



Image: The Library

Library Services Annual Report 2018 - 19

October 2019, Library Management Team

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Answers to the meaning of life?

In October 2003, 644 professional philosophers were asked by Dr Caspar Addyman the meaning of life, the Universe and everything.

Discover their answers and provide your own...

Exhibition

14 November - 20 December 2018
10am-6pm, Mon-Fri
10am-7pm, Weds

Special Collections & Archives
Goldsmiths Library
New Cross, London
SE14 6NW

Talk & Discussion

13 December 2018, 6pm
Social Area, Ground Floor,
Library

gold.ac.uk/library/collections/special-collections/



Image: The Meaning of Life Exhibition, Caspar Addyman

Welcome

Library Services at Goldsmiths, University of London comprises of: library and information resource provision; study spaces; 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.

Library Services has enjoyed many successes during the course of 2018-19 and the contents of this annual report provide evidence for this. The services, facilities and resources, and all round 'offer' from Library Services and the Academic Skills Centre continue to improve and expand. Some of these developments include our commitment to the liberate my degree activity and general liberation, diversification and decolonisation initiatives which Library Services continues to work hard at. Library Services has also played a key role in enabling the Student Experience Directorate to achieve Customer Service Excellence and Leadership and Management accreditation this year and the service is very proud of its high performance in service delivery as a whole. Other areas of activity that have been celebrated this year include the ground floor refurbishment during summer 2019, which has seen the introduction of an events space and a maker-space into the library. Our support for the Goldsmiths research environment and for the REF has also grown this year along with the number of community engagement and outreach activities that we have been involved in.

There is a real sense of continuous improvement in the library and whilst Library Services colleagues have enjoyed developing new services and initiatives, this has never been at the expense of our fundamental provision of resources, spaces and teaching and learning support. The figures below continue 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.

The year in numbers

	2018/2019	2017/18	% inc/dec
Library Visits	638,917	628,313	+1.69
Study Spaces	980	980	0
Books loaned (print)	125,081	141,631	-11.69
All Items	147,916	150,698	-1.85
E-journal downloads	1,062,164	718,985	+47.73
E-book section requests	2,498,423	2,058,164	+21.93
GRO downloads	518,602	439,411	+18.02
Hours open (Access)	8,670	8,480	+2.24
Hours open (Staffed Helpdesk)	3,586	3,794	-5.48



Image: Liberate Our Library graphic: Lizzie Cannon

Liberate Our Library

The Liberate our Library Working Group was formed in September 2018 to coordinate the work of the *Liberate our Library* campaign aimed at addressing the Learning, Teaching and Assessment Strategy commitment to '*liberate our degrees*'. The group consists of staff members across Library Services and the Academic Skills Centre, as well as, representation from the Goldsmiths Students' Union sabbatical officers and coordinators.

There is a dedicated webpage that outlines the work, covering:

- *Liberate my degree* book suggestions to represent marginalised voices – students recommend resources that fill gaps in the collection with regards to representation that aims to '*de-centre Whiteness, challenges non-inclusive structures in knowledge management and their impact on library collections, users, and services.*' This year we bought 143 resources (books, DVDs) covering 16 departments. All such purchases are searchable as a collection under *liberatemydegree*. All print book purchases have a *Liberate* bookplate with the *Liberate* image. We have also produced card wallets promoting the work.
- Diversifying Reading Lists – working with academic departments to share best practice on decolonising the curriculum. Using Talisplayer functionality to develop collaborative reading lists to generate alternative readings that speak to decolonisation initiatives. So far, we have two such lists and hope to develop more over the next year.
 - Decolonising the Modern World – by Vik Loveday
 - Decolonising Research Methods – by Sara Ewing
- Workshops offered by the Subject Team and the Academic Skills Centre – built to '*help students think more critically about how and why we find and use information from a social justice perspective.*' Members of the Subject Team offered 'Resistance referencing' workshops which 'offer practical approaches to decolonising library research practice covering critical information gathering, inclusive citation, and dissemination.' The Academic Skills Centre offered 'Decolonizing Research Methods' workshops over 10 sessions that are 'based on the premise that Western academic research is an activity that occurs in a set of historical, political and social conditions that are tied to colonial and imperial practices'.

This work has been highly regarded both internally and externally, with Goldsmiths being viewed as an exemplar in taking this important work forwards. Members of staff have been invited to speak at national conferences about the work and have contributed articles to professional publications.



Image: Library Social Learning Space



Image: Library Maker Space

Delivering Excellent Student Experience

In the NSS survey, Library resources and facilities achieved an 85.7% satisfaction score, an increase of 2.4% on 2018. Library Services have strong student focused values and an embedded high performing customer focused culture.

The experience of all students in using library services, resources and spaces is central to our Library strategy and actions but we recognise that we continually have to reshape and refocus what we do to match Goldsmiths' ambitions and student expectations.

These are some of the highlights of how we have worked to demonstrate our commitment to continuing to improve the student experience.

Spaces

As with any University, Goldsmiths Library is the heart of the campus. It's open around the clock, only closing at Christmas and New Year. It's a go to place where staff and students can access services and resources.

This year the ground floor of Goldsmiths Library has had major refurbishment. The social learning spaces in the library are now a flexible, technology rich social study space designed with student needs in mind and student experience at its heart.

An events space has been created to increase the visibility of our special collections and archives and give academic staff and postgraduate Researchers the opportunity to publicly share their work. Our new maker space provides 24/7 access to a variety of equipment encouraging creativity and the rest of the ground floor provides group study tables allow different sized groups to work together. Visitors can configure spaces to meet their own learning needs using the new flexible furniture and ceiling power units. The refurbishment has increased the seating capacity in the ground floor social learning spaces of the library from 163 seats to 181 seats, plus some additional beanbags.

We continually listen to student and staff feedback and use this to respond to student behaviours and needs and adapt our spaces and services where possible; Student feedback has been vital to this project.

Some of the different sources of feedback that fed into the project were surveys, UX work, student comments and complaints and a collaboration the Library and the Anthropology Department did to observe student activity and use of its spaces.

The refurbishment works towards some of Goldsmiths' strategic aims of creating a responsive and collaborative learning environment and enhancing our teaching and learning

by enhancing our infrastructure in line with changing pedagogic and learning practices and to enhance the student experience.

Customer Service Excellence and Leadership & Management

Goldsmiths' Student Experience Directorate was awarded the Customer Service Excellence and the Leadership and Management kite marks during this year and won the 'Standard to Support Change' category of the Assessment Services Limited's Awards.

Working towards achieving the kite mark has helped all the teams to work collaboratively to consolidate the student focussed culture across the directorate.

Library Services has strong student focused values and an embedded high performing customer focused culture. We have been looking at what we do and implementing changes to improve the student experience by looking at our internal processes and the ways we work. We have also developed customer service standards in consultation with our students. These standards monitor the quality, timeliness and accessibility of our services and you can see how we performed against them below.

We will continue to work using the frameworks to continually improve our services and develop new initiatives around customer services over the coming months and years.

Customer Service Standard	Performance for January - July 2019
We will maintain our advertised opening and contactable hours 100% of the time at our helpdesks and our offices	We were open 100% of our advertised opening hours
Our websites and online services (Library Website and Library Search) will be available 24/7 100% of the time (excepting periods of advertised maintenance)	Our websites and online services were available 100% of the time
We will acknowledge and respond to all written enquiries and feedback to library@gold.ac.uk within 3 working days	100% of email enquiries were responded to within 3 days
80% of face to face enquiries will be resolved at first point of contact and the remainder referred to appropriate colleagues	86.3% of face to face enquiries were resolved at the first point of contact
100% of all print material will be re-shelved within 24 hours of being returned	98.5% of returned items were shelved within 24 hours
We will make a decision on your membership application and inform you of the outcome or next steps within 3 days 100% of the time	100% of membership applications were completed or followed up on within 3 days

We will answer 85% of Live Chats during our advertised opening hours	90.4% of live chats were answered
Wait times on our Live Chat service will be under 1 minute during our advertised opening hours	20 seconds was the average time it took for us to answer a live chat
Self-service loan and return services will be available 100% of the time	Our self-service machines were available 99.8% of time
90% of feedback received from people attending academic skills sessions will agree that they are good or very good (rating 4 or 5)	96.2% of the feedback we received from people attending our academic skills sessions rated them as good or very good
We will respond to broken link reports with a working link within 1 working day 90% of the time	We responded to 94.8% of broken links reports with a working link within 1 working day
We will process 100% of interlibrary loan requests within 3 working days of receiving the request	We processed 98.6% of our interlibrary loan requests within 3 working days

UX

Library staff are increasingly integrating User Experience (UX) techniques into their activities and projects, gathering ethnographic evidence about how students engage with the Library and collecting data on students' interactions with and perceptions of the Library.

UX analysis informs our service development, enables us to evaluate what we are doing and explore innovative ideas in an agile way.

The Library has an Events and Engagement Group that work in this area and have also worked to embed UX into internships, projects and service developments so we can have a responsive and well informed Library service with student experience at the heart.

This year Gavin Dodsworth, of the University of Manchester spent eight days in Goldsmiths Library conducting some research with Goldsmiths students about their expectations, experiences and needs from Library spaces. We also had an Erasmus student audit our induction in the Library and across the directorate to give us insight into how the welcome period feels for new Goldsmiths students.

We used UX as an integral part of service development and evaluation on our website and Laptop Loans projects and fed previous UX work into the redevelopment of the Library social learning spaces.

Wellbeing and Inclusion

The Library is central on campus and open 24/7. All our students interact with Library spaces and services over their time at Goldsmiths. This often means that the Library is a place where wellbeing activities can happen and where students present when there are concerns or stresses, particularly relating to their studies.

This year the Library worked closely with Student Engagement and Student Wellbeing and Disability colleagues on cross campus campaigns and on specific events. During the Be Well, Do Well campaign the Library hosted a lot of the activity this year. There were hot chocolate give aways, crafting activities, information stands as well as our study skill support.

We have also been working with the Campus Support Officers who provide and overnight wellbeing service to have activities and presence in the Library.

The Library also have an inclusion team who work to ensure that students can access our services. This involves working with the Disability team to put adjustments in place, so students get adjustments such as bespoke tours, help with sourcing resources, access at assistive technology and extended loans.

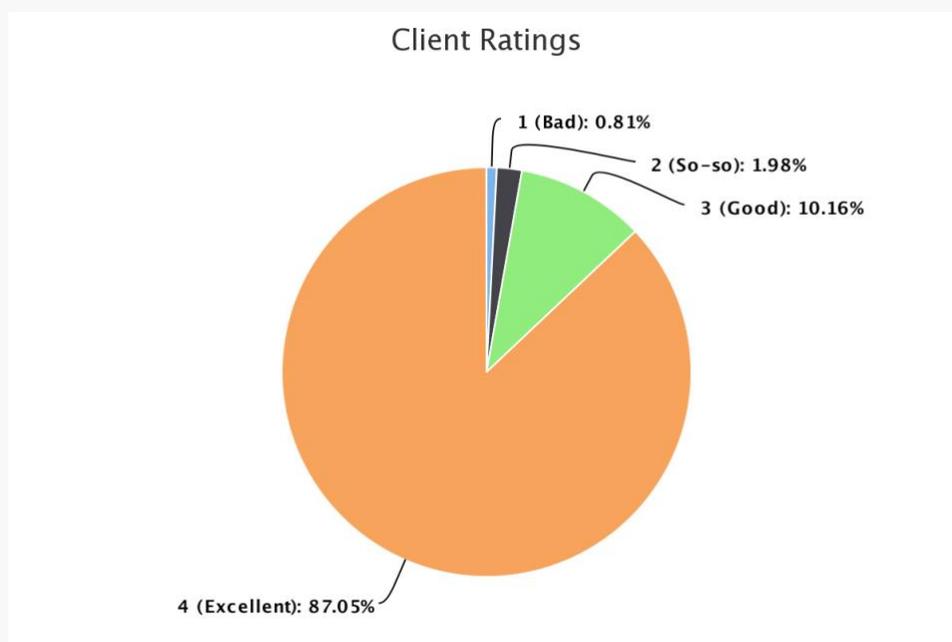
2018-19 has been a busy year for the inclusion team in a number of ways; this is evidenced by the fact that between Sept 2018 and Sept 2019, 883 Reasonable Adjustment Support Agreements (RASAs) were received and processed, the largest amount to date. There have also been many new developments.

The introduction of automatic sensors on the library turnstiles has made entry to the library much easier for students with visual impairments. The door to the Assistive Technology Centre (ATC) and the door to one of the bookable study rooms now have electronic access, which has improved access significantly for students with specific mobility impairments and wheelchair users. The ATC has also increased the number of software licenses for packages that assist students with visual impairments. A new member of staff has joined the team, and deals with inclusion issues on Mondays and Thursdays. The team have also been working closely with the Access and Inclusion Governance Group in many ways. This includes sourcing specific training packages to help staff across the library support and communicate with students with ASC (Autism Spectrum Condition), to continue the excellent level of customer service we provide.

Live Chat

Our Live Chat service offers a quick and effective way for people anywhere in the world to talk to Library staff and ask questions. The service provides advice at the point that it's needed and ensures that those who are off campus, including distance learners and people researching or on placements, can experience the same service as those who are based on campus.

This service grew during 2015/16 and 2017/18 but demand has now stabilised. During 2018/19 we received 3024 chats and answered 2752 of these. The average wait time to have a chat answered was 17 seconds and the satisfaction rating remains high at 3.83/4. This service is one that is very valued by our staff and students.



Website and App

The new Library website was launched in December. In creating the new look site, we worked with Communications Department and across all Library teams to clean up the content and structure of the pages, making them easier to navigate. They now comply with the Public Sector Web Accessibility Regulations 2018, which ensure that our web pages work with assistive technologies and are accessible to all.

The website was user tested on students as it was being developed to make sure that the changes were beneficial and worked to enhance the online experience.

During 2018/19 there were 231,579 visits to the Library website, an increase of 13.5% on 2017/18. There have also been 6741 visitors clicking through to our subject guides (tracked from September 2018), an area of the web pages that provides subject specific information for peoples' courses.

The library tile on the campus app has been a contributor to the increased visits to the Library webpages.

Further changes will be made to the Library tile on the Campus App and on the website during 2019/20 as we launch our new Library Management System and work with communications to integrate laptop availability into the app.

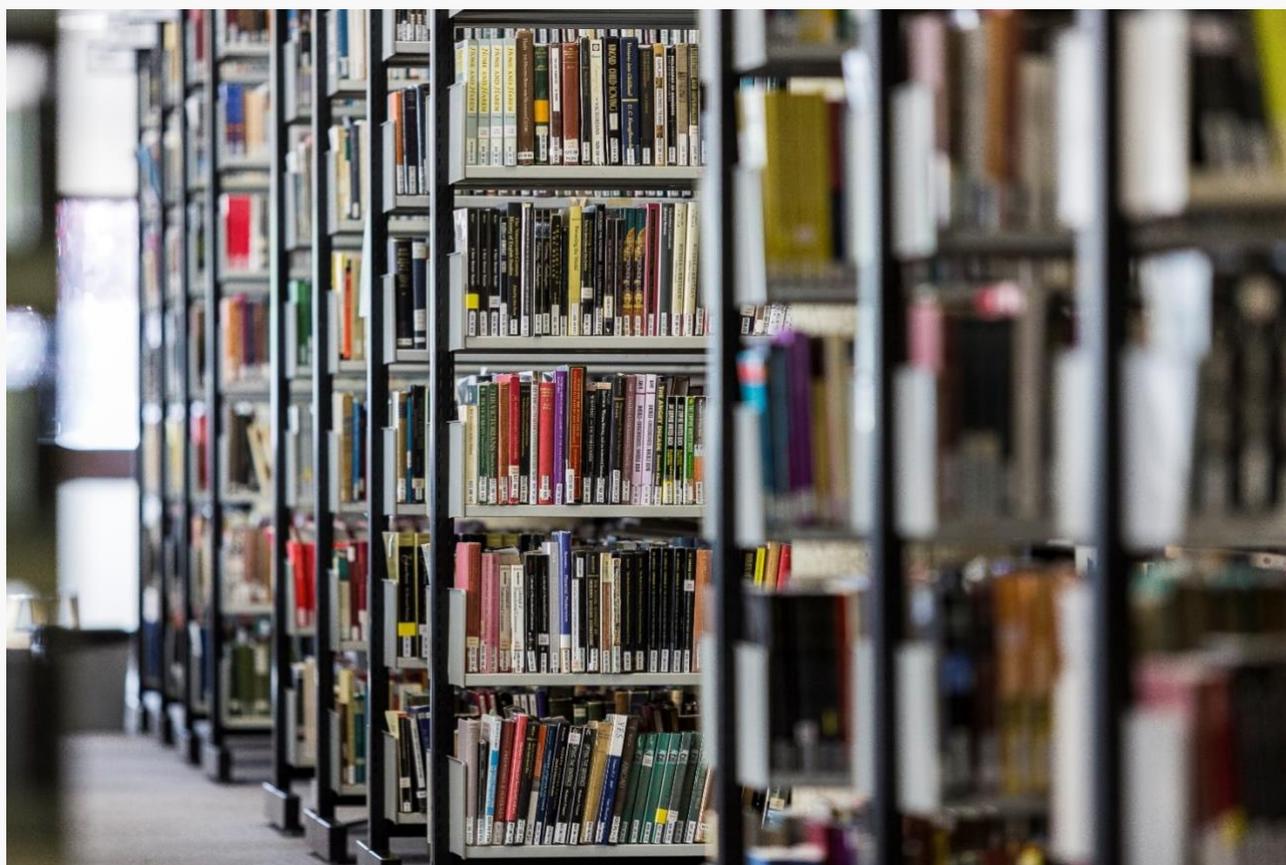


Image: Library Space

Managing Our Collections

This year we have focused on streamlining our collections – from books to journals - in readiness for the new Library Management System, as well as to increase the space on the bookshelves. The book stock has been weeded to better reflect currency and usage. We have catalogued more of our Special Collection materials and made them available via LibrarySearch. With the launch of the new Law department, we have purchased some key Law databases to support the first intake of Law students.

New LMS

This year we have been busy implementing a new Library Management System (LMS): replacing Ex Libris Aleph, which we have had for almost 20 years, and bringing Goldsmiths Library up to date with next-generation library technologies. Having chosen SirsiDynix as our new supplier, the project team has been working steadily towards going live with Symphony in December 2019. Working closely with the Strategic Projects office and IT&IS, the library Systems team has led on data migration, system configuration, user acceptance testing, training, and integrating the LMS with existing systems and services (including Primo Library Search, Talis Reading Lists, the College registry systems, library self-service machines and laptop lockers, ShelfMap, and the Goldsmiths Student app). The project also engaged library teams in reviewing their workflows in a process mapping activity, to identify areas for improvement and prepare library staff for the changes.

Budgets

In 2018-2019 we spent £1,044,440.58 on Library Resources

Resources	Total Spend
Print	£144,220.38
Ebooks	£168,140.31
Journals and E-journals	£440,116.29
E-resources	£270,056.89
Audio-visual	£6,955.27
Inter Library Loans	£12,573.17
Liberate my degree	£2,378.27

Law

Working alongside Greg Bennett to develop our Law collection for the start of teaching in September 2019 we spent £49,790.57 on Law resources.

Resources	Total Spend
Print	£25,534.20
EBooks	£12,563.07
E-resources	£11,693.30

GoJo

This year we have continued to develop Goldsmiths Journals Online and in June this year we began hosting and providing support to the [British Journal of Military History](#) working with Goldsmiths academics Professor Richard Grayson and Dr. Erica Wald. A governance board has also now been established with representatives from all schools within Goldsmiths and the Graduate School. We recently launched the archival journal 'Contact', a print journal originally founded by Professor Keith Potter (Music) which has now been digitised by Dr. James Bulley (Music).

E Resources

The results of last year's effort to improve the registration process for Senate House Library (SHL) and access to SHL's online resources can be plainly seen in our annual usage statement for 2018/19. While there was a marked decrease in visits (6,432 -21%) and loans (4,848 -27%) there was a 70% increase in e-resource usage with 436,458 downloads by off-site Goldsmiths users. Our 2018/19 membership fees represented a good return on investment with an average cost of £0.59p per download or item loaned.

The e-Resources and Journals team completed an audit of printed journals on the second floor, de-duplicating runs of 92 titles where sustainable online access is available and recovering approximately 40 metres of shelf space. De-duplicated titles were offered to the UK Research Reserve scheme, which ensures permanent retention of printed periodicals, or recycled.

During the summer the team collaborated with colleagues in Development and Alumni to set up access over 1,500 journals and more than 1,000 e-books anywhere with an internet connection via the online alumni portal connect.gold.ac.uk. This is the first time alumni have been able to access online resources without being present on campus.

Acquisitions

Acquisitions staff continue to support staff and students in the acquisitions of new materials. They ensure materials are bought in a timely manner to ensure our collection remains relevant and up to date for our users and we are streamlining our Acquisitions and reading list processes to make this even more efficient.

We were able to purchase some new e-resources to add to our growing e-resources portfolio.

- Duke's Ebook collection
- Lexis Library
- Nexis
- Westlaw

Weeding and stock-take

As part of our commitment to provide relevant and specialist resources we have continued to review our collections and have increased space for new additions and new courses e.g. Law through careful removal of items that have not been used in 10 years and that are no longer relevant to the study and research conducted at Goldsmiths. All items that are removed are sold to Better Books with the income then used to purchase more items.

The weeding project was a collaborative team project between the Subject Team, Discovery Services and Reader Services, looking at withdrawing items that we had multiple copies of, which were not on reading lists. The project also withdrew older editions of titles to ensure our collection remains up to date and users have access to the latest editions. The initial stages of the project began in July 2019 we withdrew 3857 items from the catalogue by the end of July.

The stock-take was completed in June 2019 ahead of new Library Management System being implemented, so that the data we carry over is up to date and accurate. This was a joint project between Discovery Services and Reader Services.



Image: *WRPM RVSTD* exhibition by student Marlene Sluijmer

Centre for Russian Music: Inside the Collections

8 May - 30 June Mon-Fri 10-5

Special Collections & Archives, Library
Goldsmiths University of London



Image: Galina Ustvolskaya, Sonata no. 1 for piano (LP cover)

This exhibition features rare Soviet scores, texts and vinyl, and tells stories of Soviet composers' complex negotiations with political power, and of unusual lines of contact with the West.

Curated by Tamsin Alexander, Evgeniya Kondrashina and Gavin Dixon

gold.ac.uk/special-collections
gold.ac.uk/crm/
special.collections@gold.ac.uk

Image: Centre for Russian Music: Inside the Collections exhibition poster

Engaging with the Library

It is important to us that we create opportunities for engagement with the library, our collections and our services for Goldsmiths staff, students and researchers and for the wider communities. We do this through targeted programmes, internships, events, exhibitions and collaborations.

Our staff are exceptionally engaged in looking for and creating these possibilities which, in turn, enables us to engage our membership and community.

This year we reshaped our Library working Groups to look at activities that happen across our teams to coordinate and develop our engagement in the following areas:

- Access and Inclusion
- Events and Engagement
- Learning and Teaching
- Marketing and Communication
- Staff Development

Events

This year we ran a series of events as part of Black History Month (October) and LGBTQIA month (February). In addition, Special Collections and Archives have held a range of exhibitions and events both within the Rutherford Building and the Constance Howard Gallery including the monthly Talking Textiles workshops.

Title	Dates	Location
Symrath Patti: The Complete Promise	13 Aug 2018 - 31 Aug 2018	Rutherford Building. Special Collections and Archives, Library
Creating Concrete Universes. A Gloria Anzaldúa Thought Gallery	5 Sep 2018 - 17 Oct 2018	Rutherford Building. Special Collections and Archives, Library
'like a lit match in a NU-FREEZER: held' - Kobby Adi (Christine Risley Award 2018)	21st September – 2nd November	Constance Howard Gallery
Margaret Jennings: Life Findings	24 Sep 2018 - 28 Sep 2018	Rutherford Building. Special Collections and Archives, Library

Title	Dates	Location
Library Black History Month film screening of 'Queen Nanny' and discussion	26 Oct 2018	Ground Floor Library Rutherford Building.
Constance Howard Memorial Lecture - Andrew Renton	1 Nov 2018	Ben Pimlott Building
International Games Library Week	5 Nov 2018 - 9 Nov 2018	Rutherford Building. Special Collections and Archives, Library
Threading Our Way: A Retrospective	9 Nov 2018 - 9 Dec 2018	Richard Hoggart Building. Kingsway Corridor
The New Embroidery Group: 50 years on!	9 Nov 2018 - 13 Dec 2018	Constance Howard Gallery
Artspace in the Library	13 Nov 2018 - 28 Nov 2018	Rutherford Building. Special Collections and Archives, Library
Answers to the meaning of life? - Caspar Addyman	14 Nov 2018 - 20 Dec 2018	Rutherford Building. Special Collections and Archives, Library
Denise Hawrysió: Special Collections of Troublemaking	17 Jan 2019 - 15 Feb 2019	Rutherford Building. Special Collections and Archives, Library
Queer History Fair	21 Jan 2019	Richard Hoggart Building. Great Hall
Barbican Young Curators event	2 Feb 2019	
LGBTQIA+ Art Film Lounge	12 Feb 2019	Rutherford Building. Special Collections and Archives, Library
BA Art Extension 'Sound and Language'	18 Feb-1 March 2019	Rutherford Building. Special Collections and Archives, Library
Narratives of Protest	5 Mar 2019 - 29 Mar 2019	Rutherford Building. Special Collections and Archives, Library

Title	Dates	Location
Zeppa Maude:art [] the flame desire ignites, burning down the house	1 Apr 2019 - 26 Apr 2019	Rutherford Building. Special Collections and Archives, Library
Mary Ball (1922-2006) Retrospective	8 Feb 2019 - 23 May 2019	Constance Howard Gallery.
WRPM ♀ RVSTD	30 Apr 2019 - 29 May 2019	Rutherford Building. Special Collections and Archives, Library
Sarah Carne:This is for Christine Cadin	1 May 2019 - 30 May 2019	Kingsway, groundfloor, Richard Hoggart Building

Collaborations

A lot of the work we do within the Library is the result of collaborations including the majority of our exhibitions which require us to work with and alongside artists. However, we have also collaborated in other ways this year

International Games Library Week in November where we collaborated with staff and students from the MA Independent Games and Playable Experience design (Computing). This included an exhibition, workshops, Game Jam, board game evening and closing event with invited speakers covering Black Panther and Afro Futurism, feminist interfaces, escape rooms and games collaborations with the British Library.

Research Cafes: This year we also piloted a series of Research Cafes from January to April in collaboration with Research and Enterprise Office, the Graduate School and Communications. Each month we had 3 to 4 Goldsmiths researchers or PhD students give a short talk about their current area of research interest. This took place on the ground floor of the Library in the social study area and gave speakers a chance to talk informally about their work and the audience an opportunity to learn more about the research that is undertaken at Goldsmiths. This year we had speakers from Art, History, Design, Music, Psychology, Computing, Education and Sociology. The pilot was a success and we will begin our next monthly research cafes in November this year.

CCA Goldsmiths:

The Women's Art Library (Special Collections & Archives) contributed several archival items and material to the Alexis Hunter exhibition Sexual Warfare held at CCA Goldsmiths.

Erasmus + Programme: The Library alongside Psychology, represented by Caspar Addyman and Yulia Kovacs was a collaborative partner in the [EU Erasmus + Programme BE-Open](#) to develop Open Science in Serbian Universities.

Womens' Art Library

Alongside Goldsmiths academic Nina Hochtl, the Women's Art Library contributed, collaborated and performed in the exhibition Dark Energy, collaborated on a series of podcasts 'Woman Up!' with Desperate Housewives and with the South London Women Artists collective held the event 'Pillow Talk' at Tate Modern.

BA Curating: We collaborated with BA Curating students on a forthcoming event to be held at CCA Goldsmiths exploring historical and contemporary use of slides in the teaching of art. The Library was awarded a small grant to undertake this project by ARLIS UK (Art Libraries Society of UK & Ireland).

Student Library Representatives Project

In 2018-2019 the Student Library Rep (SLR) Project entered its fourth year. At the start of the autumn term the library recruit student volunteers from each department to act as Student Library Representatives. Each SLR has a budget to spend on library resources for their department, they promote the project to their peers to elicit book purchase suggestions, place orders on our supplier's website and attend sessions with library staff including job shadowing and activities around the promotion and development of library services. The project finishes at the end of April with the SLRs submitting a final report reflecting on their experience. The project is an accredited activity for the Higher Education Achievement Record (HEAR).

This year the library recruited 24 students representing 14 departments to take part in the project. 16 students completed all of the requirements to have the project recorded on their HEAR (the previous year was 13). The SLRs ordered a total of 204 items for the library collection with a total spend of £5,134.96. The feedback from the SLRs at the end of the project was very positive with students expressing that they found it to be a rewarding experience which allowed them to gain valuable skills and insight into the workings of an academic library.

Work Experience, Widening Participation and Community

Work experience within Goldsmiths Library is continually sought and this year we were able to provide this to people at various stages in their studies

- BA Arts Management (ICCE) student who worked within Special Collections & Archives examining the Womens Revolutions Per Minute collection which resulted in her exhibition WRPM ♀ RVSTD.
- MA Information Studies (UCL) student
- Erasmus student studying Library and Information at University of Applied Science, Cologne
- 2 school age students from Lewisham who worked with library staff from all teams

In addition, Library Services hosted 3 campus interns during the summer, students from Goldsmiths who worked on specific projects.

Working with local schools and the Widening Participation team in the spring term the subject team gave inductions and tours to

- 10 students from John Roan School, Greenwich
- 25 students from Bishop Challoner School, Bromley
- 2 visits from local school Librarians.
- 51 Summer School students (first time we have seen these students)
- 32 sixth-form students on Goldsmiths Progression Scheme and the Realising Opportunities Scheme

Special Collections & Archives continues to be a draw for visitors and this year we welcomed 879 individuals and groups from the wider academic and local communities to our events and exhibitions

Our community memberships and access schemes saw:

- Library community membership - 1849 day passes were issued in 2018-19 these enable walk-up access for a combination of visitors from other universities, visitors to our exhibitions and collections and community users. 1113 were unique visitors.
- New Community Users Approved: 269. These memberships are for community users who have an ongoing need to consult the collections.
- Long Term Reference: We have 57 approved memberships. These are for people outside Lewisham and not at other unis who need access to our collections. They are often from other London boroughs.

Uptake in our community offer has increased on previous years which has been helped by including the offer in the Forge community magazine and by the offer of events we have. We have lots of events and exhibitions from special collections and archives in addition to

events in the library spaces which are open to the public. This year notable events were International Games Week Games fictioning event, our Series of Research cafes, BHM film screening and LGBTQI+ month talks.

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 have supported local organisation IRIE! Dance Theatre. IRIE! launched their first accredited BA (Hons) degree which is in Diverse Dance Styles. We supported this small group of 10 local students through providing access to our resources and giving them a bespoke tour of the library.

We also worked with the student's union and comms to get together a list of social, individual, supported and silent study spaces across campus and the local area. We have worked to list all of the local libraries in Greenwich, Lewisham and Southwark – the 3 boroughs most of our students live in – so that our students can be more aware of and participate in what is available for them in the local community.

We have also met with the director of Lewisham Libraries to start a conversation about the potential of a Goldsmiths and Lewisham Libraries partnership - to explore how we make Lewisham Libraries part of our students' community experience.

Get involved!
You can help to
shape our library
collections.

**We are looking for Student
Library Reps.**



Two Reps per department (one undergraduate and one postgraduate) will be given a budget to spend on library resources. Reps are expected to attend training with staff, and advertise the scheme within their departments.

The project is a good opportunity to develop workplace skills such as budget management, negotiation, communication and teamwork. The Student Library Rep project is an accredited activity for the Higher Education Achievement Record (HEAR).

Contact
SLRadmin@gold.ac.uk
for more information

Image: Student Library Rep 2018/19 poster

Learning and Teaching

Library Services and the Academic Skills Centre develop and deliver many hours of teaching during the course of an academic year. This is very much part of the business of the department and the support and service which we offer. The combination and blend of teaching session offered and provided by the Academic Skills Centre, the Subject Team and the Special Collections and Archives team enables the department to provide effective academic support for all programmes and at all levels. This provision is complemented by our highly popular Royal Literary Fellows service and also our high profile, college-wide Peer Assisted Learning Scheme.

Academic Skill Centre

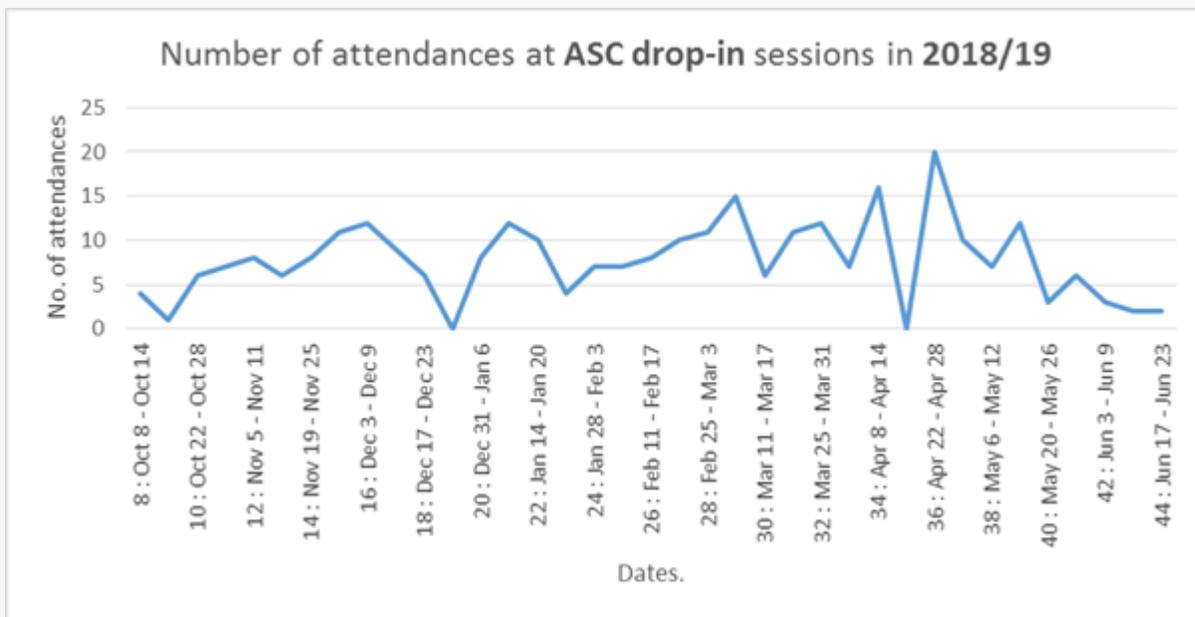
The move from a variety of differently marketed sessions to a single and wide-reaching academic programme has been particularly successful. The number of attendees in bookable workshops more than doubled from 307 in 2016-17 to 802 in 2017-18 and doubled again in 2018-19 to 1,606. This has meant nearly a 500% increase in total in attendance at workshops over the two years of the Academic Skills Centre being created. In addition to traditional term time workshops and 1-1 sessions there has been a growth in out of term time provision, with a particularly keen interest in dissertation and research methods classes during Easter and the summer months, where traditionally attendance at study skills workshops has been much lower.

Term	2017-18 Number of workshops	2018-19 Number of workshops to date	2017-18 Attendees	2018-19 Attendees to date
Autumn term	25	62	286	878
Spring and summer	69	106	515	728
Total for year	94	160	801	1606

We also continued to offer our drop-in one-to-one tutorials, increasing the number of sessions to three times a week in the library as a move towards meeting this high demand. Having run these drop-in tutorials for the first time for the whole academic year we have been able to see clearly the troughs and dips in demand. There were just two weeks over Christmas and Easter respectively where no sessions were run.

Unlike the bookable one-to-one sessions, these tutorials were not in a room, but in a very visible demarked space opposite the library help desk in the social area of the library. The fact that booking was not needed allowed students to access support before deadlines and on an ad-hoc basis, and many said they found it easier than trying to book sessions at busy times of the year. Other students did not want immediate help but came to talk to the facilitator running the drop-in session about the provision and what it could offer them.

Many of the students we saw said this was the first time they had accessed any additional help at all, and these were a useful vehicle to highlight other type of academic development such as workshops and more extended 1-1 support. Referrals from academic departments seemed much higher this year, with students saying that in their module written or oral feedback they had been recommended to attend.



Apart from increasing the number of out of term time tutorials, we also introduced ‘twilight’ evening one-to-one sessions targeted to help students in STACS and Education out on placement or teaching practice. These arose from a request from STACS students in committee meetings, saying they had no access to support while away from the campus.

Subject Team

2018-2019 saw an increase in teaching carried out by the Subject Team, with total number of student hours (ie number of students in a class multiplied by length of class) just breaking 4000, compared to 2,650 the previous year. Each category of teaching: individual appointment, inductions, information skills classes, saw an increase compared to the

previous year. The team provided 246 hours of department-specific teaching and provided an increased portfolio of sessions in the Academic Skills Programme, with new classes including Fake News, Filter Bubbles and Academic Quality, Finding Business Information and Resistance Researching to complement already existing classes such as Introduction to Referencing and Zotero for Reference Management. 95% of feedback forms filled in for Academic Skills classes were given satisfaction scores of either 4 or 5 (out of 5).

Special Collections & Archives

Special Collections & Archives alongside their extensive programme of events and exhibitions also run workshops and inductions for Goldsmiths undergraduates and postgraduates. Over the last 12 months they have delivered workshops and inductions to MA Childrens Illustration, Folk & Urban Musics, MA Ethnomusicology, MA Artist Film, BA Design, Sociology BA, BFA Art, MA Theatre, MA Radio, BA Art Extension, MA Black British Writing, MFA Critical Art Theory, MA Visual Cultures, Open Book, Feminist Research Methods (Sociology), Photography (Media, Communications and Cultural Studies), Gender, Media & Sexuality (Sociology), MFA Curating.

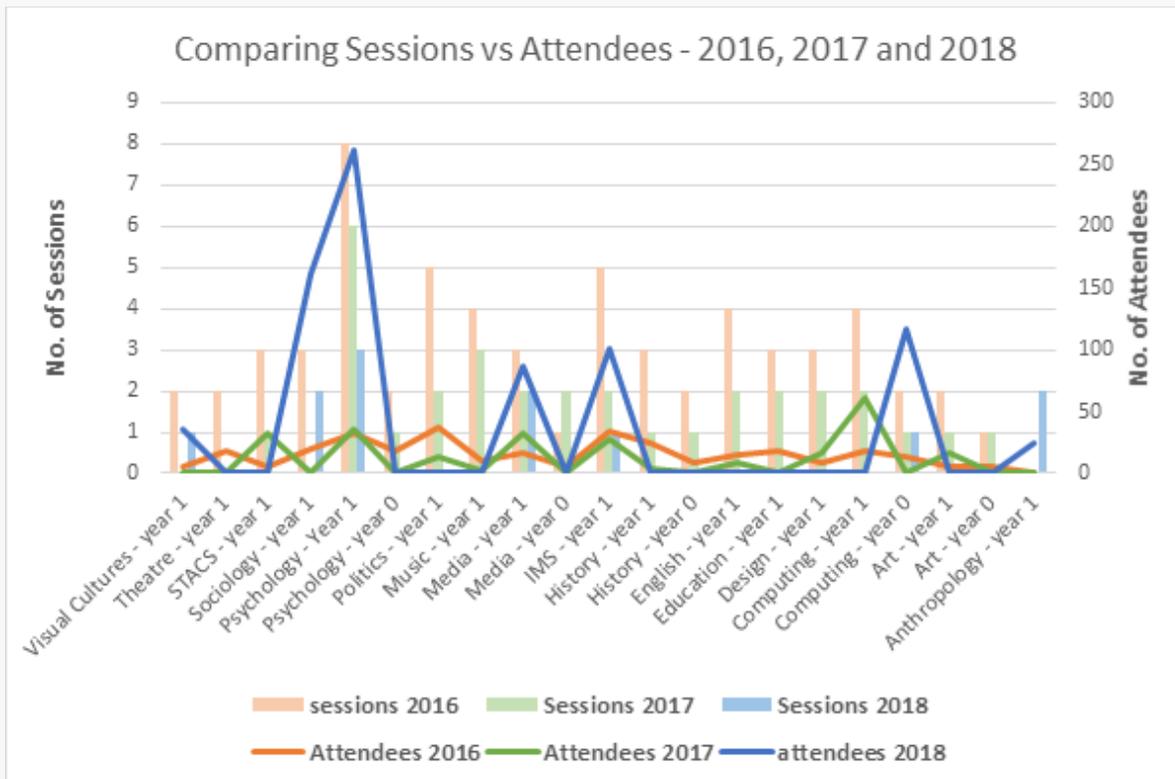
Peer Assisted Learning (PAL)

This year was the first full year of our PAL re-launch. With two accredited supervisors trained in March 2018, and a further trained in April of 2019, we now have a staff team extremely knowledgeable and proficient in PAL leadership. The re-launch was based on research undertaken by both the Head of academic skills and the PAL coordinator about what works. Departments were approached and asked to work in a new more collaborative way with PAL, taking joint responsibility with the PAL team 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 collaborate with their new intake of undergraduates. Student PAL Leaders were recruited from these departments through a professional process involving interviews and written applications. Materials for two-day training were rewritten to make them more inclusive and relevant to the Goldsmith's context.

PAL in numbers:

Attendances at PAL sessions in their first week. 303 student attendees in 7 department cohorts. This compares with just 32 in 2016 and 31 in 2017 over 20 department groups. This means an average of 43 per department cohort compared with 1.6 attendees per department cohort 2 years ago.

Throughout the year PAL attendances remained at a higher level than previous years:



Royal Literary Fellows

The Royal Literary Fellows one-to-one sessions have been busy throughout the year, although they recorded a very small drop from the previous year, especially in October. This is most likely due to the increase of other types of 1-1 support offered by the centre. Overall they offered 345 tutorials. Of these, ninety-nine students failed to attend, meaning that they saw 246 students in total. The Fellows' annual reports were extremely positive about their experience with Goldsmiths. 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.



Image: Library Makerspace

REF and Research

The Library via the Online Research Collections team and Goldsmiths Research Online have been closely involved with the preparations for REF2021.

REF2021

Over the last 12 months the Online Research Collections team have been working as part of the REF Strategy Group and REF Working Group to ensure that Goldsmiths is prepared for REF2021 submission. Some of the activities they have been involved in include

- Testing and developing the REF Plug-in that has now been rolled out across to other HE institutional repositories that use the E-Prints software (Goldsmiths Research Online)
- Conducting the test REF over December and January
- Training of Directors of Research, Heads of Department and department business administrators on the use of the REF Plug-in and SharePoint
- Developing new workflows for the monitoring of the outputs section of REF

- Compiling and presenting reports on Open Access compliance for REF2021
- Advised and contributed to Goldsmiths feedback on "REF 2021 Guidance on Submissions" and "REF 2021 Panel Criteria and Working Methods"
- Contributed to the development of Goldsmiths REF Code of Practice, Determining Research Independence for REF, Declaring Individual Staff Circumstances for REF, Practice Research Guidelines, Mock REF Guidelines
- In collaboration with Communications developed templates and workflows for Practice Researchers
- Produced documentation and video guides related to REF

Online Research Collections (ORC)

Alongside the work and energy devoted to preparation for REF the Online Research Collections team have continued to provide day to day support for users of Goldsmiths Research Online (GRO) and Goldsmiths Journals Online. In the last 12 months both services have undergone a software upgrade resulting in improved functionality and a more robust infrastructure.

- 2275 new items were added to GRO, each individually reviewed by the team
- 135 of these were PhD theses which were added and reviewed by the Library cataloguing team
- 30,586 downloads from 216 countries (Top Ten: UK, USA, Germany, Canada, India, Australia, France, Russia, Netherlands, China, Italy)
- GRO is the 31st most 'popular' repository in UK (out of 60)

Most downloaded items	
1. Understanding the t-test as a variance ratio test, and why t-squared = F.	5,130
2. Art into Everyday Life	4,293
3. Death in the Modern Greek Culture	4,181
4. Navigating Art Therapy: A Therapists Companion	4,057
5. Tagore, Pedagogy and Contemporary Visual Cultures, Workshop 1 - London November 2013.	3,887
6. Evaluating the theory of executive dysfunction in autism	3,162
7. J.A.Gray's reinforcement sensitivity theory (RST) of personality	2,475
8. "Unheard-of Brutality": Russian Atrocities against Civilians in East Prussia, 1914-1915	2,405
9. Preliminary psychometric properties of the Acceptance and Action Questionnaire - II: A revised measure of psychological flexibility and acceptance.	2,248
10. The impact of motor development on typical and atypical social cognition and language: a systematic review	2,150

[10](#) [25](#) [50](#) [all](#)

Open Access

Open Access is a central philosophy for the Library embodied through Goldsmiths Research Online where we share research beyond paywalls and to the wider community both globally and locally. We have now integrated GRO with the Library catalogue so that open access material can now be found easier by students and staff.

To help provide staff and students with access to more research and to allow greater use of research material our Reading List and Interlibrary loan teams now use the [Open Access Button](#) to try and located open access versions of paywalled research.

In the last 12 months 1063 open access items added to GRO were open access bringing the total of open access items held in GRO to 7035.

To help our academics make their research open access we have renewed our partnership with Springer via JISC, which means that any article published by a Goldsmiths academic in a Springer journal part of the deal can be made immediately open access. [More details of the journals included are available.](#)



Image: Library Collections

Membership and Usage

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

We support a wide range of people to access our spaces, services, resources, collections, exhibitions and expertise in a number of different ways.

Loans and Self Service

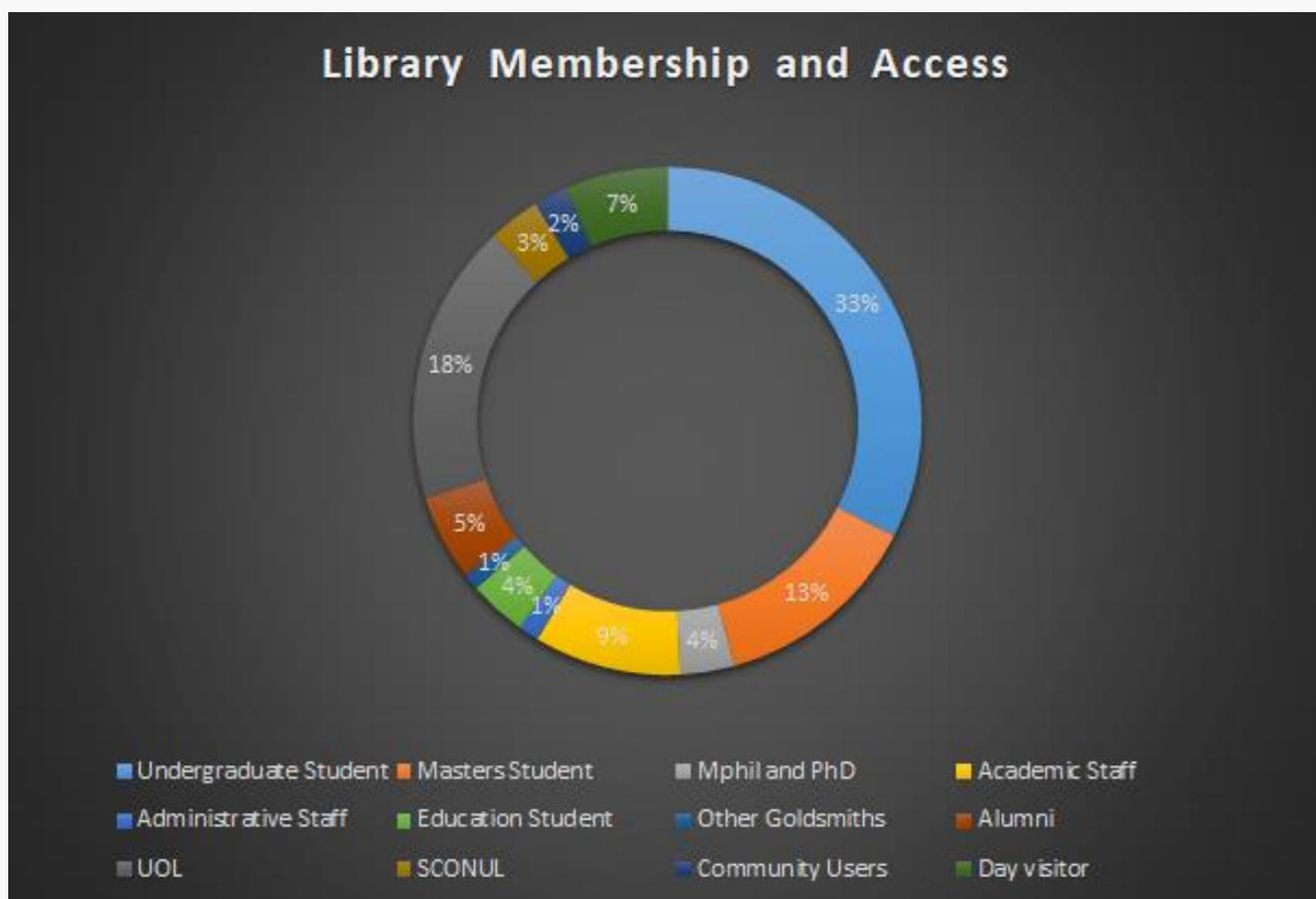
Loans of physical items from the library have declined by 11.69% in 2018/19 reflecting the trend for students to access resources digitally as a preference.

Of the 147,916 items borrowed 88.7% were through our self-service kiosks, a 4.7% increase on last year. Increased self-service capability frees up staff time to answer more detailed enquiries and contribute more towards enhancing student experience, teaching and learning.

Membership

The Library has a wide membership which includes all staff and students but also provides varying lengths of membership and access to Alumni, Community users, University of London students, SCOLNUL scheme staff and students and day visitors.

Active membership figures change on a daily basis as people leave Goldsmiths or no longer need access to our collections, but this is a snapshot of the membership breakdown for 2018/19 based on the Goldsmiths internal membership (Nov 2018) and the external access figures for 2018/19. This represents an overall membership of 22,017 people 14,227 Goldsmiths Staff and Students and 7,790 external members.



Visits

The Library is a vital hub of campus activity and we saw an increase in our visits this year to 638,917 - an increase of 2% on 2017/18.

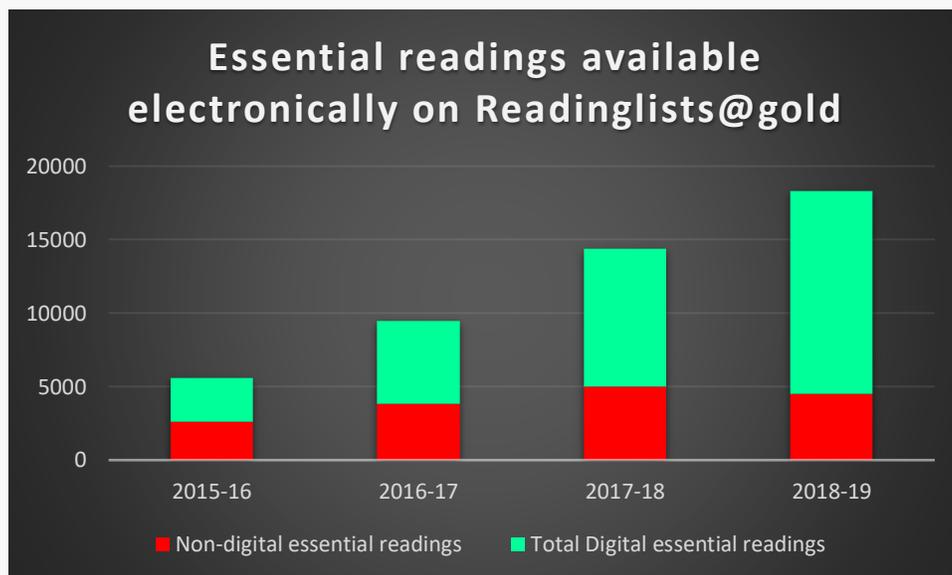
That's 3 visits for every minute we were open.

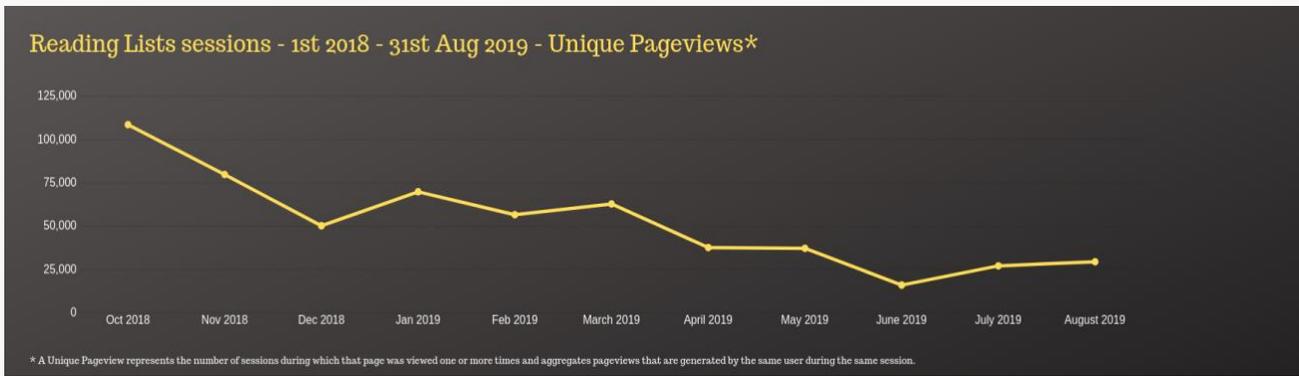
Reading Lists

During the 2018/2019 academic year the Reading Lists team created and updated 531 reading lists (both brand new lists and updates to rolled-over ones). Overall, we reached 74% reading list coverage across all departments (a 9% increase from 2017/2018) and a total of 1284 live lists (an increase from 995 lists live during previous academic year).

Many departments achieved over 95% module coverage, but we still need to target some more advocacy towards the Computing, English, and Media departments who had less than 50% module coverage on readinglists.gold.ac.uk.

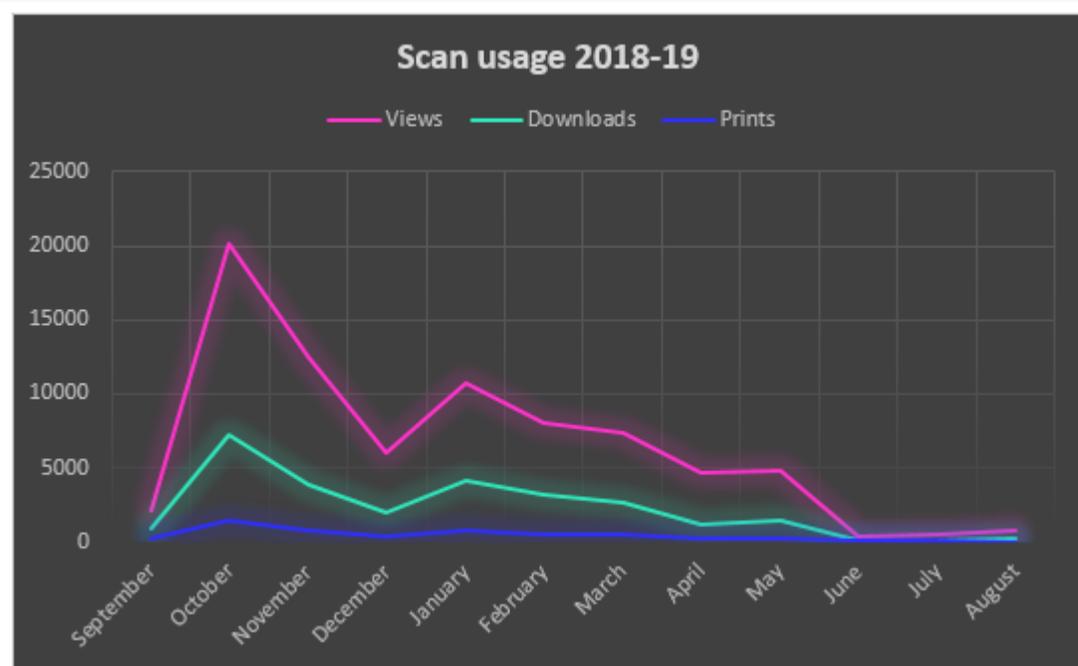
75% of essential readings were available electronically, either as scans or e-resources. This is an increase from 65% in 2017/18. The number of essential items listed on the system increased by almost 4000 since the previous academic year.





Scanning and copyright

Scans were viewed over 77,000 times. Adding together views, downloads, and prints; scans were interacted with over 100,000 times. The statistics also show that very few students are printing out their readings.



We procured 154 scans from the British Library's EHESS service, at a cost of £3951.29. Of which £2751 was copyright fees.

We also procured direct copyright permission to scan from 2 publishers not covered by our CLA licence, one granted permission for free, and one charged us £480.60 (\$550) for a chapter.

We converted 87 readings to alternate formats for students that were referred to us directly. This is far fewer than previous years, which hopefully is due to the fact that readings and resources are becoming more accessible to screen readers generally.

The Library holds a number of licenses that allow us to make photocopies, scans and make available material via the Reading List. We have the Copyright Licensing Agency license and the Newspaper Licensing Agency license which last year cost £76,775.24, we also have an Educational Recording Agency license which allows us to make copies of tv and radio programmes available for educational use which last year cost £24,834.24. For advice on copyright and information on the licenses please contact Andrew Gray a.gray@gold.ac.uk

Inter library loans

- Received 906 ILLs in total: 625 books, 281 article/chapter copies
- Supplied 105% more ILLs to other libraries than the previous year (123 compared to 60), which increased income
- Only 20% of all ILL requests were for items already in stock, compared to 30% the previous year (466 compared to 263) – indicates improved discovery and the impact of the introduction of remote Senate House Library registration
- Average ILL request process time Mar-July was 1.21 days and average fulfilment time 5.89 days
- The total volume of ILL requests peaked in November (our busiest time of year every year!), then were consistently high January through to May

Laptop Loans

Provision of technology and support for its use is a fundamental service which Goldsmiths students expect as part of their learning experience. Goldsmiths has good provision in this area, with much of the technology being provided in departmental facilities and supplemented with an extensive and openly accessible networked (wired) desktop PCs and Macs in the Student IT Zone in the Rutherford Building. The Student IT Zone is very well used and at peak times, usage is often at full capacity.

As well as providing this technology rich space, Library Services, IT and Information Services and Estates collaborate to also provide physical learning spaces and resources to support students' learning at Goldsmiths. This includes many dedicated study spaces around the campus, designed for students to make use of laptops and mobile devices.

These spaces are also well used, but prior to the laptop loans service, Goldsmiths did not offer the loan of hardware for use in these spaces, and students were expected to make use of their own devices.

There was clear demand from students for access to more such provision and an expectation from students that the college should be providing access to hardware which could be used in a variety of learning spaces across the campus.

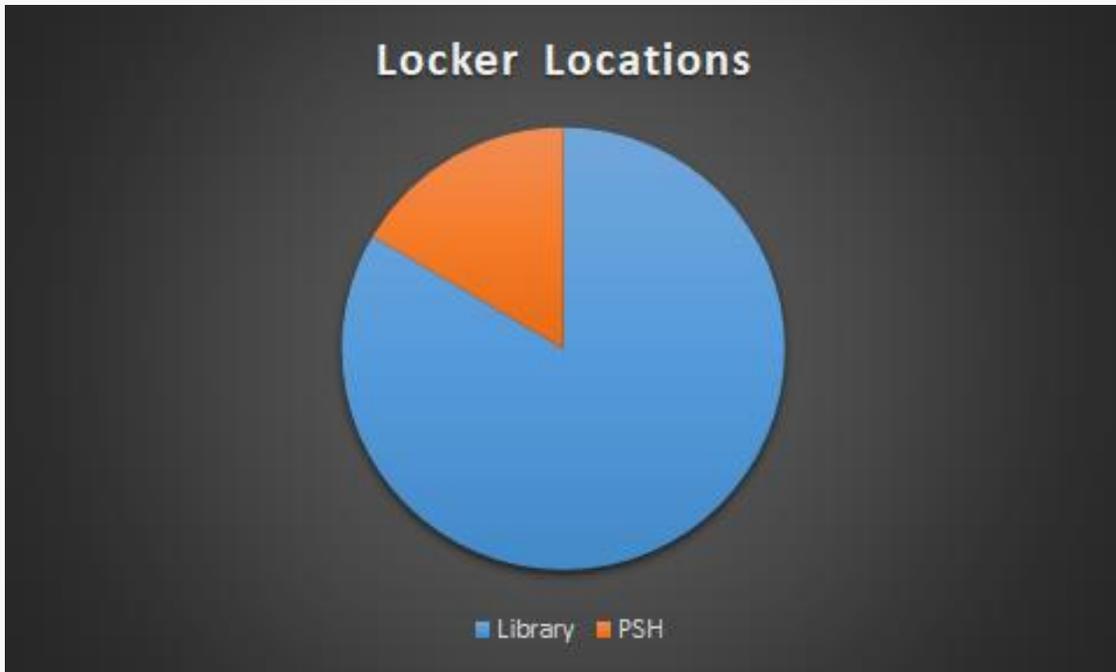
On 17 September 2018 48 laptops were made available for loan to students and staff from Goldsmiths to borrow through their Library accounts. These were split across the Library and the Professor Stuart Hall Building. The project was a collaboration between the Library and IT&IS and has been a very popular new service.

The statistics below give an overview of the service usage:

- Loans: 14,885
- Average loans per borrower: 8.17 (loans/unique users)
- Unique Users: 1823
- Average loans per day: 47.4

The service is being used most heavily at the Library.

Site	Loans	%
PSH (GOLD4)	2456	16.5
Rutherford (Library) (GOLD3)	12429	83.5



Evaluation of the service during the autumn term with 72 unique users using a combination of surveys and guerrilla interviews revealed that 100% of respondents would use the service again and the Laptop Loans had achieved a Net Promoter Score of 68%.



Image: Library Collections

Staff Development

In 2018-19 the Staff Development Group became a part of the Library's formal governance structure with a responsibility to report back to Library Management Team via the chair of the group. Membership of the group was formalised and Terms of Reference were created, in line with the Terms of Reference for the Library's other governance groups. The third, highly successful, annual Library Staff Development Conference was organised by a sub-committee of the group.

As in previous years, development activity was recorded in the Staff Development database, which will now be used to create regular monthly reports for the Library Management Team on various aspects of Staff Development, including value for money and addressing the needs of the development needs of the Library effectively.

Having benchmarked Staff Development provision in 2017-2018, we were able to compare hours delivered across the two years:

Training Type	Hours Delivered 17-18	Hours Delivered 18-19	% increase/decrease
Delivered by Library	417	470	+11%
Delivered by Goldsmiths	430	79*	-82%
Delivered externally (courses and conferences)	793	1,048	+32%
Total	1,640	1,597	-3%

*The figure for training 'Delivered by Goldsmiths' only records sessions delivered in the early part of the year. Statistics for later in the year were unavailable because of staffing issues.

The Staff Development Governance Group has an objective for 2018-19 of creating an internal Library Staff Development programme based on objectives recorded from staff Personal Development Reviews, which will bring the internal provision into line with the Library strategic objectives.

Conferences

Goldsmiths Library was represented at the following conferences:

70 Years of Nineteen Eighty Four: The Fourth George Orwell Studies Symposium, Advance HE EDI conference 2018, Alumni Library Forum 2019, American Studies Inaugural Conference, Annual Education Librarians' meeting (Oxford Brookes University), ARLIS Conference 2019, Association for Learning Development in Higher Education, Axiell European User Conference 2019, BALEAP/ALDinHE Joint One-day Conference (PIM) – Academic Literacies and EAP, BIALL Conference 2019, British Educational Technology Conference 2019, CILIP Cataloguing & Indexing Group Conference 2018, CILIP Copyright Conference 2019, Collection Management :Share the Experience, Customer Services Group UK Annual Conference 2018, DCDC Conference 2018: Memory and Transformation, Digifest, Dyslexia, inclusion and multilingualism: a European Perspective, Enduring Connections, Goldsmiths Staff Conference, HE/EDI Conference, Ideas from the Sharp End, Inclusive support for mental Health in Tertiary Education, Interlend 2019 conference, International Forum for Peer Learning, LILAC Conference (The Information Literacy Conference), M25 AGM & Annual Conference 2019: "Diversifying our services", NFEAP Summer Conference 2019, NoWAL Conference 2019, Open Access conference at

Goldsmiths (IGLT), Performance Measurement Conference 2019, Redressing Diversity: Making Hidden Histories Visible, Research Data Management for Information Professionals, Resisting Relations, Resource Sharing Futures, South East regional Peer Learning network, South East Regional PAL Forum, Sherif Conference, Talis Insight, The Library as Classroom, UKSG 42nd Annual Conference and Exhibition, UX Lib V.

Awards and Recognition

- Sheila Faucher was selected by Goldsmiths students as the winner of the Non Academic or Support Staff Member who has gone Above and Beyond award.
- Andrew Gray was awarded Fellowship of the Higher Education Academ
- Eve Jamieson was awarded Postgraduate Certificate in Learning and Teaching in Higher Education and became a fellow of Advance HE.
- Aniska Kumra was awarded Fellowship of Advance HE.

Conference Papers, Publications and Presentations

Appleton, L. (2018) "[Training and development for librarians: why bother?](#)" *Library Connect* 16(5)

Appleton, L. 2018. "[Say it loud and say it proud: the superhero approach to being a librarian scholar!](#)" *Library Connect* 16(10)

Appleton, L. 2018. "[Positioning the academic library in the institution: structures and challenges](#)" *New Review of Academic Librarianship*, 24(3-4), pp. 211-218

Appleton, L. 2019. "[Viewpoint: Is critical art librarianship actually a thing?](#)" *Art Libraries Journal*, 44(2), pp. 92-95

Bulley, James and Sahin, Ozden. 2019. '[Making Practice Research Visible & Open](#)'. In: *Web of Arts Seminar*. Open Data Institute, London, United Kingdom 10 April 2019.

Bulley, James and Sahin, Ozden. 2019. '[Practice Research: Proposition and Form](#)'. In: *Capturing practice research: improving visibility and searchability*. London, United Kingdom 15 March 2019.

Clarke, Marilyn and Ewing, Sara. 2018. 'Decolonizing Research and Curricula'. In:

Advance HE Equality, Diversity and Inclusion Conference. Liverpool 31 October 2019.

Clarke, Marilyn and Ewing, Sara. 2019. 'Decolonizing the History Curricula'. In: *Decolonizing History Conference*. Manchester 29 January 2019.

Clarke, Marilyn. 2019. Liberate our library: social justice and the need for change. *UKSG eNews*(438)

Clarke, Marilyn. 2019. 'Liberate the library: social justice work and the call for change'. In: *North West Academic Libraries Conference*. University of Liverpool, United Kingdom Friday 28th June 2019.

Clarke, Marilyn. 2019. 'Liberate our Library: Social Justice Work and the Call for Change'. In: *Developing Inclusive Collections and Services to Empower our Users*. London, United Kingdom 27th June 2019.

Daly, Deirdre. 2019. 'Lessons from Using Creative Writing Pedagogy for EAP and Academic Literacies'. In: *Norwegian Forum for English for Academic Purposes*. Oslo, Norway 07 June 2019.

Ewing, Sara. 2019. 'Decolonizing Research Methods'. In: *UKSG*. Telford, United Kingdom April 2019.

Ewing, Sara. 2019. 'Decolonizing Research Methods'. In: *Higher Education London Equality Network*. Goldsmiths, May 2019.

Gray, Andrew. 2018. '[Hosting Open Repositories and Journals at an Institutional level](#)'. In: *National Open Science Day - BE-Open*. Belgrade, Serbia 18th October - 19th October 2018.

Greenan, Althea. 2019. 'The Disoeuvre, A Speech'. In: *Dark Energy: Feminist Organising, Working Collectively*. Academy of Fine Arts, Vienna 28 March 2019.

Greenan, Althea. 2019. 'Feminist Archiving and the Institution' In: *International Women's Day 2019: Feminist Time*. Royal Academy of Arts, London 9 March 2019.

Jamieson, Eve and Sahin, Ozden. 2018. '[Sourcing & Organising Information for Your Literature Review](#)'. In: *Graduate School Lecture Series*. Goldsmiths, University of London, United Kingdom 12 November 2018.

Jameison, Eve. 2019. 'Using fake news to engage students in critical source evaluation'. In: *University of London Libraries Teachmeet*. City University, London 26 June 2019

Preston, Mark. 2019. 'Reviewing the School Practice Collection'. In: *Annual meeting of Education Subject Librarians*. Oxford Brookes University, 24 June 2019

Ruthven, Lesley. 2019. 'Stacks of good ideas: Libraries, Librarians and Teaching Practice'. In: *Teaching American Studies Conference*. University of Warwick, July 2019.

Sinclair, Angus. 2019. [Just the Ticket : Using LibAnswers as a link resolver problem solver](#). In: *Sherif - 'Creative engagement with e-resources'*. CILIP Headquarters, London, 27 June 2019

Spillane, Jeremiah. 2019. [Quick Submit Video Guide for OJS](#). Goldsmiths, University of London

Spillane, Jeremiah. 2019. [Lines on Music \[Podcast\]: Ep. 2 - Recording and Representing](#).

Spillane, Jeremiah. 2019. '[Codifying Jazz Manouche: A Brief History and Definition of Jazz Manouche in Relation to the Belgian and Dutch Manouche community](#)'. In: *Jazz and Cultural Identity: In and Out of Europe*. UCLAN, Preston, United Kingdom 07/06/2019.

Spillane, Jeremiah. 2019. [Lines on Music \[Podcast\]: Ep. 1 - Menace & Influence](#).

Spillane, Jeremiah. 2019. '[Documenting jazz manouche: understanding the posthumous influence of Django Reinhardt and the ongoing interpretation and codification of his music through community and performance online](#)'. In: *Music Research Series*. Goldsmiths, University of London, United Kingdom 5 Feb 2019.

Spillane, Jeremiah. 2019. '[Documenting 'Gypsy jazz': understanding the posthumous influence of Django Reinhardt and the ongoing interpretation and codification of his music through pedagogy and performance online](#)'. In: *Documenting Jazz*. TU, Dublin, Ireland 17-19 January 2019.

Williams, Elizabeth. 2019. 'Writing Black History in the era of Equality, Diversity and Inclusion.' In: *Guest Speaker*. Pembroke College, University of Oxford May 2019

Williams, Elizabeth. 2019. 'Education: Black Youth Mortality IS a Human Rights Issue'. In: *Institute of Commonwealth Studies @70 and Human Rights*. London March 2019

Williams, Elizabeth. 2019. 'A Life's Trajectory; A Black Female Historian and Academic Librarian Responds to inclusion.' In: *Birkbeck seminar in response to " The Royal Historical Society: Race, Ethnicity & Equality in UK History A Report"*. Birkbeck, London May 2019

Williams, Elizabeth. 2019. 'Introduction to 'Pressure' (Horace Ove) reflections on what it tells us about RACE in 21st century Britain.' In: *"Pressure" 'Black London in the 1970s'*. British Film Institute, London July 2019

Document history

Version	Date	Details	Author	Approved
1.0	02/10/19	Library Services Annual Report	Marilyn Clarke, Andrew Gray, Allan McKay, Nuala McLaren	Leo Appleton



Image: Laptop Lockers