



**LIBRARY &  
LEARNING  
SERVICES**

UNIVERSITY OF SURREY

# ANNUAL REPORT

21-22



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# Library and Learning Services Annual report 2021/22

## Introduction

This academic year, having seen an increased number of staff and students back on campus following the pandemic, library and learning services continued to demonstrate high levels of adaptability to meet various challenges and to ensure excellent user experiences. Our support for the student experience was clear from the National Student Survey results, which have seen a marked increase over the last two years in the ranking for the library question: The library resources (e.g. books, online services and learning spaces) have supported my learning well:

	<b>2020</b>	<b>2021</b>	<b>2022</b>
Score (% agree)	87.7	83.3	87.9
UK average	87.5	75.5	83.4
UK ranking	77	13	10

2022 was also the year when the Research Excellence Framework results were released, and this saw an improved performance in both environment and outputs, both of which had significant input from our Open Research team.

These positive results are a testament to the hard work of all staff in Library and Learning Services, and what has struck me most is the dedication of our staff in providing such an excellent service to our users. I'll end not with my opinion, but by that of a member of Council, who at the start of the year took the time to let us know that they had been noticing the feedback from students that they had been receiving (unsolicited!) on the stellar work being carried out by the library staff, and expressed an appreciation of their innovation, creativity and adaptability in ensuring our students were provided with all the resources needed to facilitate their studies.

*Paul Johnson, Director of Library and Learning Services*

## Student experience

The Library building continues to be at the heart of the student experience providing a welcoming, inclusive and first-class study environment. The total number of visits to the library for 2021/22 was 561,798, indicating an encouraging recovery of student numbers from the previous COVID affected years. The total number of book loans represented a 5.5% increase on the previous year, with the 'click and post' and 'click and collect' services achieving a steady state of 4062 requests. As part of the ongoing redevelopment of spaces around the building staff offices on Level 3 were converted into a new silent study space over the summer vacation, creating 28 new study spaces.

Library and Learning Services achieved the Customer Services Excellence standard in October 2021 and a successful re-accreditation jointly with MySurrey Hive and Student Services in August 2022. Following the assessment, the assessor noted there was a deep understanding of, and commitment to, Customer Service Excellence with commitment displayed from senior management levels through to operations and front-line staff.

*"Really appreciate you caring for us and taking action" – [UG student]*

A new [3D printing service](#) was launched as an innovative evolution to library services for students and staff, particularly aimed at those interested in learning this as a new skill or using the 3D printer to support learning or research. The 3D printer has been used to create 3D models, develop prototypes and to aid visualisations.

The Faculty Librarian and Content teams continued to facilitate the delivery of the digital textbook scheme, which provides personal access to core reading for taught students across all faculties and levels of teaching. In 2021/22, 442 unique e-book titles were made live which fed into 1,278 reading lists. There were 146,052 student visits, with 57,630 hours read. Analysis of the usage shows an increase in engagement from students with time spent on the platform, average reading rates and the number of highlights and comments. Student focus group feedback greatly supports the scheme.

*"BibliU is modernising learning, it takes out the cost to learning materials. Books are expensive, so free personal access is crucial to reduce learning barriers" [Law UG student].*

Personalised support materials for module leaders have been created alongside the delivery of improved technical integrations between SurreyLearn, the reading list software and the BibliU app to improve the frictionless access experience.

Collaborative partnership events have increased in number in a drive to provide an inclusive welcome and to engage with students. Wellbeing events led by student ambassadors such as origami and mindfulness colouring ran alongside a rise in the use of pop-up stalls in the library space. These included an international food fair, Nightline Peer Support, Student Minds, Careers and Employability, Friends International, Disability and Neurodiversity, Student Enterprise, and collaborations with the Languages team, Chaplaincy, EDI and Wellbeing.

*"The shift at the library was great! All the library members were very welcoming and happy to have us there. We agreed that it's a great place to speak to students"* [Staff from Centre for Wellbeing]

Support for EDI and student partnership projects have continued to champion minority voices within the student community. Two Student Curator projects, '[Working Class Cultures, Voices and Communities](#)' and '[Navigating Neurodiversity](#)' were produced, the campaigns including online quizzes, interviews on lived experiences, book, film and music recommendations. Since the projects began over 500 books have been added to the library collection by students, with many available in the new [SurreyReads collection](#), a student-led fiction and wellbeing collection. The team delivered sector wide conference papers on the projects and co-authored two [journal articles](#). A considerable amount of work has been undertaken to support the development of the inclusive curriculum with co-delivery with Surrey Institute of Education of the Continuing Professional Development (CPD) workshops on "[Moving Towards Decolonising the Curriculum](#)", contributing content to the [Inclusive Education Toolkit](#) and [Teaching Innovations website](#) and on decolonising reading lists, Faculty away days presentations and presentations at [ExCites](#).

*"I absolutely loved your CPD workshop, and it is one of the themes I'm eager to learn more about going forward."*

## Learning Development

The Library's Learning Development (LD) area comprises Academic Skills and Development (AS&D), Maths and Statistics Advice (MASA) and our faculty/school embedded Learning Developers working within Surrey's level 3 Foundation Year programmes.

### Key Learning Development attendance information:

MASA		AS&D	
<b>348</b>	one-to-one <b>appointments</b> held	<b>928</b>	one-to-one <b>appointments</b> held (there were additionally 138 cancellations and 106 'no shows')
<b>365</b>	One-to-one <b>drop-ins</b> held	<b>265</b>	one-to-one <b>drop-ins</b> held
[data unavailable]	student attendances in open-to-all <b>workshop</b> sessions	<b>368</b>	student attendances in open-to-all <b>workshop</b> sessions
[data unavailable]	students encountered in <b>programme-embedded</b> learning development activities run in collaboration with faculty staff	<b>5,243</b>	students encountered in <b>programme-embedded</b> learning development activities run in collaboration with faculty staff (excludes students who did not attend sessions but accessed learning resources later)
<b>2,831</b>	unique users accessed study-supportive content on MASA's and AS&D's <b><u>my Learning Development at Surrey</u></b> SurreyLearn module		

In addition, Learning Development:

- Continued to lead a range of other activities and programmes, including, for example, the Peer Assisted Writing Scheme (PAWS), the Peer Assisted Learning Scheme (PALS), Sprint (the professional, personal and academic development scheme for UG women, run in collaboration with Springboard, which offers priority places to widening participation groups), Journal Clubs and STARS (Surrey's Top Achievers Recognised and Supported) events.
- Contributed substantially to supporting Schools and programmes going through Curriculum Design Review (CDR), primarily during the 'writing phase' process.

### A spotlight on one-to-one appointments

AS&D and MASA one-to-one appointments continue to be highly valued by students. Once again, feedback from these sessions was overwhelmingly positive:

MASA		AS&D	
<b>97%</b>	of students agreed (26%) or <b>strongly agreed (70%)</b> that they had a <i>'better understanding of the query/s they came with'</i>	<b>95%</b>	of students agreed (34%) or <b>strongly agreed (61%)</b> that they had a <i>'better understanding of the issues they came with'</i>
<b>93%</b>	of students agreed (42%) or <b>strongly agreed (51%)</b> that they were <i>'confident they will be able to apply what they have learnt to their work'</i>	<b>95%</b>	of students agreed (32%) or <b>strongly agreed (63%)</b> that they were <i>'confident they will be able to apply what they have learnt to their work'</i>
<b>98%</b>	of students agreed or strongly agreed that they would <i>'recommend the service to others'</i>	<b>95%</b>	of students agreed or strongly agreed that they would <i>'recommend the service to others'</i>
n=57	(16.4% response rate)	n=194	(21% response rate)

These levels of positive satisfaction are consistent with AY2020/21. The high number of 'strongly agree' responses making up these overall positive responses is highlighted **in bold** in the table.

Representative qualitative feedback included:

*'It exceeded my expectations, I was given great tips on the work done but it was explained to me as well as just giving the improvement so that I can do so myself with the rest of the work myself. I felt like he genuinely was interested in my work and wanted to help, which put me at ease and made it easier to ask questions that I would be nervous to ask lecturers etc'* [AS&D]

*'The advice given was very useful and constructive, and I am going to do my best to apply it properly over the next few weeks and build on my current abilities.'* [AS&D]

*'Very easy conversation. Approachable MASA staff made it easy to ask questions and explained things very clearly.'* [MASA]

*'[Tutor name]'s advice was incredibly helpful. After the appointment, I feel much more confident about how I can best analyse the data for my Bachelor's project.'* [MASA]

*'One appointment changed everything for me'* [AS&D]

Moreover, from the onset of the pandemic, the Learning Development team redoubled its efforts to promote its one-to-ones as a confidential 'safe-space' – a student-staff 'level playing field' *supportive of not merely the cognitive but also*

*appreciative of the affective and emotional dimensions to learning – for students to freely discuss their work, and associated study anxieties, comfortably.*

The following graphic captures student feedback in relation to this:



*'Prior to my appointment, I felt very nervous and embarrassed to be seeking help, especially as a final year student. [...] The team are incredibly supportive and non judgemental' [AS&D]*

*'[tutor] was extremely helpful and patient with me. She [...] gave me confidence that I knew how to best write my essay in the way that I felt best made my arguments clear' [AS&D]*

*'[tutor] is an asset to the MASA team, incredibly knowledgeable and friendly. She makes me feel comfortable asking the most basic (and likely silly questions!)' [MASA]*

## Research & Innovation

Expenditure on information resources to support learning, teaching and research in 2021/22 totalled £3.9 million, with evidence-based decision making and reviewing of online collections allowing for the continuation of high value subscriptions and the signing of several significant transformative agreements. Surrey now has a number of new agreements with publishers to support fair and sustainable open access publishing across a wide range of disciplines. These agreements include big sector publishers and society and not-for-profit publishers. Improving the discoverability of Library collections was a significant piece of work culminating with the University wide roll-out of [LibKey](#), a suite of products that helps students and researchers locate and directly access Surrey journal collections via a web browser extension as they research on the internet. Researchers have responded favourably to this innovative tool.

*“I’m not sure what’s happened but I like it, downloading research papers has suddenly become much easier!”* [Professor in Economics]

Open Research – also known as Open Science – aims to make research openly available, reusable, transparent and collaborative (see [UNESCO definition](#)). The library supports Open Research through the provision of services, infrastructure, information, and training.

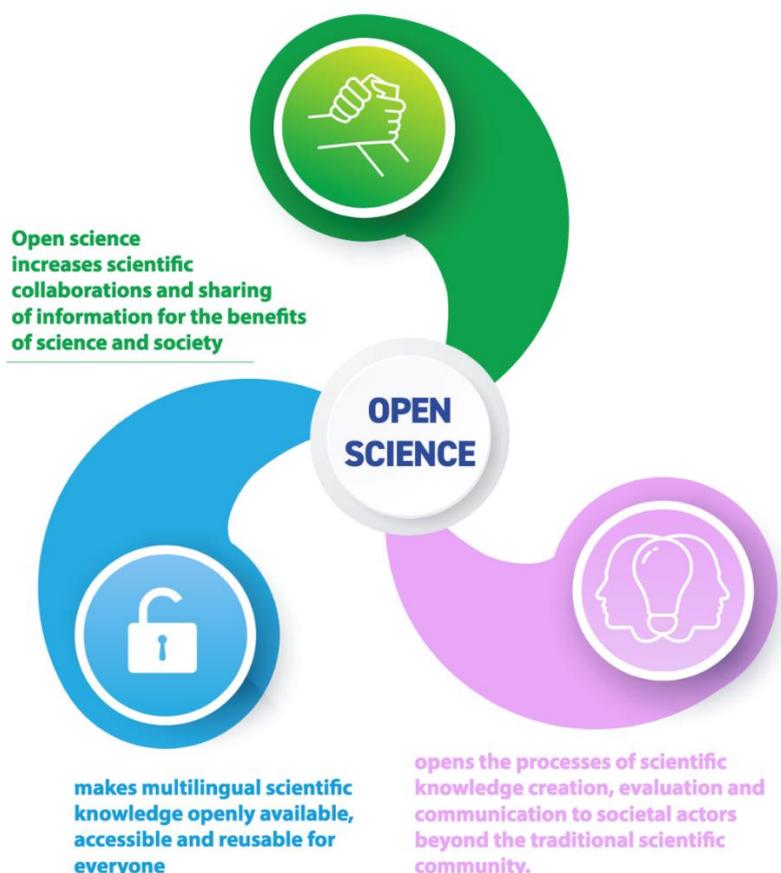
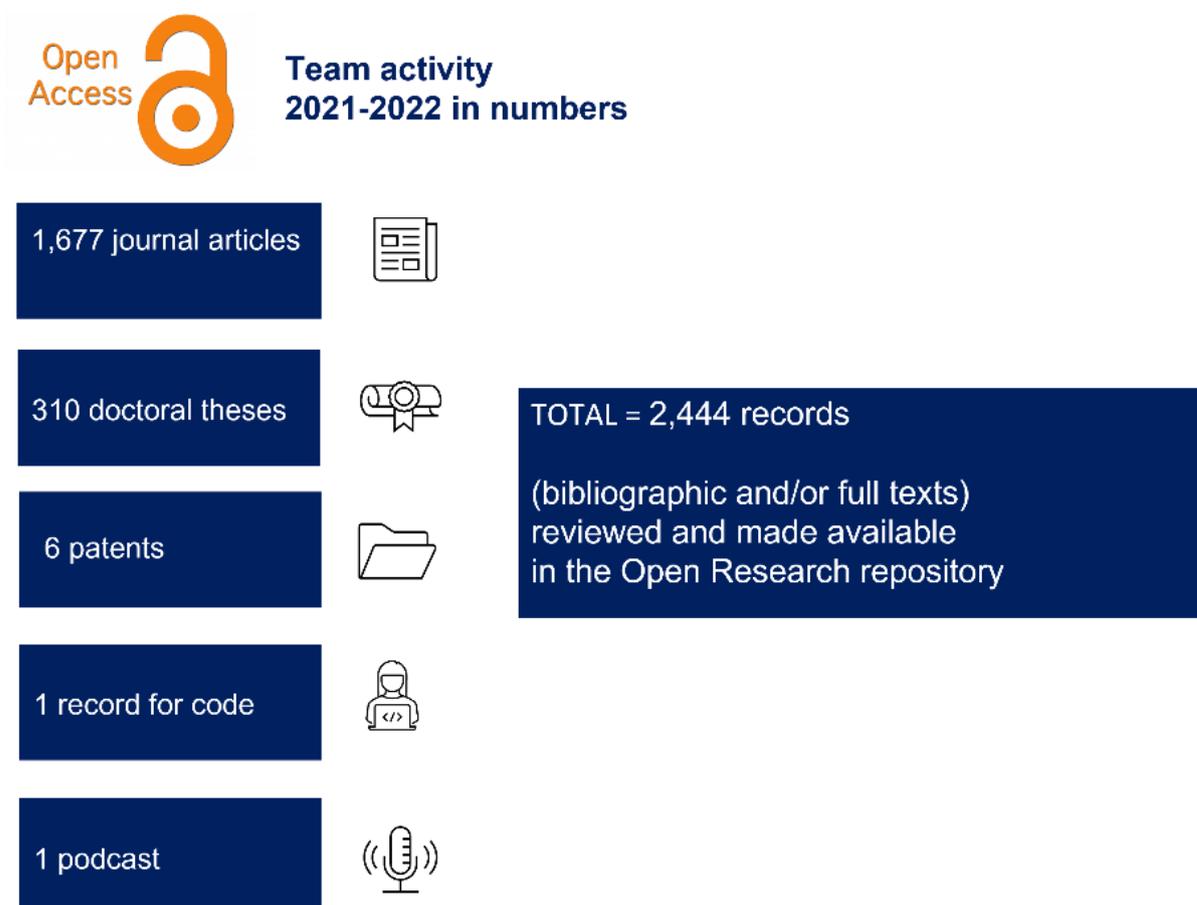


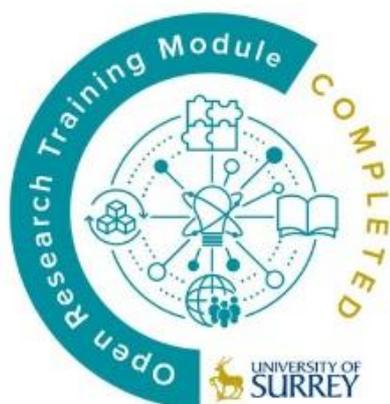
Image from the UNESCO recommendation on Open Science. © UNESCO 2021. Available under a Creative Commons Attribution Share-Alike licence.

Highlights in 2021/2022 include:

**Open Access (OA).** The library continued to support OA to publications and theses, both through supporting Open Access publishing and the provision of repository/copyright-checking services:



- Around 87% of articles published in 2021-2022 with a Surrey corresponding author were made OA.
- The REF2021 submission met the 95% OA compliance target .
- Several new publisher agreements were reviewed and signed, aiming to support the transition to full and sustainable Open Access. See a [list of current agreements](#).
- In April 2022, the new UKRI policy on OA came into effect. As a result, new workflows were introduced to meet policy requirements. This led to a more streamlined [OA process for researchers](#), communicated through a series of briefings and training sessions.



- In October 2021 the [Open Research in Practice module](#) for staff and PGRs was launched. Between October 2021 and August 2022, 49 people completed the online module and received the Open Research badge.
- In March 2022, in collaboration with the Research Culture team, the new [Open Research website](#) was launched, comprising 20+ pages on various Open Research practices.

The Library continued to provide advice and training on data management plans, copyright, scholarly identifiers – including ORCID – and research metrics. A re-invigorated PGR student welcome and skills programme was developed and delivered in partnership with RDE, providing postgraduate research students with an in-depth and structured introduction to the University. The programme includes tailored Faculty welcome sessions, online expert trainers series, the Shine Scholars Welcome, Reference management software training, devising advanced database research strategies, open research workshops, 1:1 appointments and the development of a new online [Library Research Hub](#) suite of resources.

RESEARCH AND INNOVATION	
153	one-to-one <b>appointments</b> held
60	hours of <b>workshop</b> activities delivered
701	attendees at <b>workshops</b>

## **Feedback on the Open Research website**

*'I have managed to follow (the guidance on) your open research website and make my own first dataset openly accessible with a DOI. I have been sharing my experience with my group and my EU consortium (...). I am quite impressed with the University Open Research website, rather comprehensive and easy to navigate through. Well done!'*

*'This is a superb resource. Well organised one-stop-shop for the whole University.'*

## **Feedback on the Open Research module**

*'I found this module very helpful and interesting! I thought everything was important to cover, even aspects that weren't specifically relevant to me were good to know. I particularly like the checklist at the end as there is a lot of content covered throughout the module and it provides a good summary and action plan.'*

*'The module is engaging and interesting. I would recommend to all researchers irrespective of their career stage and research experience.'*

*'It was very well laid-out, with a good balance of text, interactivity and videos. It felt like it exists to genuinely assist researchers and academic staff.'*

## Archives and Special Collections

During the 2021/2022 year, the Archives team handled a record number of enquiries, worked in partnerships and supported various projects and campaigns.

The team continued to collaborate with academic colleagues to enhance teaching on modules within FASS, including two additional modules.

*“A huge thank you for your time, expertise and wisdom. The first-year actors loved their time at the archive.”* [Lecturer at Guildford School of Acting]

We drew on our collections to support several University projects such as [40 Years of Nursing at Surrey](#), The Queen’s Platinum Jubilee, and Advancement’s significant [Surrey Pioneers](#) campaign. Items from the archives were licenced for use in books, articles, theses, conference presentations, and online teaching. We received researchers from a range of UK institutions but also as far afield as Poland and USA, receiving many positive responses about our service.

*“This is simply a warm thank you for your professional help and personal welcome yesterday at Special Collections. I really had a wonderful time reading in the archives ... a highlight of my trip south.”* [External Academic Researcher]

Existing space was adapted to form a Quarantine Room to continue to improve our collections care processes. Further deposits-on-loan were received from The Shepard Trust with work on these to be on-going for some time. In addition, negotiations regarding a future philanthropic gift to fund a post to support this Shepard collections’ work were finalised. Several of Shepard’s illustrations for the children’s book *The Secret Garden* were loaned to The Garden Museum in London for exhibition. The newly designed and named *Shepard’s Crossing* bridge, between the top pond and lake, was launched with an event attended by three generations of Shepard’s family, senior University management, and Mayor of Guildford (Councillor Mrs Marsha Moseley) in September 2021.



Opening of *Shepard's Crossing* bridge on campus. Photo by Paul Stead



Pictured: Councillor Mrs Marsha Moseley (Mayor of Guildford), Patrick Degg (Vice-President External Engagement) and James Campbell (Chair of The Shepard Trust) playing 'Pooh Sticks' on the new bridge. Photo by Paul Stead.

At the other end of the academic year, in July 2022, we hosted the next Mayor of Guildford (Councillor Dennis Booth) at an event to launch the HABITAT project. Funded by the Arts Council, this was a collaborative pilot project with Surrey Hills Arts, Surrey Wildlife Trust and our Horticulture and Estates teams, which redeveloped an area of campus by Battersea Court and explored how sculptural habitats can help support biodiversity.



HABITAT project team and artists with Councillor Dennis Booth (Mayor of Guildford). Photo by Paul Stead.

An audit of the University Art Collection, also under our team's responsibility, commenced in June 2022; this will improve collection management and inform future strategic direction and opportunities related to collection development and art activities on campus.