attendees
Autumn term	25	286
Spring and summer term	69	515

NB: These figures do not include the additional workshops marketed under the same programme but facilitated by Subject librarians, whose offer of workshops and attendance also increased.

Students from all departments attended workshops within the year, as can be seen in the table below. While there was still a majority of Master's level students attending, more participation this year has been seen from PhD, BA, and Foundation students.

Attendance at Academic Skills Workshops 2017-18 by department

Anthropology	24	Media, Communications and Cultural Studies	102
Art	44	Music	7
Computing	12	Politics and International Relations	33
Design	9	Psychology	58
Educational Studies	50	STACS	59
English and Comparative Literature	31	Sociology	53
English Language Centre	2	Theatre and performance	56
History	10	Visual Cultures	15
ICCE	104	Other	98
IMS	35		

Academic Writing Bootcamps were a new addition to the Academic Skills Centre workshop portfolio. These were taught by an academic lecturer in the centre, and were aimed particularly at higher level students handing in dissertations and extended projects. Five individual all-day Bootcamps were facilitated between March and June of 2018. These were extremely popular but student places were limited to 20 because of the need for close facilitator-student interaction. From email, written feedback and verbal responses it is clear that demand outstripped supply for these one-day events and feedback from the attendees was excellent.

One-to-one academic skills tutorials

In previous years one-to-one support had been offered through the study support team, and Royal Literary fellows offered writing tutorials as part of CELAW.

In 2017-18 **274** individual bookable 45-minute study skills slots were offered and **215** slots were attended. These one-to-one sessions have always been popular and fully booked well in advance. Royal literary fellow tutorial bookings also saw an increase in demand during this year and were often fully booked.

We also started a new type of one-to-one tutorial, offering bi-weekly drop-in one-to-one sessions in the library as a way of partially meeting this high demand. From December 2017 to August 2018, **273** 30-minute drop-in slots were offered and **239** attended.

This enabled us to double our capacity for one-to-one tutorials during the academic year. It also allowed us to meet students in the library who had traditionally not accessed our bookable provision, and many students who came to the drop-in sessions went on to attend workshops and other types of provision for the first time.

Royal Literary Fellows

Although their data is not ours to share with the institution, it is clear that the two Royal Literary Fellows were much busier than in previous years at Goldsmiths in terms of tutorial numbers. They said they were pleased with their new location in the Academic Skills Centre and that they felt part of our team. They were able to help a more diverse range of students than in previous years, in terms of level, department, and background. The RLF scheme coordinator said that Goldsmiths was an example of good practice, with the RLFs welcomed as part of a wider team of academic literacy provision, and with much higher take-up than in most universities.

Embedded work with Departments

Although one of the most important aspects of our work, working in an embedded way with department is more difficult to elucidate or quantify. During 2017-18 key relationships were consolidated across a large number of departments. This took a variety of forms including:

- Informal meetings with members of faculty where advice was sought and given around how to support their students with embedded study skills.

- One-off academic skills workshops given by invitation to whole cohorts at key times in their academic year.

- Group facilitation training given to a small group of PhD students new to teaching, who were to give seminars to undergraduates.

- A series of timetabled embedded writing classes was included in the curriculum of some modules.

- Tutorials for students retaking assessments were co-delivered with members of faculty.

Peer Assisted Learning (PAL) Scheme

Preparation was made between April of 2018 and September for a re-launch of PAL in October 2018. Departments were approached and asked to work in a new more collaborative way with PAL, taking joint responsibility with the Academic Skills Centre for the success of the scheme. This approach was based on data and testimonials gathered from the PAL international community; UK institutions where PAL is successful; student numbers and feedback from previous PAL Leaders at Goldsmiths. Seven departments agreed to work with us in this way to assist with their new intake of undergraduates. Student PAL Leaders were recruited from

these departments through a professional process involving interviews and written applications. Successful PAL Leader recruits were to be trained in September of 2018. Materials for a two-day training were rewritten to make them more inclusive and relevant to the Goldsmith's context.

Summary: Achievements and Improvements

- Increase in the number and range of academic skills workshops offered
- Increased targeting of students in particular need – for example exam skills and dissertation skills workshops
- Growth in student attendance across all provision
- Introduction of new drop-in one-to-one tutorials
- Increased provision during traditional non-term time hours
- More effective liaison and bespoke workshops offered across a number of departments
- Support of the 'liberate my degree' agenda through a series of 'decolonising research methods' workshops facilitated by an academic lecturer
- Growth in the proportion of Undergraduate and PhD students accessing support
- Participation of all the centre's teaching and administrative staff in Goldstart and welcome week
- Enlisting of all academic departments to get involved in Goldstart
- Training a new group of PAL and Leaders and Goldstart ambassadors
- Creation of a new 2-day training programme for PAL leaders
- Re-launch of PAL across 7 departments with new members of our staff gaining PAL accreditation
- Introduction of very popular writing 'Bootcamps'
- Continued consolidation and streamlining of communication systems and marketing materials

Discovery Services

Since the launch of Library Search in July 2017, improvements have been made to enable better discoverability through Library Search of resources and collections, in particular the Kathy Rae Huffmann collection, Games Library, Special Collections, and Goldsmiths Research Online.

A new Browzine API was implemented which streamlines access to journal articles, by enabling the user to go straight from Library Search to the publisher PDF and see the article in the wider context of the journal issue.

Resources budget – what we spent and how we spent it

In 2017/18 we spent £948,463.50 on Library Resources

- Books and E-books   £317,402.45
- Electronic and printed journals   £351,621.37
- E-resources   £255,143.60
- Miscellaneous   £24,296.08
  (includes audiovisual, ILLs, scanning)

- Number of printed books ordered: 7,949
- Number of ebooks ordered: 1,976

New Suppliers

Following the new LUPC agreement for books, e-books and standing orders, we have been working closely with Procurement to move to ProQuest as our main supplier for print and e-books as they were the top ranked supplier. We will still continue to use and work with Dawson as we have had a long standing relationship with them as our main supplier for many years. To ensure we continue to get value for money, where ProQuest cannot supply items we will use Askews and Holts for printed materials and EBSCO Gobi for e-books.

New E-resources

With additional funding from Finance at the end of the year, we were able to purchase some new e-resources to add to our growing e-resources portfolio.

These included:

- ALUKA - African Cultural Heritage Sites and Landscapes Annual
- Drama Online – Globe on Screen
- Faculti
- IEEE Digital Library
- JSTOR Alumni Access participation
- ProQuest Historical Newspapers: The Irish Times and the Weekly Irish Times

- Routledge Performance Archive

E-Resources and Journals

This summer the e-Resources & Journals team worked closely with colleagues at Senate House Library (SHL) to set up a new online self-registration process for immediate access to Senate House Library's e-resources. Previously Goldsmiths staff and students had to visit SHL to register in person or queue to register on organised visits from SHL staff to Goldsmiths Library. The improved access to these resources hugely increases the number of books, e-books, online journals and research databases available to Goldsmiths' users, helps make more materials available through our online Reading Lists system and make savings to our scanning budgets. Alongside this work changes have been made to our Library Search to increase the visibility of SHL resources as we hope to shift user perceptions of SHL as a perk to being a second library.

Since January the e-Resources & Journals team have also been working with Communications on regular Staff News and Goldmine features to showcase library resources. So far we have shone a spotlight on Newspaper databases, SHL membership, BrowZine, trial access to various video & archival databases, Web of Science, the self-registration process for SHL, Film Platform, Exact Editions and the Exactly app, Box of Broadcasts.

Cataloguing

Within cataloguing we have continued to catalogue all printed books, which are mainly reading list items, as quickly as possible to ensure our users get access to the resources they need when they need them. We continue to catalogue items for the Women's Art Library and were able to catalogue the Stevan K. Pavlowitch collection and the vast majority of the Kathy Rae Huffman collection.

Stock take

Discovery services staff have worked alongside Reader Services staff to undertake a stocktake of the second floor of the library. We were able to identify 2726 items from the main sequence to delete from the catalogue after numerous physical checks, thus ensuring Library Search is more accurate to our users and shows materials that are physically on the shelves. We have now started the first floor and are in the process of double checking these items before they are deleted from Aleph.

Student Library Representative project

The Student Library Rep (SLR) is a voluntary project whereby each Rep is given a budget to spend on library resources for their department. They attend training with library staff, document their spending, and help to develop and promote Library services. The SLR is a recognised activity on the Higher Education Achievement Record.

Since its launch in 2015 the project has grown each year. In 2017-2018 the number of SLRs increased from 16 to 24, and between them they ordered 279 new items for the library

collection. As a result of ordering more items the average spend per department increased from £278.89 to 468.86.

To meet the requirements of the HEAR award, in addition to book ordering the SLRs took part in a variety of other activities including job shadowing with library staff, focus groups about library services, and usability testing of electronic resources. Feedback from the SLRs has been overwhelmingly positive with many students saying the found the opportunity very rewarding. They particularly enjoyed the job shadowing and thought these sessions were very informative and engaging and that they offered a unique insight into the work of the library and its staff.

Liberate My Degree

This has been a rich year for the Library to address issues of great importance to our students around challenging the White, Western, privileged, heteronormative structures that uphold HEIs across the UK. We have supported our students to select learning tools that reflect who they are and where they come from to provide them with a richer, more representative student experience with the Liberate Our Degrees book suggestions, and Reading Lists suggestions. The team has also worked with willing academics to produce diversified reading lists. We continue to forge strong relationships with the Student Union and students around this.

Between 1 August 2017 and 31 July 2018 we ordered the following as part of Liberate My Degree:

- 46 print books (this is taking multiples into account, we ordered 36 different titles)
- 1 DVD
- 1 ejournal

Total spent by format:
- Print books: £933.74
- DVD: £11.48
- e-journal: £204

Grand Total: £1149.22

Inter-Library Loans

- Borrowing requests created: 1106
- Borrowing requests fulfilled: 967
- Success rate: 87.4%
- Books or articles supplied to other libraries: 61 (requests declined: 25)

Total expenditure on ILLs in 2017-18: £11,495.02

Total income claimed from other libraries in lending fees: £412 (we charge the standard BL lending fees, like most other university libraries).

Total loss due to uncollected ILLs: £753.88

Reading list statistics:

- 423 lists were sent to the reading list team to be created/updated.
- Total live lists on the system by the end of the year: 1035 (including rollovers)
- There were over 58,000 items added to reading lists
- Average reading list length: 74 items
- Average time from list creation to completion of review by acquisitions and subject librarian: around 68 days.

Scanning stats:

This year we reported 4755 scans to the CLA (they have a 3 year reporting cycle: 2 years only reporting brand new scans, then every third year (this year) we report new **and** rolled over scans).

We received 3220 new scanning requests, 1127 of which were rejected for various reasons: mostly copyright, already available electronically, or were duplicates.

We rejected 123 rolled over requests from 2016-17, because we had subsequently acquired the e-copy. We rejected a further 35 as their copyright status had changed.

We spent £5365.26 on copyright cleared scans from the British Library, of which £ 3817.56 was copyright fees.

Ethos

Loaded Items	70
Downloaded Items	1570
Digitisation Requests	0
EThOS Usage by Your Institution	213
Number of New Users from Goldsmiths	51

We sent 2 theses to the British Library to be scanned and added to Ethos at a cost of £116.64.

Discovery Services – Achievements and improvements

- New Library Management System acquired – SirsiDynix. To be implemented Summer 2019.
- Regular Staff News and Goldmine features to showcase library resources
- 1,700 new online journals to our collections
- 1035 Reading lists now on Talis Aspire
- 58,000 items added to reading lists
- Increased student engagement in resource acquisition through SLR project, Patron Driven acquisition.
- Liberate Our Degrees – acquired resource suggestions from students as part of our Decolonisation work alongside the Student Union.
- New online self-registration process for immediate access to Senate House Library's e-resources.
- Catalogued the Stevan K. Pavlowitch collection, and the vast majority of the Kathy Rae Huffman collection.
- Aniska Kumra became a Higher Education Academy Fellow in July 2018.
- Angus Sinclair attended Goldsmiths' New and Aspiring Managers Programme.
- James Garry qualified as a PRINCE2 Practitioner.

Staff Development

In 2017-18 the Staff Development Group consolidated and broadened the scope of the work done in the previous year. The information recorded in the staff database was extended to include development sessions delivered by Library staff and the Learning & Development Hub (physically and virtually). The duration of sessions was also recorded for the first time, giving us an accurate picture of the time invested in staff development. As with the previous year, this approach allowed us to:

- Ensure that development was delivered across a wide range of staff
- Ensure that Goldsmiths representation at external events was proportionate
- Record the development sessions that are delivered by peers within the Library
- Monitor financial expenditure effectively at a local level

Additionally, we were able to create an accurate picture of the various types of training delivered and the staff time invested in the various types of training. Using the length of each session multiplied by the number of attendees as a measure of development delivered, the summary for the year for Library and Academic Skills Team staff was as follows:

Training type	Hours delivered
Delivered by Library	417
Delivered by Goldsmiths	430
Delivered externally courses and conferences)	793
Total	**1,640**

Conferences attendance and presentations

Goldsmiths Library and Academic Skills Centre were represented at The Library Innovation Conference, UKSG Forum, CSGUK Annual Conference, Innovation Inspiration and Creativity Conference, ATEC Assistive Technology Conference, NADP Conference, UXLibs IV, Spotlight on Digital Capabilities, Life on the Outskirts Symposium, JISC Digifest, LILAC Conference, CILIP Copyright Conference, UKSG Conference, M25 Consortium Annual Conference, CONUL Conference, IATUL Conference, NFEAP Summer Conference, SOAS Teaching & Learning Conference, Radical Open Access II: The Ethics of Care, In the Loop at 10, CILIP Cataloguing & Indexing Group Conference 2018, BALEAP SIG in intercultural Communication, NFEAP Oslo Summer Conference 2018: The Future of Genres, Oxford University International Walter Benjamin Conference, PAL and PASS conferences and symposia.

Library staff development highlights:

- Laura Elliott was a member of the organising committee for ARLIS 2018.

- Leo Appleton, Laura Elliott, Jessa Mockridge, Eve Jamieson, Lesley Ruthven, and Althea Greenan presented at ARLIS 2018.
- Jade Leonard and Maria O'Hara presented at UX Lib IV.
- Dr Deirdre Daly presented at Oxford University International Walter Benjamin Conference
- Karen Matthewman presented at BALEAP Nottingham SIG in EAP and Intercultural Communication
- Carl Gent and Angus Sinclair successfully completed the Goldsmiths 'New and Aspiring Managers' course.
- Chris Boone, Konstantina Georgiou, Sarah Hawton and Angus Sinclair successfully completed the Emergency First Aid at Work course.
- William Hall and Karen Matthewman completed the accredited Peer Assisted Learning course.
- Karen Matthewman and Leo Appleton became Senior Fellows of the Higher Education Academy.
- James Bulley, Althea Greenan and Ozden Sahin were awarded PhDs.

Publications/Outputs:

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