

Library Services – Annual Report 2016-17

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Executive Summary

The 2016-17 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 increase in use of Library Services by Goldsmiths students through some statistics. Most noticeably the number of visits to the library has increased by 5% when compared to 2015-16. The Library's opening hours and number of study spaces made available have also increased in response to this and the figures available also demonstrate a further shift in the use of electronic library resources over print resources.

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 explains how the student engagement platforms and initiatives deployed by the library (in particular the UX projects) have helped to shape some of the improvements made to the physical spaces with respect to extra study spaces, signage and zoning. The increases in community and alumni membership are also highlighted as further outreach and engagement with the wider Goldsmiths community.

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. The increase in uptake of our Online Research Collections is also included in this section as well as an overview of the Special Collections and Archives department. In all these areas there is an increase in engagement with Goldsmiths students and academics, as Academic Services continue to become more visible and proactive within the college communities.

The third section of the report is from Discovery Services, where developments in library systems activity are described, as well as an overview of the Information Resources budget spend being included. This overview includes a notable shift in spending from print books to e-books, which correlates with student use of library resources. The Student Library Representatives initiative, along with other patron driven acquisition initiatives also help in ensuring that the Goldsmiths library collection is fit for purpose.

One particular significant initiative to take place within Library Services during 2016-17 is the formation of the new Academic Skills Centre. As this area is new to the college and was undergoing a formation stage during the academic year there is no substantive activity to report on, but acknowledgement of the new centre and its remit allows for academic skills activity to be included in future planning for the department.

The report concludes with a brief overview of staff development activity within Library Services, a list of scholarly outputs and a synopsis of the department's strategic objectives for the coming years.

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 newly formed 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.

The building is open to students 24 hours a day throughout the year and currently only closes at Christmas. Staff are available until 9:00 p.m. on week days and 7:00 p.m. on weekends to support students and concierge staff keep the building and the facilities secure whilst students are studying overnight.

The 2016-17 academic year has seen considerable change within Library Services not least with four new appointments to the Library Management Team: Director of Library Services (Leo Appleton), Administration Manager (Allan McKay), Reader Services Librarian (Nuala McLaren) and Head of Academic Skills (Karen Matthewman). The new Library Services Department has been strategically located within the newly formed Student Experience Directorate, which brings together all student facing professional services at Goldsmiths. Subsequently the management and direction of Library Services service is currently being developed in alignment with this new structure and with the new institutional strategy.

However, regardless of these strategic and leadership changes, Library Services has continued to deliver reliable, high quality services, resources and support throughout 2016-17 and has continued to develop and improve accordingly. This annual report will illustrate the operational activity of the service throughout the academic year 2016-17.

The year in numbers

	2016/17	2015/16	% inc/dec
Library Visits	669,151	637,274	+5%
Study Spaces	903	865	+4.4%
Books loaned (print)	169,962	188,398	-9.8%
E-journal downloads	440,281	360,401	+18%
GRO downloads	304,785	293,642	+3.8%
Hours open	3872	3808	+1.68%

The usage figures that are available at the time of writing briefly illustrate that the library remains an ever increasingly popular place for students to study and learn on campus and

that the number of visits has increased yet again. The library has responded to this by increasing the number of study spaces and extending opening over the Easter vacation in order to try to meet the demand for this increased usage. The number of loans of print items however continues to decrease and this correlates with the significant increase in usage of electronic and digital library resources which we can see.

Reader Services

Learning Spaces in the library

The Library space is highly valued by Goldsmiths students and the use of our spaces continues to grow. We aim to provide an inspiring, flexible environment for our students that enables them to explore and learn.

During this year we did an audit of the use of space and the signage within the building and made several improvements to our offering based on student and staff input.

UX (User Experience) techniques were used to grow our understanding on how students use and navigate the physical space within the building. We used

Cognitive Mapping – exploring the thoughts, experiences and motivations of users through a quick doodle.

Observation – Observing and recording what users do in order to uncover opportunities for improvements or change.

Touchstone Tours – Library users are invited to give the researcher their own tour of the library space.

Guerrilla Interviews – Library users are interviewed briefly about their use of the library at different points around the building.

We also worked closely with a group of MA Social Anthropology students who carried out ethnographical research in the Library as part of a course module, 'Anthropology Research Methods'.

The insights we gathered through the above UX initiatives were added to feedback from our other channels, including NSS comments, LibChat transcripts, and the Rutherford way finding project group and emails. Subsequently, this has allowed us to make responsive changes to our spaces and signage:

We now have 4 types of colour coded study zone - Social Study, Supported Study, Individual Study and Silent Study each with different behavioural expectations and their own distinct atmosphere so our students can find the perfect environment to study their way.

In addition we have made changes to signage within the building and on the bookshelves to help our users find their way around the resources and the building.

The feedback from our work so far has been very positive with comments such as 'a good balance of quiet and social spaces' and 'the space is colourful and comfortable' and 'easy to navigate'.

We aim to make our spaces inclusive and accessible. We have done work on removing unnecessary barriers to the customer journey to access our spaces including unlocking rooms and removing keypads and we have prepared for the launch of LibCal, an automated

room booking system, for study rooms at the Library. This will enable Goldsmiths students and staff to book study spaces that suit their needs remotely.

Membership and usage

Library Services has been able to work closely with the Alumni office during 2016/2017 to enhance our membership offer for Alumni. Increased benefits include free 24/7 access, borrowing rights and guest Wi-Fi. UX feedback suggests that the library is an important space on campus for building networks with people and that it is 'very important in the exchange of ideas'.

We joined 880 Alumni members during 2016/17, which represents a 120% increase on the previous year.

As part of our widening participation we have also welcomed 671 SCONUL, 214 community users and 1039 external users to the Library.

Throughout the year we issued 169,784 items at Goldsmiths Library. This is a 9.8% decrease on the previous year reflecting the trend for students to access resources digitally as a preference. 76% of our book issues in 2016-17 were done on self-service kiosks freeing up staff time to answer more detailed enquiries and contribute more towards enhancing student experience, teaching and learning.

With regard to peak times, Monday-Thursday are the busiest days with a slight dip in activity on Friday and a considerably quieter weekend being the norm.

Between 10am and 6pm on weekdays our SALI system records consistent occupancy of our study spaces of above 50% with midday until 5pm frequently reaching occupancy levels of between 70% and 80%.

During our busiest periods SALI reports that we reach occupancy levels in excess of 90% and observation of students 'reserving' spaces while they search for books or have breaks suggests that the true figure is often 100% capacity.

Student Engagement and Outreach

The Library is proud to involve students at all levels of decision making around service development and have a number of channels for engaging students and getting feedback on how we are doing:

LibChat is a live chat service that we staff during the entirety of our staffed opening hours at Goldsmiths Library. In 2016/17 we received 1094 chats of which we answered 923 (84.3%). This demonstrates a 91.59% increase in the volume of chats received and a 138.5% increase in the volume of chats answered in comparison with the previous year. This is a fast growing service area that our students like to engage with and rate highly – our average chat rating is 3.57/4.

In December 2016 Library Services engaged students through a targeted *Christmas tree project* where library users shared their feedback for Goldsmiths Library by writing on Christmas decorations that were hung anonymously over the last few days of the autumn term. We had 30 + responses with a wide range of positive and constructive feedback. The keys areas students wanted to see improvements in were noise, space & environment. The areas they were happiest with were friendly staff, 24/7 opening but there was demand for extended holiday opening.

The feedback that we have received through our student engagement initiatives, along with the above mentioned UX activity has informed our zoning and signage project. We also took this feedback on board to increase our staffed hours over the busy Easter holiday period.

Widening Participation

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

We deliver library tours and inductions for 6th form students and people enrolled on Realising Opportunities, a unique collaboration of leading universities working to promote equity of access to higher education. During 2016/17 we saw 57 students at the library, many of whom we provided with reference access and staff help to complete projects that contribute to their UCAS applications.

Open Book - this year we have supplied a Reading List of Sociology learning resources to HMP/YOI Isis. We also visited the Library at the prison and spoke to the Librarian as well as the Head of Learning. We will now start offering some of our withdrawn stock to the prison library across all resources from books to DVDs. We have also committed to supplying any requested resources for any future courses run at the prison alongside Open Book.

Marketing activity and Promotional Campaigns

The Library works closely with Goldsmiths Communications Department 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 2016/17.

In February 2017 – We ran a campaign called Highlighting Destroys Library Books. The campaign was intended to raise awareness that although highlighting sections of books can help with studying doing it to library books causes problems for other students and means the library has to spend money replacing books rather than buying new texts. We are monitoring to see if this has any impact on the number of books we need to replace.

During September 2016 the Library was involved in Welcome to introduce newly enrolled students to Goldsmiths. During Welcome we gave tours to 331 people as well as meeting people at the marquee. Welcome helps new students to orientate themselves on campus and we feel it helps students to see the Library as integral to their student experience.

In April 2017 we put on *The Library at Night: if you fall asleep you will be woken gently* as part of World Book Night.

The Library also hosted many events for the *Be Well, Do Well* campaign that was run by the over the busy May 2017 exam period. This included initiatives such as pet therapy, giving out fruit to people and art classes to encourage people to look after themselves as well as their studies. This was done in partnership with the Student's Union, the Communications Department and Wellbeing.

Libraries week – the Bella Milroy exhibition 'File Under Female' and artist residency also linked up with Libraries week <https://www.cilip.org.uk/news/file-under-female-celebration-archived-women-s-art> The Library also hosted a workshop on creating artist's books via collage led by artist Sarah Kelly <https://www.gold.ac.uk/calendar/?id=11051>

Reader Services – Achievements and improvements

- We increased our study spaces by 4.4% and now have 903 study spaces in the Library.
- We zoned the study spaces within the Library to better meet student needs.
- We refreshed room signage throughout the Library.
- We refreshed book shelf signage throughout the Library.
- We improved the provision of power sockets throughout the Library to enable our students to more easily access resources using electronic devices. We refreshed 314 sockets and added an additional 314 USB points.
- We refreshed the toilets in the IT core of the Library building.
- We joined 880 Alumni members during 2016/17, which represents a 120% increase on the previous year
- We received 1094 chats on LibChat, of which we answered 923 (84.3%). (138.5% increase in the volume of chats answered when compared to 2015-16)

Academic Services

Subject Librarian Team

During 2016/17 we have continued to increase our induction and subject support hours. Over the last year the number of students attending information skills sessions increased by 14.5% (783-897) with more time spent with the students showing an increase of 15.5% (884.5 hours to 1021.75 hours). Through a series of 'pop-up' sessions, across campus, we highlighted new and current resources and the support the library could provide to students at all levels and have recorded videos introducing subject team to students. Attendance at departmental teaching and learning committees continues to be vital to understanding the needs of staff and students and an opportunity for us to promote new services such as Reading Lists.

The team pioneered a series of professional exchange conversations with librarian peers at University of Johannesburg and this has led to the beginning of a further pilot of professional partnership and exchange with other research intensive HE institutions in South Africa.

Special Collections & Archives:

Special Collections & Archives welcomed 1860 visitors as researchers or exhibition visitors or event participants. Our most used collections remain the Goldsmiths Textile Collection (677 visitors) and the Women's Art Library (666 visitors), which are our two collections with dedicated specialist staff.

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.

We ran 31 bespoke workshops (an increase of 72% over the previous year) across the following taught programmes

- BA Art Extension
- Folk and Urban Musics
- MA Radio
- BA Art History
- Feminist Research Methods [Sociology]
- Digital Animation
- Sonic Arts
- Art Psychotherapy – in collaboration with Suzy Adderley for her exhibition in Constance Howard Gallery

We ran or hosted 44 other events, highlights include:

- Charlotte Salomon Study Day hosted by the Women's Art Library
- Talking Textiles' events with the Goldsmiths Textile Collection
- Women of Colour Index Reading Group.

We curated or hosted 10 exhibitions including:

- *Cybernetic Resistance: Feminism, the Archive and the First Internet Café* by Brenda Guesnet and Kiona Niehaus (part of the outcome of the Women's Art Library and Feminist Review Bursary Prize)
- Christine Risley Prize exhibition by Louise Madsen
- *Black History Resources in Special Collections & Archives*
- *Xtremist Supremacist* by Samia Malik
- MA Fashion exhibition
- BA Art Extension exhibition

We hosted 3 artists in residence who worked with our collections:

- Claire Collison (Women's Art Library)
- Holly Ingleton (Women's Revolutions Per Minute)
- Bella Milroy (Women's Art Library)

Bella Milroy's residency within the Women's Art Library was made possible by a pilot partnership between Special Collections & Archives and Goldsmiths Accommodation Services team. A pilot to develop a curatorial bursary was begun in the Goldsmiths Textile Collection to curate an exhibition in the Constance Howard Gallery early in 2018. Art student Yun Teng Seet was selected.

Access to research collections

Special Collections & Archives has improved access to previously hidden archive collections by instituting a cataloguing programme and hiring an Archives Cataloguer and Outreach Assistant in March 2017. In addition, funding from the Department of Music was used to hire a project cataloguer to catalogue the papers of the WRPM (Women's Revolutions Per Minute) Archive.

By the end of the academic year 2016-17, 2820 items had been catalogued, including:

- William Loring Papers (first Warden of Goldsmiths who was killed in action in the First World War)
- Margot Hienemann Papers (former Goldsmiths academic, British labour historian and drama historian)
- Deac Rossell Papers (film scripts, manuscripts, oral histories and other papers from this film historian and Goldsmiths academic)
- Goldsmiths College Archive (papers relating to governance, ongoing)

Catalogues for these collections have also been uploaded to ArchivesHub to improve access to our collections for researchers around the world:

<https://archiveshub.jisc.ac.uk/search/locations/f410d061-5c64-30dd-9839-6a47798195ac>

Online Research Collections

GRO

1513 new records were added to Goldsmiths Research Online (GRO) and 304,785 items downloaded. We are now using Counter compliant statistics via the IRUS service <http://www.irus.mimas.ac.uk/> and are listed as 35th most downloaded out of 126 institutions and benchmarked against our 'competitors' we are 4th out of 10

There has been a general increase in engagement with GRO pushed by the approaching REF and department's needs to understand their current research output. We continue to provide one to one training for all new staff and staff who have not used GRO before (over 80 in the last 12 months) and have revised our support documentation to reflect changes in REF Open Access rules.

In order to provide more useful reports and statistics we are trialling a new csv report with departments that will provide clearer information for HoDs and Directors of Research on the work that has been submitted to GRO that should assist with REF2021.

RCUK renewed our Open Access award this year and these funds are to cover the period up to and including 31st March 2018. Our most recent report to RCUK in September detailed that we had spent £7, 425 on article processing charges in the previous 6 months.

The Library signed up to the Springer/Jisc Compact agreement which allows Goldsmiths authors to make their articles Open Access and the fee is counted against our subscriptions to Springer Journals. This year 7 articles were made automatically Open Access.

A big project to migrate all academics accounts from IT&IS usernames to Campus usernames was completed over the summer with minimal disruption to the operation of GRO.

A new interface for GRO will be launched in 2018 and is the result of collaborative work between ourselves, Goldsmiths web team and ULCC which will bring it into line with Goldsmiths brand. Its current iteration can be seen here <http://w01.godev.da.ulcc.ac.uk/>

Goldsmiths Journals Online

We are investing time in developing Goldsmiths Journals Online <http://ojs.gold.ac.uk/> and are currently working with academics from ECL to launch a new open access, peer reviewed journal in 2018 <http://volupte.gold.ac.uk/>

Data Online

Changes to how University of London Computing Centre ULCC calculate their costs has meant that we needed to make some specific savings which resulted in the merging of Goldsmiths Data Online with Goldsmiths Research Online and the closure of the beta instance of Goldsmiths Digital Archives . No digital material has been lost and the merger of Data Online with GRO will improve the discoverability of the material.

Academic Services – Achievements and improvements

- Introduction of subject specific LibGuides <http://libguides.gold.ac.uk/> which is also embedded on academic departmental VLE pages and allows students to book workshops and one to one sessions
- Increased attendance through 'Pop-up' information skills sessions around campus throughout the year to highlight new teaching and learning resources
- Collaborated with Outreach team in Student Recruitment for the Realising Opportunities Increase programme and delivered library tours and research skills to 57 A level students from local schools: Addey and Stanhope School, Haberdashers Aske's Hatcham College, Highbury Fields School, and St Thomas the Apostle College
- Enhanced Academic Skills Tutorial <http://libguides.gold.ac.uk/eas> (result of TaLIC Learning and Teaching Fellowship)
- Delivery of workshop on 'how to get published' via Concordat Implementation Group for PhDs and ECRs
- Extensive and much needed stock withdrawal programme to provide space for materials for new courses and extra student study space
- Collaboration with Goldsmiths students and curators at Res gallery in Deptford on project using and responding to Kathy Rae Huffmann Collection which included commissioning artists film and seminars.
- Networking visits and presentations at University of Malta and Sol Plaatje University, South Africa
- 2820 Archival items catalogued
- 72% increase in Special Collections and Archives workshops have been delivered
- 304,785 items downloaded onto GRO

Discovery Services

The Discovery Services team has been established for just over a year, being the amalgamation of the former Bibliographic Services team and the Systems team. Our focus this last year has been on providing a more seamless and more sophisticated search and discovery experience, and, continuing to work towards our target of 100% representation of reading lists on ReadingLists@Gold. These efforts have resulted in launching both LibrarySearch, and BrowZine. These two search engines offer our users discovery across all resources using state of the art products to locate books, ebooks, journal articles, videos, theses, open access content and more. LibrarySearch gives users a greatly improved search facility and interface, linking to thousands of results across multiple platforms in one convenient space with multifaceted filtering options to help narrow down results. BrowZine for the first time allows users to search for journals as if browsing shelves by subject, title or ISSN. Reading List coverage has soared from 18% to 43 % coverage across all departments.

Library Resources Budget

In 2016/17 we spent £1,023,247.33 on Library Resources.

- Books and E-books £394,248.71
 - Electronic and printed journals £314,032.67
 - E-resources £298,490.30
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- Number of print books ordered: 7764
 - Number of eBooks ordered: 1385 (not including eBooks within databases). This constitutes a significant growth in our eBook purchases in comparison to previous years.

Additional eBook supplier (VLeBooks)

In August 2016 we began purchasing eBooks from a new supplier called VLeBooks (Askews and Holts). This enhances the range of eBooks content available to us, alongside our existing suppliers Dawsonera and Proquest. In 2017-18 we will further develop our VLeBooks collection by trialling the PDA+ purchasing model.

Journals and E-resources

Following the new LUPC agreement we are working closely with Procurement, moving some of our journals holdings from EBSCO to LM as they came out as the top supplier. This was done gradually over the year, and alongside this, we carried our print journals reviews to see if we cease subscribing to some titles or move to electronic equivalents. This has a dual purpose of saving space in the reading rooms and not paying for resources twice.

Users who encounter broken OpenURL links in our system can now send a 'Report broken link' ticket to us. In the six months to October 2017 we responded to **160** users - **69.3%** of these within ten minutes – to provide direct links to electronic resources and improve linking to third-party resources from Library Search

E-journal usage increased 18% with 440,281 journal articles downloaded between August 2016 and July 2017

The library added over 1,700 new online journals to our collections and have signed up to phase 3 of the HEFCE-funded project UK Research Reserve (UKRR) in order to sustainably de-duplicate our printed serials collections and provide online access to these resources.

To maximise space, the project to provide Walk-in Access terminals for visitors to use our electronic resources was superseded by secure wi-fi access for visitors and alumni thanks to our colleagues in the IT department.

There have been 1,748 Browzine sessions and 1,542 full text article views since we signed up in July.

Student Library Representative project

Following a pilot project in 2015-16, the Student Library Rep (SLR) project was extended in 2016-17. The number of SLRs increased from 10 to 16, and between them they ordered 184 new books for the library collection. The SLR project was verified as a recognised activity for students to record on their Higher Education Achieved Report (HEAR). 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 was overwhelmingly positive and the project will be further extended in 2017-18.

Student Retention Project

Over the summer James Garry and Andrew Gray were awarded a of TaLIC Learning and Teaching Fellowship which combined and analysed library data and student records data to determine whether there was a correlation between library usage and continuing study for students. This premise was proved by the data and the report will be circulated soon.

Liberate My Degree

From 2015 HE Students around the world started to protest at what they see as the monocultural content of their allocated course readings. High profile student protests in South Africa and the USA soon came to British campuses. After UCL ran a "Why is my curriculum white" campaign it was not long before Goldsmiths SU followed suit. The campaign was revamped into 'Liberate my degree'

Goldsmiths SU aimed to place marginalised BME voices and scholars at the centre of the curricula both in course content and in terms of representation of staff delivering such courses.

After consulting with library staff, the SU launched a bookmark project; dispersed around the library were bookmarks where students and staff could write and recommend texts by

BME scholars and writers that could potentially be added to the current reading lists and seminar discussion across courses, while educating others who may also pick up the bookmarks. These bookmarks were eventually collected by SU reps.

Inter-Library Loans

- Borrowing requests created: 881
- Borrowing requests fulfilled: 786
- Success rate: 89.2%. (Up from 69.3% last year)
- Lending requests received from other libraries: 95

We may decline to lend if a book is listed on readinglists.gold.ac.uk, and we sometimes get requests for items that we do not actually hold.

- Total expenditure on ILLs in 2016-17: £10,331.86

Total income claimed from other libraries in lending fees: £637.60 (we charge the standard BL lending fees, like most other university libraries).

Total loss due to uncollected ILLs: £1074.56

In response to this on-going loss due to uncollected items, we have now switched to an e-first policy with regard to articles and chapters wherever possible. We have also changed our preferred encryption system for ILLs delivered electronically from the British Library from SED (Secure Electronic Delivery), which was extremely problematic from a user point of view, to DRM Lite, which seems to be more successful with users. There have been no uncollected articles since April 2017, and we are working to minimise the non-collection of books by sending more reminders systematically to users and being more ruthless about sending items back to the BL before incurring renewal fees.

Scanning Service

Due to CLA reporting structure, the scanning year actually runs 1st June to 31st May. We reported 1940 brand new scans to CLA. We were not required to report re-used scans this year. We have rolled over more than 2,500 scans from last year. Scans on the system were viewed more than 50,000 times.

We received 3018 new digitisation requests between 1st June and 31st May. We rejected 1194 requests for various reasons: 43% for copyright reasons, 18% of the new requests were duplicates (which can happen if lists are restructured or scanning requests are made using the stand alone form, and are then requested again by the reading list team, for example). And 21% were rejected as we already had an e-copy in stock. The other 18% were rejected or withdrawn for a variety of reasons, such as invalid data or change of desired chapter.

- The average time to fulfil scan requests was 17 days.
- We purchased 238 EHESS (copyright cleared) scans from the British Library.
- EHESS expenditure: £5894.95 + VAT = £7073.94

- Of which £4281.87 was purely copyright fees.
- The average cost of an EHESS scan is £24.77. [The EHESS costs for the *budget* year 1st Aug 16 -31st July 17 are: £6732.72 including VAT, of which £4100.88 is copyright fees].

We secured direct copyright permission from 3 publishers, one granted it for free, one charged £19.95 and Pearson US charged \$204, (converted into pounds on 25/10/17 = £153.94)

We also purchased new hardware: a Bookeye Professional scanner from Covergold at a cost of £10,000 and new OCR software, ABBYY FinePrint Professional, which has improved the quality of scans for screen reading software significantly.

Reading Lists

- 234 lists were sent to the reading list team to be created.
- Total live lists on the system by the end of the year: 707
- There were over 60,000 items added to reading lists
- Average reading list length: 61 items
- Average time from list creation to completion of review by acquisitions and subject librarian: around 26 days, increasing to 50 days during the main influx of lists in the late summer.

Semesters One and Two 2016-17

Department	% Coverage	Average Student #	Average Page Views	Average Views/Student
Anthropology	93.67%	34	466	14
Art	3.57%	45	1194	27
CELAW	55.56%	6	10	2
Computing	0.00%	0	0	0
Confucius	17.65%	26	8	0.31
Cultural Studies	36.67%	20	462	23
Design	30.16%	31	113	4
Education	53.19%	35	69	2
English	34.67%	35	80	2
History	49.56%	34	224	7
ICCE	31.91%	21	74	4
IMS	34.78%	81	1436	18

Media & Comms	21.51%	60	195	3
Music	34.51%	36	125	4
Politics	67.82%	51	763	15
Psychology	25.45%	96	249	3
Sociology	56.84%	45	173	4
STACS	52.80%	26	132	5
Theatre & Perf	33.73%	27	72	3
Visual Cultures	64.13%	30	179	6
Overall	39.91%	37	301	7.12

Discovery Services – Achievements and improvements

- LibrarySearch and Browzine both implemented and launched
- E-journal usage increased 18% with 440,281 journal articles downloaded between August 2016 and July 2017
- 1,700 new online journals to our collections
- 707 Reading lists now on Talis Aspire
- 60,000 items added to reading lists
- Improved and expanded Student Library Representative initiative
- Increased student engagement in resource e acquisition through SLR project, Patron Driven acquisition and involvement in Liberate my Curriculum
- Aniska Kumra won a place on the Erasmus visit: International Sharing Excellence Week for Administrative Staff 5-9th June 2017 at the Turku University of Applied Science.
- Developments with the Assistive Technology Centre and the formalising of the new Inclusion and Support Co-ordinator post

Academic Skills Centre

At Goldsmiths, academic skills and study skills have traditionally been provided and delivered in a variety of ways. A recent audit found that while the quality of provision was not found to be lacking, the co-ordination and clear presentation of the offer needed improvement if students are to benefit fully. The College recognised this, and responded through the development of a new Academic Skills Centre (ASC) based within the newly formed Student Experience Directorate and located within the Library. A decision was made to appoint a Head of Academic Skills in the summer of 2017. The study skills team, two academic literacy lecturers and the Peer Assisted Learning (PAL) coordinator will be located as a team in the Academic Skills Centre on the first floor of the library at the beginning of 2017-18.

The ASC will build on the legacy of the former academic department CELAW (Centre for English Language and Academic Writing). Some pilot discipline-embedded workshops within the departments will be trialled during 2017-18 based on an academic literacies approach and complemented by generic and specialist provision and opportunities. This will also be underpinned by 24/7 online resource access. Work has begun this year (in collaboration with the library subject team) on a suite of online Academic Skills resources. These reflect and complement the face- to-face workshops already offered and will be available on the library and academic skills web sites.

During 2016 and 17, plans have been outlined for the ASC to lead the development, co-design and co-delivery of academic skills modules in partnership with academic staff in the academic departments, with a focus on academic literacies alongside the subject content. The Centre will also look to co-ordinate and connect other academic skills provision. This will include the development of clear communications to staff and students, and will support the expansion in uptake in the Gold Award and HEAR through the inclusion of structured academic skills development in these initiatives.

Enhancing Academic Skills

One clear area of development for this academic year has been the development of a fuller Enhancing Academic Skills (EAS) programme of bookable workshops available for all students.

The EAS topics offered in 2016/17 included:

- What to expect in lectures and how to prepare
- Note taking strategies
- Reading lists and choosing what to read
- Scanning for detail, skimming for key points, and in-depth reading
- Taking notes as you read
- Paraphrasing and summarising information
- Interpreting essay questions
- Planning the writing process, essay structure, paragraph structure, coherence and cohesion

An initial evaluation of the scheme indicated:

- 172 unique participants

- 307 participants in total
 - Autumn Term – 226 over 8 workshops
 - Spring Term – 81 over 14 workshops
- All academic departments were represented
- There was a high proportion of PG students (70%)
- Flyers and posters were the most successful forms of publicity
- Feedback comments were overwhelming positive

Staff Development

In 2016-17, it was decided that a more coordinated approach to staff development was necessary with central oversight of all course and conference bookings. The staff development budget was allocated to the Library teams as fairly as possible (on a full-time equivalent basis) and a database was created to record and report on all aspects of staff development. This approach allowed us to:

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

This approach has now been extended with the creation of a Library Staff Development Group with a membership from a crosscut section of the Library structure. The nucleus of the group (Bekky Randall, Jade Leonard, Maria O'Hara and Allan McKay) convened initially to arrange a Library staff development conference on the theme of The Goldsmiths Experience. The event was very well attended and the feedback from attendees was almost universally positive.

The Staff Development Group has since been incorporated into the Library's proposed formal governance structure with the following aims:

- To discuss, develop and co-ordinate The provision of staff training and development for all areas of library Services in line with Library Services strategy and Goldsmiths Strategic Plan
- Ensure that staff training and development provision reflects the current and long term needs of the organisation and offers value for money.
- To co-ordinate internal staff development for Library Services, with initiatives available across the whole college and in wider academic library and academic skills environments.
- Ensure that staff training and development is responsive and is driven, in part through staff and managers identifying training and development needs.

Library staff development highlights:

- Mark Preston (Subject Librarian) and Lesley Ruthven (Special Collections & Archives Manager) were awarded their Higher Education PG Certificate
- James Garry and Sarah Hawton successfully completed the Institute of Leadership and Management Level 3 qualification 'Introduction to Leadership and Management'
- Laura Elliott was awarded an ARLIS student bursary to attend the ARLIS conference in Dublin
- Elizabeth Williams has run a successful International partnership 'Exchange if Experience' programme with the University of Johannesburg
- Elizabeth Williams continues to be involved in CPD25 organisation and management

- Library Services has been represented at ARLIS, UKSG, I3 (Information, Innovation and Interactions), International Conference on Performance Management in Libraries, M25 Consortium, CILIP, UX LIBS III, SCONUL and CILIP copyright conferences
- Regular internal development sessions organised and led by members of the Library team covering a variety of topics, including sharing research, eBooks, inclusion and support, inter-library loans, library UX (User Experience) and the Open Book project.

Articles and Conference papers and presentations

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- Greenan, A. 2017. "Women Artists Slide Write: What does the slide collection do besides represent artwork?". Cooper Gallery, DJCAD, Dundee.
- Greenan, A. 2017. *Women's work? Artists in conversation'*. In: Iniva Art Projects, London Art Fair.
- Greenan, A. 2017. "The Women's Art Library", 'Discourse' issue, *Orlando*. 02, pp 40-44.
- Greenan, A. 2017. "*Feminist Net-Work: Digitization and Performances of the Women's Art Library Slide Collection*". Doctoral Thesis. University of Brighton.

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Strategic objectives for Library Services

The Library Services Management Team has begun to focus on its strategic objectives, in alignment with The Goldsmiths strategy, the Teaching, Learning and Assessment Strategy, The Student Experience and Engagement Strategy and the Research Strategy.

The headlines from the Library Services strategic planning activities are provided below, and take into account that although Library Services is highly regarded and well received, there are always significant development opportunities available. It is important that the library does not see itself in isolation and similarly that it is not seen in this way by the college. Library Services must continue to develop and improve in the context of the whole college and in being at the heart of the Goldsmiths student experience.

Learning experience

- Establish and develop the Academic Skills Centre
- Work with Estates, TALIC and academic departments to further develop Goldsmiths' learning spaces in response to Library User Experience (UX) and learning observation work undertaken. (Consider how learning space design can influence student learning)
- Review the current service model used in the Library and wider Rutherford Building in order to enhance and further improve the student experience:
 - Consolidation of service offer, shared values and customer facing service standards
 - Achieve the Customer Services Excellence kitemark
 - Increase self-service functionality within the Library
- Pro-active service delivery and teaching and learning collaborations between Library Services, IT&IS and Academic Skills Centre
-

Physical Environment

- Audit and review the current physical learning spaces within the college, with a view to advising how they might be developed in order to promote to students
- Review the use of the physical learning spaces within the Rutherford building in order to increase, improve and optimise the blend and variety of learning and research spaces available to students
 - The silent study area on the 1st floor will be upgraded to provide 20 additional silent study spaces to the previous overall provision.
 - Continue to improve signage throughout the building to increase the ease of finding resources.
 - Launch ShelfMap on our Library Search page to improve the customer journey for locating resources within our physical space.
 - DisabledGo assess guides for our Assistive Technology Centre and the library more generally and look to increasing accessibility throughout the Library.
 - Development of a games Library at Goldsmiths Library.

- Review collection development policies to align resources with student access preferences.
- Continue to analyse SALI data to establish patterns of use and establish business case for additional study spaces.
- Encourage further uptake of our Self –Service kiosks through user education during Welcome and other initiatives.
- Feasibility study for longer term, full scale refurbishment of the Rutherford Building

Systems

- Ensure that Library Systems are fit for purpose, enhance the student learning and research experience and achieve financial sustainability
 - Procure and implement a new Library management System
 - Review Reading List system with a view to increased engagement and 100% of reading lists accessible to students
 - Procure and implement self service laptop loans in the Library
 - Consolidate booking and loan systems with Library Services, IT&IS and Academic Skills Centre

Research experience

- Increase and improve Library Services and Academic Skills activity and support for Goldsmiths research environment
 - Increased collaboration and involvement with Research and Enterprise activity
 - Fulfil GRO HEFCE mandate
- Develop support packages for PhD student and Early Careers researchers
- Develop a special collections and archives strategy which will increase the visibility and research oriented usage of the Goldsmiths Special Collections and Archives

Communication, liaison and partnerships

- Further development of the Subject Team and Academic Skills teams to offer increased value to curricula through:
 - Enhanced liaison with departments
 - Embedded teaching within curricula
 - Innovative and creative approaches to teaching and learning
- Increased collaboration with Careers and Employability, particularly where Library Services offers employability experiences and opportunities
- Establish appropriate community partnerships in order that the Library can contribute to Goldsmiths' community outreach and widening participation objectives (e.g. Lewisham Libraries, Open Book, etc.)
- Establish and further develop international partnerships with international academic libraries