

Library Services Annual Report 2020-2021

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Welcome

Library Services at Goldsmiths, University of London comprises of library and information resource provision; study spaces; research support systems; special collections and archives. 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, local community. The services, facilities, and resources from Library Services continue to improve, adapt and expand. Our commitment to the 'liberate our degrees' activity and general liberation, diversification and decolonisation initiatives continues apace.

Our support for the Goldsmiths research environment has grown this year as the 2021 REF was submitted. The Library has continued to strengthen its digital resources and presence to reach and support our communities as the way they live, study, and work changes. The Library continued to adapt to the demands that the pandemic placed upon it.

The Library team must be commended for their resilience, flexibility, and dedication in carrying out their duties in support of the Goldsmiths community during a challenging year due to the Covid pandemic.

The Year in Numbers

Library Service Statistics	2020/21	2019/20
Library Visits	38,020	425,944
Study Spaces	334	980
Books Loaned (print)	21,451	110,685
All Items loaned	22,188	121,135
E-Journal downloads	1,023,107	1,091,295
E-books available	444,533	360,170

Library Service Statistics	2020/21	2019/20
GRO downloads	576,222	360,737
Hours Open (Access)	Have worked on 8am – 10pm Monday – Friday and 1-6pm Saturday and Sunday 3,525	5,657
LibChat enquiries answered (remote helpdesk)	4,316	2,687
Library website visits	498,666	227, 610
LibGuide page views	99,873	15,759
Number of library staff hours spent delivering digital/information literacy training.	345	462
Number of person-hours of digital/information literacy training received by users	3257	4,679

Spaces, services, and membership

Following the lockdown period, where we provided a remote enquiry and support service for our students and staff 7 days a week, by the start of Autumn Term 2020/21, we had gradually reintroduced physical services and welcomed students and staff back to the building in a Covid safe way.

Our bookable study spaces were available from 23rd September 2020. We worked closely with colleagues from across the university to implement and run study space booking system for Goldsmiths students and staff at the Library and across campus.

In the Library building we had a significantly reduced covid secure capacity of 334 individual spaces. These were available to be booked in 4 hour sessions. There were concerns that the reduced capacity would have a negative impact on students but, what was available was more than adequate to meet the needs of the students and staff who needed to attend campus for study space. Throughout the year there were 4,342 unique users and, of the 206,630 study sessions available, 38, 020 were booked and attended, representing 18.4% occupancy of available study space.

In addition to study spaces the Library enabled students to book rooms across campus for group work. 4,604 bookings were made by 865 unique users.

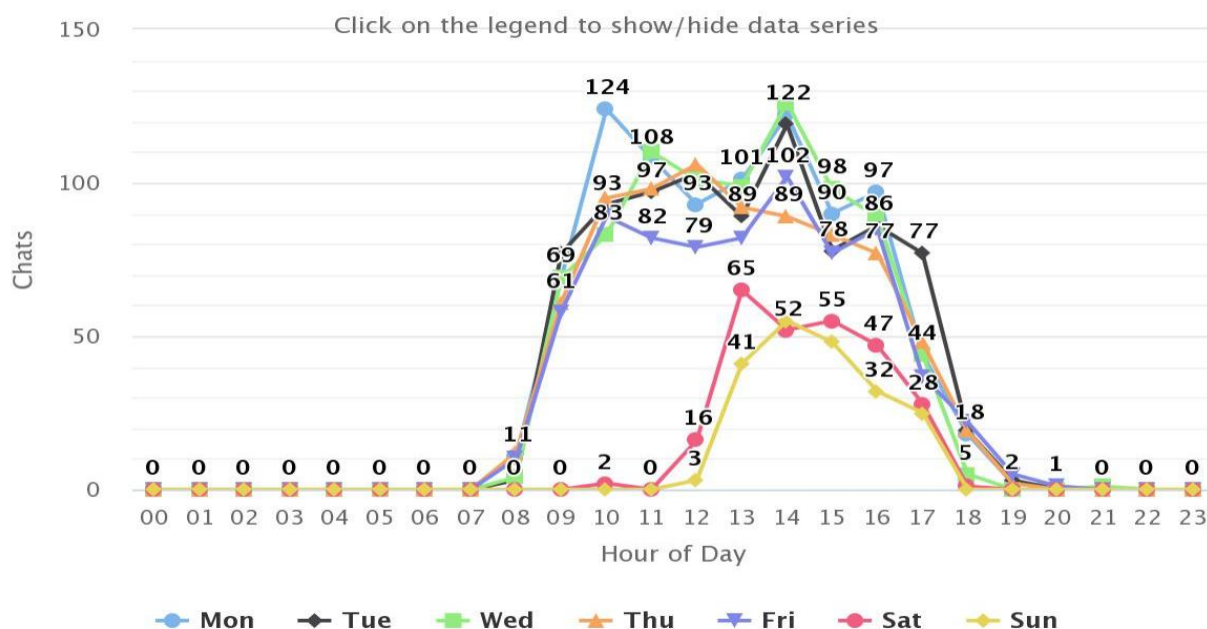
Alongside our spaces we introduced several services throughout the year to support students who were able to access campus and those who were working remotely to access items from our collections that weren't available digitally. We introduced our Click and collect service on 16th September 2020 and fulfilled 23,013 requests through this service throughout the year.

Our Postal loans and returns and scan and send services enabled students and staff who were unable to attend campus to access the physical collection. These services saw a modest uptake with only 33 people engaging with postal services and 60 people needing items through scan and send.

Our Live Chat service was available throughout the year, excepting Christmas Day, Boxing Day and New Year's Day. We answered 4,316 enquiries during 2020/21, a 61% increase from the previous year.

The distribution of enquiries received via our remote helpdesk varies from our experience of combined physical and remote enquiries in previous years. There is a more even spread of enquiries on all weekdays and the enquiry service is busier earlier and later than previously, perhaps reflecting changes to teaching schedules and students working remotely not having to incorporate travel time into their days.

Daily/Hourly Distribution



In addition to the Library Live Chat service, we worked with colleagues in Student Support and in IT&IS rapidly setting up separate channels on our Springshare platform and offering training to enable the Student Centre and IT&IS to provide Live Chat services to support students.

From August – September 2020 this enabled 579 contacts with the Student Centre and from August 2020 – July 2021 enabled 5,840 contacts with the IT&IS remote helpdesk.

The shift to online in line with our covid risk assessments, for the entirety of 2020-21, the SCOUNL scheme was suspended, as were alumni, community and other memberships of the Library. All members who have access to Goldsmiths' electronic resources were still able to access these remotely.

The suspension of the SCOUNL scheme and restrictions across other institutions meant that our staff and students were not able to physically use collections or spaces at other HE libraries or at Senate House Library, but they continued to have access to journals and e-Resources from Senate House.

Academic Support Team

Following the changes to our structure in 2019/20 we have been realigning our activities. When the academic skills centre was disbanded in 2019/20, the activity of the centre went to 3 different places.

The EAP lecturers at the Centre for Academic Language and Literacies continue to engage in academic literacies pedagogy and scholarship and offer bespoke skills

delivery. Peer Assisted Learning initiatives were transferred to the Student Engagement team.

The Academic Support Team at the library encompasses skilled and experienced librarians, study skills professionals and the Royal Literary Fellows. Under the leadership of its manager, the team are dedicated to working together to offer an impactful, blended model of academic support and skills provision to enhance the student experience and support learning and teaching.

The team offer student one-to-one tutorials, workshops, academic staff liaison and support and lots of specialist knowledge to help make the most of library resources, to improve study skills, research skills and academic writing. Members of the team also deliver workshops/seminars on the programme of the Graduate School for their PhDs/ECRs.

They facilitate and lead in the showcasing of Goldsmiths research through the 'Research Cafe' concept. Established academics and ECRs are brought together in a forum to present their research and engage with an audience of Goldsmiths community and external audience members. Members also organise and support events as part of the library's event's programming. During the year an online conference for Black History Month attracted attendees numbering in the hundreds and attracted international participants.

The AST also work with other professional teams such as CALL, TALIC, Widening Participation and others as part of the objective to ensure a joined-up level of support and delivery to enhance the student journey of teaching, learning and research support at Goldsmiths.

The AST have risen to the challenge of service in the light of the COVID impact upon our learning and teaching community.

Autumn term 2020 brought a steep learning curve of adapting to a changed working environment. The shift of energies has been directed to the online creation, development, adaptation and curation of teaching content, synchronous and asynchronous teaching. AST members had to master the transition from in-person teaching to online teaching rapidly and it is an ongoing technical and pedagogical progression in some cases collaborating with e-learning specialists in TALIC and other related areas.

Utilizing online tools and techniques to enable active learning and engagement with students through synchronous-live and asynchronous delivery raises challenges. Though challenging, members of the team have adapted to the shift in emphasis needed to meet demand; one member commented:

“the online provision and working from home has now become second nature. My online sessions with my students have proved more successful than I thought they could be.”

The shift to online teaching has seen an increased demand for information literacy support, with a focus on accessing online research material through the library. The ongoing pandemic has created dual demand for live and asynchronous delivery of subject support.

The popularity of our online workshops has been apparent throughout, with significant attendance of 4000 plus students attending workshops which have included:

- Managing your Workload
- Successful Reading Strategies
- Introduction to Referencing
- Dissertation Search Strategies
- Dissertation Literature Review
- Getting the most from the Online Library
- Academic Skills Certificate: Reflective Writing
- Zotero for managing your References
- Going Beyond Goldsmiths: Finding other resources online

Embedded departmental teaching of subject librarians has increased. Aside from this hive of activity members have found time to keep their professionalism sharp through professional training such as engagement with post graduate certification of the management of teaching and learning, attending professional conferences, in some case as panellists as they have shared pedagogical practice with sector peers and colleagues, as well as continuing to hold membership in key organisations

Taking on various projects the team have been working towards consolidation of an information and digital literacy framework to enhance the student learning experience alongside continuing to develop [live recordings and resources](#) and [support guides](#) to help students with their studies. The continuing success of members engaged in delivering the Academic Skills Certificate to enhance employability skills, and creating an online bank of academic delivery, signals the committed effort to ensure the excellence of teaching and learning provision.

During and in the aftermath of national health crises, AST members focused on delivery and the good practices of hybridity; e-learning as well as in-person teaching.

The [Royal Literary Fellows](#) are part of the Academic Support Team of the library. They are professional writers from the Royal Literary Fund offering free confidential one-to-one tutorials to help students and staff improve their academic writing skills. They aim to foster good writing practice across all disciplines. Although this year has been unique and the Fellows missed the face-to-face contact, they have adapted well to online

activity to offer the one-to-one support needed by students. According to the Fellows it has been very busy from the start of term with hundreds of undergraduates and Masters students booking appointments. Arguably the role of the RLFs and the academic and writing support they provide is more vital now as students grapple with the pressures of study and producing academic work to the highest standards while dealing with the impact of Covid on student life.

Given the many challenges from institutional and Covid, by the end of the year the AST member numbers were back up to pre-Covid figures which was a very positive state for the new year ahead with increased community of learners and academic staff support required.

Wellbeing and Inclusion

The Library has continued to reach out and support disabled students in a range of ways. The small but dedicated Library Inclusion team liaises with students and based on RASAs will provide guidance on how the library can support them. Our Assistive Technology Centre was available throughout the year and the team worked to try and source from publishers' materials that are accessible to disabled students and ensure any scans we provide are produced in an accessible format.

The RNIB provides a [portal](#) for students to access online books which has been extremely useful, and we have provided students with support and guidance in using this resource.

Special Collections and Archives

The fifteenth annual [Christine Risley Award](#) for outstanding work in textiles by a graduating Goldsmiths, University of London student was won by BA Art graduate Tyreis Holder. The cash prize is awarded annually by the [Goldsmiths Textile Collection and Constance Howard Gallery](#) in memory of textile artist and former member of staff Christine Risley (1926–2003). The panel were particularly impressed by the strength of [Tyreis Holder's practice](#), which explores self-identity and her own 'trilogy of cultures' through the language of textiles and clothing.

The Women's Art Library Bursary was designed to be online only if needed, and we were able to spread the call for proposals further afield as physical proximity to the collection was not needed.

Teaching in SCA moved online, which presented interesting challenges to overcome. Working with objects, the team experimented with ways to experience collections remotely while holding on to aspects of materiality.

In-person visitors to SCA were down from 1,364 in 2018-19 (last full non-covid year) to 97 in 2020-21.

Many events at the SCA were classes/workshops for specific modules, but these involved outside groups:

- Marx Memorial Library - Accessing Archives Study Day (16/10/2020)
- Animating Archives Workshop 1: Archives During Lockdown (20/11/2020)
- Women, Technology and Covid19 (11/03/2021)
- Goldsmiths EcoHaven Society event (22/03/2021)
- Feminist Thinking seminar: Glitches in the archive with the Women's Art Library – Oxford (03/06/2021)
- Feminist Duration Reading Group: 'Desire Lines: Reading for Pleasure and Writing for Pain' (29/07/2021)

Liberate Our Library

The Library continues to engage with its social justice work and the Learning, Teaching, Assessment Strategy (LTAS) in support of 'Liberate our degrees' to decolonise and diversify our collections as part of an effort to ensure the library collections speak to all voices, particularly those that are traditionally underrepresented in curricula and on reading lists.

This year we focussed on developing our Zines collection and redressing BAME representation in academic libraries. We also continued to engage in this vital work through invitations to speak at sector conferences and present to MA students studying for the MA Library Information Science (LIS). We have engaged with students from City University and UCL.

Our Zines collection is an ongoing project and a dedicated space for recognising the intersectionality of struggles for Black, POC (People of Colour), LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex and Asexual), disabled, women and otherwise institutionally oppressed groups through listening and including the voices of the most marginalised.

Reacting to figures that the UK library workforce identifies as 96.7% White, compared to a UK population that identifies as 88% White, and recognising the enormous value, advantage, and creativity that diverse voices and experiences bring to all aspects of what we do, during the year we worked with HR to establish a positive action post that offers an annual opportunity for a BAME Graduate who has not necessarily had any experience but is interested in exploring a career in the Library and Information sector to do so. We will recruit a Positive Action Graduate Trainee in position at the start of the 2021 academic year.

[Find out more about how Goldsmiths is working to decolonise and diversify the curriculum and Library collections.](#)

Events and Engagement

Goldsmiths Library and Oxford Centre for Religion and Culture offered an online event '[Liberating and Decolonising Historical Minds](#)' on 29 October to mark Black History Month. The event explored liberating and decolonising historical minds and what this should mean for historical knowledge and research in the 21st century British Academy.

Dr Elizabeth Williams (Historian, Goldsmiths) was in conversation with:

- Dr Angelina Osborne (Historian, Independent Researcher)
- Professor Hakim Adi (Historian, University of Chichester)
- Professor William 'Lez' Henry (Sociologist, Criminologist, University of West London)

Throughout the year the library team blog about work we are doing across the library, the college and more widely. In 2020/21 these included blogs about [Open Access Week](#), [How to Liberate a Library Catalogue](#) and [Legal Guidance](#). You can follow our work on our [Library blog](#).

International Engagement

The Library re-established its relationship with the University of Pretoria, South Africa, under the directorship of Lindiwe Soyizwapi. The leadership teams from each library met to discuss future collaborations across all our services. Potential future areas of shared interest include:

- RDM, Open Access, APCs, Scholarly Communications
- Data-driven decision making - DDA, EBA, data management
- SA Privacy Law, SA & UK Copyright Law
- Decolonisation/Liberation work
- Resistance Researching workshop series

E-Resources and Acquisitions

To support people when working remotely Goldsmiths students have access to an [extensive digital library](#), including 228 databases, over 40,000 e-books and over 12,000 online journals, available online 24/7.

This has been a challenging time in providing resources for our students and researchers through a year where access to physical materials was less fluid. The

Library has a Digital First acquisitions policy, so where material is available digitally and within budget, we acquire materials.

Our Journals and E-Resources team collaborated with the Online Research Collections team to sign up to read and publish deals. These agreements combine the Library's journal subscriptions with Open Access publication, enabling our researchers to make their papers Gold Open Access. Goldsmiths currently has deals with SAGE, Taylor & Francis, Springer and Wiley. We provided responses to sector-wide consultations by Jisc who negotiate with publishers on behalf of UK HEIs.

Resources spend 2020/21

Resources	Totals
Books	£29,826
Print journals	£8,081
Serial titles purchased in both print and electronic form	£8,163
Electronic serials, other than those in full-text serial databases	£129,985
Full text journal databases	£245,174
E-books	£148,668
Other databases	£211,606
Total	781,503

Library Systems, Reading Lists, and Digital Assets

The Library Systems team continued to provide support for our students and staff, and carried out collaborative work to ensure our systems support our service requirements.

To assist in providing students with a consistent learning experience the Reading List system allows all students to access online swiftly the materials identified for their module. In 2020/2021 we created 589 Reading Lists, we identified where the resources were online, and purchased new resources both digitally and in print.

The Reading List system is a great success requires a considerable amount of work and preparation; we are very grateful to departments for sending through their lists. We would like to acknowledge the need to get departmental by the deadlines specified to ensure a timely service.

Between 1 August 2020 and 31 July 2021, we processed 2,199 new scanning requests, of which we fulfilled about 1,400. Most rejections were for copyright reasons or because we purchased electronic access instead. We processed and checked 4,649 rollover scans to be re-used in 2020-21, which is a labour-intensive process that requires manual copyright checks. We archived 255 of these scans as they were either linked to defunct lists or no longer needed.

REF 2021

The Online Research Collections (ORC) team at the Library played a pivotal role in Goldsmiths' Research Excellence Framework (REF) 2021 output submission, which included:

- 496 academics
- 66 early career researchers
- 681 post graduate research degrees awarded
- 1028 research outputs
- 93 practice research portfolios
- 41 impact case studies
- £36,507,000 in total research income

The ORC team collaborated with academic departments, Research and Enterprise Office, Human Resources, IT & IS, and CoSector. The team has been a first point of contact for REF and supported REF through: design of systems for internal assessment reviews and mock REFs; metadata checks; software development; Open Access compliance; stats generation; and support for practice research output production. Through presence at the REF Project Team and REF Strategy Group, the team played an active role in shaping of Goldsmiths' REF workflows. The team also contributed to the College's responses to the nation-wide REF consultations.

For REF 2021, the team validated 52,428 data fields for REF submission, handled hard copy submissions, and coordinated the practice research output production process. Of the 1,028 outputs submitted, around four times as many have been reviewed, and the team supported these review processes throughout. The team also assessed eligibility of outputs through an evaluation of HR data and output data.

[For a reflection piece on the Library blog.](#)

Open Access

We continued to support and develop Open Access provision at Goldsmiths through our institutional repository [Goldsmiths Research Online \(GRO\)](#), where we saw 1,018 new

item deposits, and our Open Access journal platform [Goldsmiths Journals Online \(GOJO\)](#), where we welcomed the publication of eight new journal issues between 1 August 2020 and 31 July 2021.

To mark the Open Access Week in 2020, we created an [Open Access LibGuide](#) and a [Plan S guide](#) that explains this important funder initiative. The aim of these guides is to give a comprehensive introduction to Open Access publishing, and it supports our commitment to making Open Access as easy as possible for our researchers at Goldsmiths.

We managed [Publisher Open Access Deals Available to Goldsmiths Authors](#), assessing requests via publisher portals as well as preparing guidance around the deals. We managed the UKRI block grant and worked with the Research Finance to report publisher deal take-up and APC spend data to Jisc and UKRI. We worked with the Research and Enterprise Office to sign up to the PLoS flat fee scheme using the UKRI block grant.

We have seen 120 (current and historical) Goldsmiths PhD/MPhil PhD theses deposited to GRO between 1 August 2020 and 31 July 2021, thanks to a cross-team effort.

There are articles on various aspects of Open Access on the [Library Blog](#) that give a taster of the range of Open Access activities taking place at Goldsmiths.