

# Library Services Annual Report 2019-2020



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## Welcome

It would be fair to say that 2020 was a year quite unlike any other we have recently experienced. From March 2020, we had to contend with one of the biggest challenges the world has ever faced with the onslaught of the Covid-19 pandemic. In the summer, the killing of George Floyd in the US by a racist white policeman, brought about one of the biggest shifts in the world around addressing systemic racism, violence, and racial inequality. As a library, we seek to address these issues as they impact the HE sector, through our decolonisation and liberation work.

The library team should be commended for demonstrating their flexibility and adaptability in light of the many challenges the pandemic brought about during the last year. They have performed above and beyond in all areas, building their skills whilst evolving services in a fast-moving and unpredictable environment.

Library Services at Goldsmiths, University of London comprises of library and information resource provision; study spaces; research support systems; special collections and archives. All these areas form part of the fundamental academic support provided to all learners and researchers at Goldsmiths. The library, located in the Rutherford Building has a very visible physical presence, is located physically and literally at the heart of the campus and is very well used and well received by students, researchers and the external, local community. The services, facilities, and resources from Library Services continue to improve and expand. Our commitment to the 'liberate our degrees' activity and general liberation, diversification and decolonisation initiatives continues apace. Our support for the Goldsmiths research environment has grown this year as we head towards the 2021 REF submission. The number of community engagement and outreach activities that we have been involved in has also grown.



Marilyn Clarke, Director of Library Services

## **New Library Management Team**

We have had some changes to our teams over 2019/20. We have a new Director, a [realigned library management team](#) and are also delighted to introduce the newly re-configured [Library Academic Support Team](#) (AST), led by the Academic Support Manager. The three former operational library areas of Reader Services, Discovery Services, and Academic Services, have been brought together into two service areas, namely Systems and Resources, and Reader Services and Academic Support. The two new Heads of Service form part of the Library Management Team, as well as the new addition of the Academic Support Manager. This acknowledges the increased responsibility of this team with the formation of the Academic Support Team.








As a result of the old Academic Support team being reviewed and the comparative evaluations with other institutions, and following recommendations proposed by the former director, Leo Appleton, the old Academic Skills Centre was disbanded. The two English for Academic Purposes Lecturers have transferred to the Centre for Academic Language and Literacies (CALL). Peer Assisted Learning has transferred to the Student Engagement team in the Student Experience Directorate (SED) in keeping with other student engagement and student peer led services.

## **Academic Support Team**

The AST encompasses skilled and experienced librarians, study skills professionals, the Royal Literary Fellows, and our administrator. The team are dedicated to working together to offer an impactful, blended model of academic support and skills provision to enhance the student experience and support learning and teaching.

The team offer one-to-one tutorials, workshops and lots of specialist knowledge to help make the most of library resources, to improve study skills, research skills and academic writing.

## The year in numbers

	<b>Library visits</b>	<b>425,944</b>	
	<b>Study spaces</b>	<b>980</b>	
	<b>Hours open (access)</b>	<b>5,657</b>	
	<b>Books loaned (print)</b>	<b>110,685</b>	
	<b>All items loaned</b>	<b>121,135</b>	
	<b>E-Journal downloads</b>	<b>1,091,295</b>	
	<b>E-Books available</b>	<b>360,170</b>	
	<b>GRO downloads</b>	<b>360,737</b>	
	<b>Helpdesk hrs (physical)</b>	<b>3,513</b>	
	<b>Helpdesk hrs (remote)</b>	<b>2,181</b>	
	<b>LibChat enquiries</b>	<b>2,687</b>	
	<b>Library website visits</b>	<b>227,610</b>	
	<b>LibGuide page views</b>	<b>15,759</b>	
	<b>Information literacy staff hrs</b>	<b>462</b>	
	<b>Information literacy hrs delivered</b>	<b>4,679</b>	

## Library response to the Covid-19 pandemic



As with the whole of campus, and shops and businesses across the country, we closed the Library for study space and access to physical collections on 23 March for the rest of the 2019/20.

Throughout the lockdown period we were working closely with library staff, staff from across the library and HE sectors and our colleagues from Estates, Security, IT&IS, Communications, Student Support, Student Engagement and people across Goldsmiths to be able to gradually reintroduce services and welcome students and staff back to the building in a Covid safe way.



We reopened with bookable spaces on 23 September 2020 and introduced our Click and collect service on 16 September 2020.

Throughout the whole of lockdown, we delivered a remote service to support learning, teaching and research activities. This included having our extensive digital library, including 228 databases, over 40,000 e-books and over 12,000 online journals available - alongside staff, who were available on live chat, email, and for 1:1 teaching and appointments 7 days a week to support learning, teaching and research. There were also a number of free eResources from publishers made available during Covid during the first lockdown.



## Changing service models and the Covid LibGuide

As an initial response to the rapidly changing situation and our shifting services, as we moved from a blended physical and online service to working entirely remotely, we developed a LibGuide to support students and staff navigating our services. This guide covered key information around:

- Contact
- Enquiry support
- Subject support
- Accessing online resources
- Free resources during covid 19
- Advice for academic staff
- Remote access to Special Collections and Archives
- Tips for staying motivated, engaged and well while studying online

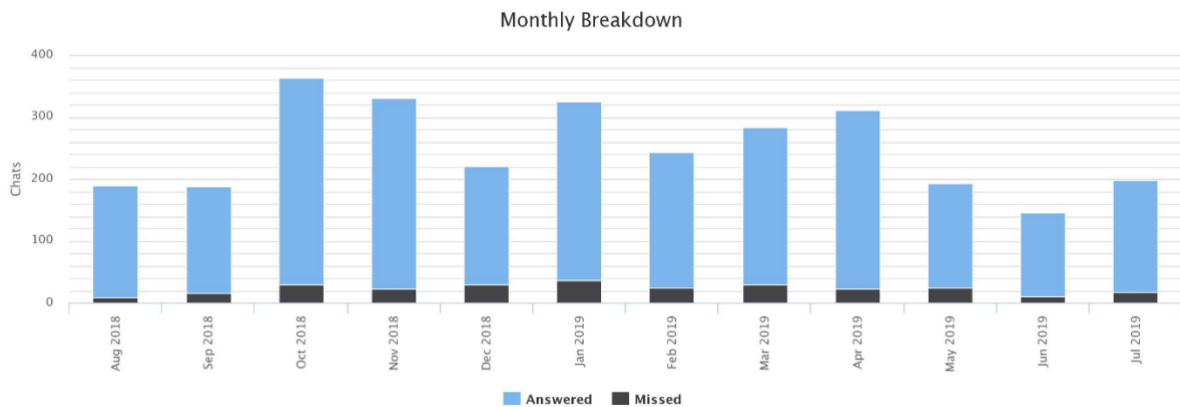
With our LMS and our Live Chat service already cloud based we were able to swiftly move to enabling library staff to support a 7 day a week remote enquiry and support service for our students and staff with no break in service throughout.

## Live Chat

The Live Chat service was invaluable to students, particularly throughout March 2020, enabling immediate contact and enquiry resolution with Library staff in a period of uncertainty. During March 2020 we saw a 28% increase in use of our Live Chat service in comparison to March 2019.

Across the year we saw a 3% decrease in uptake of this service with a notable drop in enquiries during the national lockdown in April and May but an increase during the summer months, perhaps reflecting the college wide changes to exams and assessments. The decrease could also be, in part, attributable to our spaces being closed. We would typically receive enquiries about our spaces and access to our physical collections, which weren't available throughout the period of 23 March 2020 – 31 July 2020.

### LibChat enquiries 2018/19



### LibChat enquiries 2019/20





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

From April – September 2020 this enabled 1,121 contacts with the Student Centre and from July 2020 – December 2020 enabled 2,502 contacts with the IT&IS remote helpdesk.

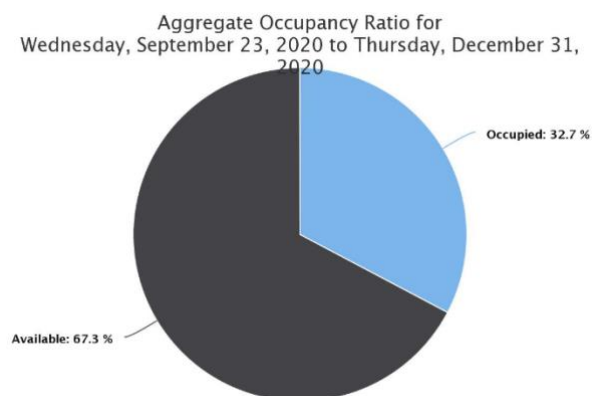
## Changing service models - Spaces and access to physical collections

As official Covid-19 guidance for universities has changed and been updated we have adapted our service model and developed our services and support for students in-year. This has included reopening with bookable spaces on 23 September 2020 and introducing a Click and collect service to enable access to physical collections on 16 September 2020.

### Spaces

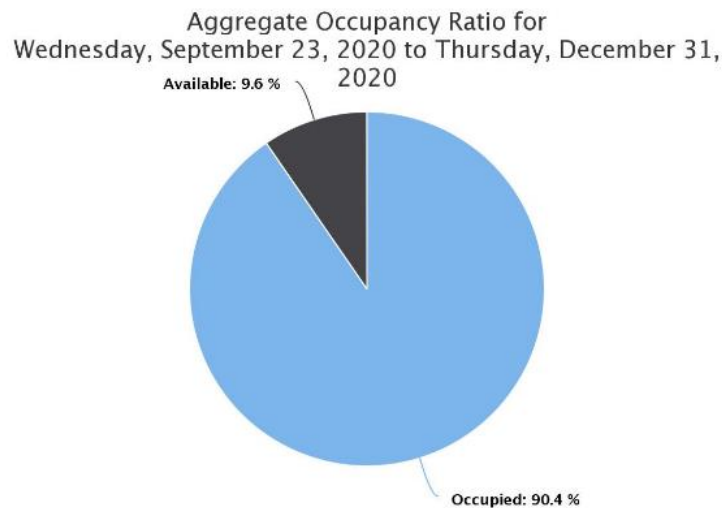
Working with colleagues from IT&IS, Estates and Student Support we put all the necessary measures in place to adapt our building and workstations to reopen in a covid secure way and were able to offer a variety of test and trace compliant bookable study spaces to our students and staff including access to desk spaces, MACs, PCs, the Digital Media Suite, Games Library, and the Assistive Technology centre.

During the period from 23 September 2020 – 31 December 2020 there were a total of 16,923 space bookings in the Rutherford building, representing 2,859 unique users. The occupancy was 32.7% of our covid safe capacity.



In addition to this we worked with colleagues in Estates timetabling to maximise the use of rooms that were not being used for teaching. Using our student facing space booking system we enabled students to book spaces across the wider campus to support with their studies.

During the period from 1 October 2020 – 31 December 2020 there were a total of 1,710 room bookings across the campus, representing 456 unique users. The occupancy was 90.4% of the available capacity.



## Click and Collect

Many of the titles that are available through the Library are unavailable electronically and some students need print materials for accessibility reasons so, as soon as our staff were able to return to campus and we were able to set up the systems workflows, we introduced a new service to allow students and staff to access our physical collections.

We launched Click and Collect on 16 September 2020.

During the period from 16 September 2020 – 31 December 2020 we had a total of 10,345 reservations on physical items through our Click and Collect service with 85% of these items being collected by students and staff.

Throughout the multiple changes to the service model and while developing and implementing new services we have needed to adapt our corresponding staffing models. This has necessarily involved changing and introducing new tasks, workflows and workloads. Library staff have shown incredible flexibility, adaptability and resilience - learning new skills and engaging with new work while admirably rising to the challenge of supporting our students, staff and each other.

## **Academic Support Team (AST) online**

The Academic Support Team have risen to the challenge of service in the light of the COVID impact upon our learning and teaching community. In-keeping with the team objective: “To enhance the student academic experience and journey through learning, teaching and research support, with the desire that students should leave with a suite of information & digital literacy skills by the end of their registration at Goldsmiths.”

Autumn term 2020 brought a steep learning curve of adapting to a changed working environment. The shift of energies has been directed to the online creation, development, adaptation and curation of teaching content, synchronous and asynchronous teaching. Further, team members faced the added challenge of incorporating additional academic departmental portfolios to an already busy caseload. AST members had to master the transition from in-person teaching to online teaching rapidly and it is an ongoing technical and pedagogical progression. Utilizing online tools and techniques to enable active learning and engagement with students through synchronous-live and asynchronous delivery raises challenges. As one team member testified:

“I have been very busy developing new online sessions and learning resources for the departments I support, adapting my teaching methods to fit online synchronous (live) and asynchronous delivery. This has included learning to effectively use Microsoft Teams and Live Events for teaching, Panopto for creating lecture capture and screencast videos, our new WooClap polling software subscription, Learn.gold for quizzes and learning materials, and rethinking using tools such as Padlet in an asynchronous or flipped classroom context.”

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

“This has meant a need to learn and develop new approaches and methods for delivering sessions using a variety of platforms, including Zoom, Teams, Panopto and Big Blue Button. It has been particularly challenging to continue to use the engaged pedagogical approach, utilizing active learning techniques the team had been focused on pre-pandemic.”

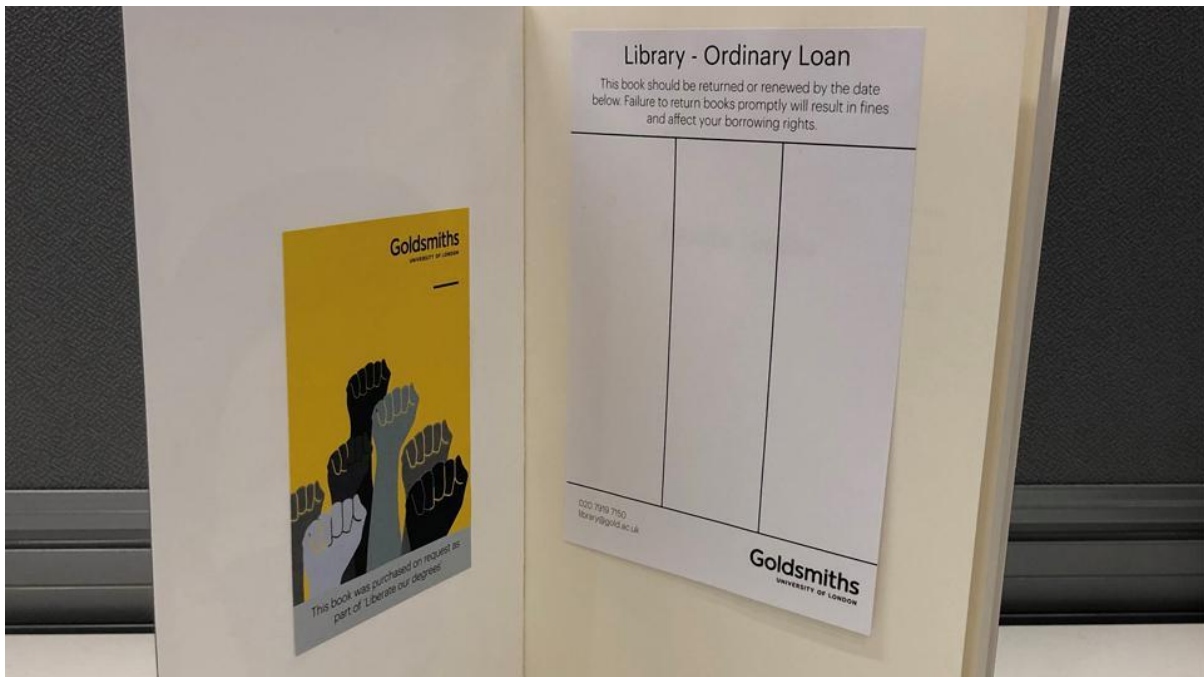
The popularity of our online workshops has been apparent throughout, with significant attendance to workshops entitled:

- Successful Reading Strategies
- Managing your workload
- Introduction to referencing
- Assignment Search Strategies
- Reflective Writing
- Exploring the Digital Library

And, specifically for PGRs via the Graduate School seminar series:

- Getting Started with your Literature Review
- Getting Started with Research Data Management
- Getting Started with Academic Publishing
- Open Access and Copyright

Embedded departmental teaching of subject librarians has increased. Aside from this hive of activity members have found time to keep their professionalism sharp through professional training and active membership in key organisations such as the CPD25 libraries consortium. Recently one member has been invited to join the prestigious Library Committee of the Institute of Advanced Legal Studies, the advisory body to the Institute. The team will be working towards consolidation of an information and digital literacy framework to enhance the totality of the student learning experience.



## Law at Goldsmiths

In 2020/21 Goldsmiths' first cohort of Law students entered the second year of their LLB, so newly-taught modules in EU Law, Tort, Immigration Law, Land Law, IP Law and Trust Law were fully resourced in addition to the 1<sup>st</sup> year modules. The new programmes of Law with Criminal Justice & Human Rights and Law with Politics & Human Rights, have also been resourced. The emphasis on a digitally-resourced Law library has meant that Law has fared very well during lockdown – 95% of the more than 2000 reading list items for the department's lists are available digitally.

The Law Librarian has continued to teach on the 1<sup>st</sup> Year module, **21<sup>st</sup> Century Legal Skills**, delivering both seminars and lectures, and setting and marking an assignment for the module. He was also asked by the Head of Law to represent Goldsmiths on the [Institute of Advanced Legal Studies Library Committee](#), and he has completed an LLM that he had been studying part-time by distance learning.

**“Shape our portfolio of academic programmes and range of research to build on Goldsmiths’ reputation as relevant, challenging and distinctive”.**

## Special Collections & Archives

While often the Library's collections are thought about as print and physical, our collections contain a wealth of digital and online material. The multiple lockdowns highlighted the importance of our online collections but also the fact that a high percentage of teaching, learning and research resources are still physical and currently do not have a digital equivalent. Special Collections and Archives including the Goldsmiths Textiles Collection are a continual source for both Goldsmiths and external researcher engaging in primary research and we had 650 visitors in the academic year 2019-2020. Prior to the lockdowns we delivered workshops to a number of BA and MA courses including:

MA Children's Illustration, Folk & Urban Musics, MA Theatre, BA Art Extension, Outsider Sound, Black British Writing, IMS Advertising, MFA Curating, Feminist Methods, Fashion Constellations, MA Ethnomusicology, Gender, Sexuality and Media, BA Fine Art, Fashion & Embroidery and BA Animation.

We hosted external visitors from:

Central School of Speech and Drama, Horniman Museum, Association of Librarians and Information Professionals in Social Sciences, British Art Network and our own Student Union.

Special Collections has continued to be a vital venue and forum for events, discussions and exhibitions and this year we have hosted, exhibited or worked with:

Rose Frain, Bummock Lace Exhibition, Feminism and Art Education, Working with Artists with Disabilities, Womens's Up Podcasting, Parallel Praxis, Collaborative Gestures, Last Portrait, Talking Textiles

As we continue to catalogue and promote our collections interest and visitors grow as new sources and areas of research are made available. Newly catalogued collections such as [Margot Heinemann](#) Collection, Vic Seidler Collection and newly acquired collections including [Hugh Davies Archive](#) and [Lily Greenham](#) have generated great interest and requests for access though the lockdown from March 2020 has meant that a lot of this has been on hold.

## Liberate our Library

We have continued to promote and diversify our collections through the Liberate our Library project which has a specific Library group dedicated to this including members from the Student Union. A new area for us has been starting up the Liberate Zines collection where we have been purchasing zines that align with our goal to bring underrepresented voices into our collections. We have highlighted resources already in our collections to both students and academics via a dedicated [webpage](#) and [Black Lives Matter reading list](#) and an area on each department Libguide. Through the student suggestion [Liberate form](#) we have spent £4570 on new resources. We are now trying to source digital materials to help support this initiative.

The success of the library's lead to diversify its resource holdings through liaison with academic departments, led to the successful staging of its Black History Month 2020 event in co-sponsorship with the University of Oxford. Entitled, **Liberating and Decolonising Historical Minds** it was led and moderated by Dr. Elizabeth Williams (Academic Support Manager, and researcher) in conversation with Professor Hakim Adi (Historian, University of Chichester), Dr. Angelina Osborne (Historian, Independent Researcher) and Professor William 'Lez' Henry (Sociologist, Criminologist, University of West London). It drew an online audience of hundred plus viewers. Audience feedback called for more such events.

The Academic Support Team continued to build on the success of their **Resistance Researching** critical literacy workshops, building users' critical thinking skills in relation to challenging dominant narratives around race, representation, and pedagogical approach. The series of workshops included:

- Resistance Researching: Critical Approach to Information Gathering
- Resistance Researching: Inclusive citation
- Open Access for Resistance Researching

## E-Resources & Acquisitions

This has been a challenging time in providing resources for our students and researchers through a year that in the latter part meant that access to physical materials was not possible. Fortunately, the Library has pursued an acquisitions policy for the last few years of digital first, so where material was available digitally and within budget we acquired that. The first lockdown coincided with the run up to assessments and exams so materials that were needed physically were unavailable. To help address this we worked collaboratively nationally with other academic libraries to secure new and free access to a number of e-books and resources provided by publisher through services such as Koretext, JStor, BibliU, publishers also provided temporary free access to other resources during the first lockdown. While we were very grateful for these extra resources there were a number of issues, often the books we requested digitally did not become available, we experienced big delays in receiving the access and the majority of this access ended in September just as we began the new academic year.

### Our budget spends for resources in 2019/2020

Resources	Spend
E-Books	£149,933
Books	£101,741
Print Journals	£131,616
E-Journals	£302,434
Databases	£308,641
<b>Total</b>	<b>£994, 365</b>

## Reading Lists & Scanning

To assist in providing students with a consistent learning experience the Reading List system allows all students to access online swiftly the materials identified for their module. In 2019/2020 we created 589 Reading Lists, we identified where the resources were online, purchased new resources both digitally and in print and scanned 803 chapters so that they are accessible to students with visual impairments. The Reading List system is a great success requires a considerable amount of work and preparation; we are very grateful to departments for sending through their lists but in order for us to create them on time we do need to get them by our deadline.

The combination of Covid lockdown and freeze on recruitment has meant that we were very stretched once we could return to campus, as we were unable to catalogue any new items for reading lists or scan chapters. However, all requests we received by the deadline (July 3<sup>rd</sup>) were ready for the start of term.

## Events & Engagement



Despite the lockdown in March, we had a busy year for events, some of which were run by Special Collections & Archives (listed in earlier section) others by the wider library.

We began the year with... a live comedy night '[Goldsmiths Library Showoff](#)' hosted by comedian Steve Cross with talks covering new cross wrestling, answers to the meaning of life, misdirection through magic, the Situationists, digital alter egos and 10 things I hate about you.

In November we held our first ever (and very successful) [Games Library Night](#) in collaboration with the Computing department, which was a showcase for a variety of games created by students and alumni and a series of talks of specialists from the world of gaming.





For Black History Month in the Library we hosted a Windrush Conversation (with Dr. Elizabeth Williams, Professor William Henry and Rose Sinclair) and a screening of the film [Pressure](#) and a talk afterwards with lead actor Herbert Norville in conversation with June Givanni and Julian Henriques.



We were also very happy to launch a new exhibition space on the first floor of the library, the Buchi Emecheta Exhibition Space with an exhibition entitled 'Becoming an Archive' by Present Futures. The launch event took place on 23 October with the Warden Frances Corner, then Head of Library Services Leo Appleton, writer and broadcaster Margaret Busby OBE. A plaque commemorating Buchi Emecheta was also installed in the exhibition space. To read more about this great event go to our [blog post](#).

In February we celebrated LGBTQIA+ Month and in collaboration with students from the Music Department had our first ever live gigs in the Library on Valentine's night. The night included indie queer band [Barry](#) and Beth Swan, Jacob McGarry, James Grace and Ashley Johnson from the music department. All money raised from the bar was donated to the [Outside Project](#) dedicated to helping LGBTQIA+ homeless youth.

Additionally, in February and in collaboration with the Computing department we held our [2<sup>nd</sup> Games Library Night](#) with a specific focus on LGBTQIA+. A video created by Computing department can be seen here:

<https://youtu.be/KOknGJb8QIk>

Throughout the year we continued our monthly series of Research Café's with speakers from Psychology, Education Sociology, ECW, MCCS, STaCS, Art, IMS and Law with topics covering public speaking, Black student teachers, tourism, drugs, AI in film, DIY communities in Detroit, Black childhood in American fiction, Women's Art Library, children's photography archive, emotional needs of children from high socio-economic background. All held in the social space of the Library where anyone could join in as they passed, now moving online.

**“Respond to the full range of students’ needs and expectations through innovative delivery of excellent teaching and learning and everything that supports it.”**

## **New Library Management System (LMS)**

In December 2019, the library successfully launched a new LMS, called Symphony, to replace the old LMS, Aleph, which had been in operation for nearly 20 years. After a successful business case for capital funding, and tendering exercise in 2018, the library worked alongside LMS supplier, SirsiDynix, to deliver a brand new, state-of-the-art LMS to take the library into the 21st century. The LMS looks after all the backend functions such as Circulation, Cataloguing, Acquisitions, Serials Management, and Inter-library loans. It also sits beneath the library's discovery layer, Primo, or LibrarySearch.

The LMS brought with it many improvements to workflows and greater interoperable functionality with both internal IT systems, and external supplier systems, particularly around the acquisition of books and e-resources.

## Wellbeing and Inclusion

The Library has continued to reach out and support disabled students in a range of ways that have included a small but dedicated Library Inclusion team (we are currently carrying a vacancy here). The team liaises with students and based on RASAs will provide guidance on how the library can support them. The lockdown did mean that our Assistive Technology Centre was inaccessible but as we now offer opportunities to book study spaces this has included the ATC. Additionally, we will try and source from publisher's materials that are accessible to disabled students and any scans we provide are produced in an accessible format. The RNIB provides a [portal](#) for students to access online books which has been extremely useful, and we have provided students with support and guidance in using this resource.

**“Equip graduates with the flexibility, skills and confidence needed to achieve their ambitions and aspire to make a difference to the world around them”.**

## Royal Literary Fellows (RLF)

The RLF are part of the Academic Support Team of the library. They are professional writers from the Royal Literary Fund offering free confidential one-to-one tutorials to help students and staff improve their academic writing skills. They aim to foster good writing practice across all disciplines. Although this year has been unique and the Fellows missed the face-to-face contact, they have adapted well to online activity to offer the one-to-one support needed by students. According to the Fellows it has been very busy from the start of term with a significant number of undergraduates and Masters students booking appointments. Arguably the role of the RLF and the academic and writing support they provide is more vital now as students grapple with the pressures of study and producing academic work to the highest standards while dealing with the impact of COVID on student life.

The AST encompasses skilled and experienced librarians, study skills professionals, the Royal Literary Fellows, and our administrator. The team are dedicated to working together to offer an impactful, blended model of academic support and skills provision to enhance the student experience.

The team offer one-to-one tutorials, workshops and lots of specialist knowledge to help student get a head start on their learning. Students can book one-to-one tutorials with their [Subject Librarians](#) to help them make the most of library resources or with the [Study Skills Tutors](#) to help improve their study skills, research skills and academic writing.

They can also meet one of our Royal Literary Fellows who are professional, published authors whose role is to help students strengthen their writing. Our current RLFs are:

Dyan Sheldon [dyan.sheldon@rlfeducation.org.uk](mailto:dyan.sheldon@rlfeducation.org.uk)

Marianne Kavanagh [marianne.kavanagh@rlfeducation.org.uk](mailto:marianne.kavanagh@rlfeducation.org.uk)

Rachel Seiffert [rachel.seiffert@rlfeducation.org.uk](mailto:rachel.seiffert@rlfeducation.org.uk)

**“Support research excellence that addresses local, national and global challenges”.**

## **REF 2021**

The Online Research Collections team have been inevitably focused upon REF2021, the initial submission date of November 2020 was pushed back to March 2021 due to Covid restrictions, but the work continued throughout the academic year. A considerable amount of planning and effort has gone into working with departments, their research teams, individual academics and REF Working and REF Strategy Group. The REF team are extremely grateful to all the departments and academics for working with them on an at times complex administrative task. The majority of outputs are now ready to be submitted to REF including a large number of practice research outputs, an area on which Goldsmiths is leading the sector. The team also contributed to Goldsmiths response to UKRI's REF consultation influencing further clarity on REF requirements. Once REF has been submitted the next stage will be an audit of our submission by Research England.

## **Online Research Collections**

While the team that manage ORC have been focused upon REF they have still continued to manage Goldsmiths Research Online with 1892 records created in GRO. Each one is reviewed for copyright compliance and accuracy of metadata. The lockdown has meant that there is a small backlog on the adding of PhD theses but work is now under way to address this. The ORC team also manage Goldsmiths Journals Online but the Journals Coordinator post has remained vacant and frozen in this academic year so progress on new journals has been halted for the time being.

## **Open Access**

A new area of Open Access has emerged in the last couple of years propelled by [Plan S](#) which a number of funders have signed up to. This requires that all funded research must be made immediately Open Access and that publishers should put in place a plan to transform their paywalled journals into Open Access journals. This

has meant that many big publishers have now started offering what is known as Read & Publish or Transformative Agreements. The premise is that publishers will start to convert the monies paid to them via Library subscriptions to making research Open Access. Goldsmiths has currently agreed to a few of these, taking into account value for money, the amount of academics publishing with them and the amount of articles we use in our teaching. The publishers we now have agreements with include:

- Sage
- Springer
- Wiley

Full details on the agreements and how to access them are here:

<https://research.gold.ac.uk/openaccess.html>

We will be reviewing new agreements via Jisc as they appear. These agreements are fundamentally changing how Library budgets are used, as traditionally we paid publishers for access to research for our students and researchers, where these agreements mean that we primarily pay for our academics to publish rather than primarily for access to resources.

To help promote Open Access and guide researchers through the different approaches and tackle the terminology a new Libguide has now been created:

<https://libguides.gold.ac.uk/openaccess>

The relationship with the Research and Enterprise Office in regards to the recording and management of the UKRI Open Access Block grant has been strengthened and the team contributed to UKRI's consultation on the future of Open Access. Full information on funder requirements are now listed here:

<https://research.gold.ac.uk/funder-oa-policies.html>

## Appendix

<b>Library Service Statistics</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>% inc/dec</b>
Library Visits	638,917	425,944	-33% (Covid)
Study Spaces	980	980	0
Books Loaned (p rint)	125,081	110,685	-11% (Covid)
All Items	147,916	121,135	-18% (Covid)
E-Journal downloads	1,062,164	1,091,295	+2%
E-books available	32,836	41,149	+25%
GRO downloads	518,602		
Hours Open (Access) 1 Aug – 23 March	8,670	5,657	-35% (Covid)
Hours open (staffed helpdesk physical) 1 Aug – 23 March	3,586	2,181	-39% (Covid)
Libchat hours online (remote helpdesk)	3,586	3,513	-2%
LibChat enquiries answered (remote helpdesk)	2,722	2,687	-3%

<b>Library Service Statistics</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>% inc/dec</b>
Library website visits	231,579	227,610	-2%
LibGuide pageviews	9,349	15,759	+69%
Number of library staff hours spent delivering digital/information literacy training.	326	462	+42%
Number of person-hours of digital/information literacy training received by users	4,004	4,679	+16%