Monash University Library
2010 Library Quality Review

Self-Review Report

3 June 2010

Self Review Report
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Glossary:

ANDS	Australian National Data Service
AUQA	Australian Universities Quality Agency
CAUL	Council of Australian University Librarians
EIF	Education Investment Fund
ERA	Excellence in Research for Australia
ECS	External Client Services Unit
FMP	Facilities Master Plan
FSE	Financial Services Enhancements
CALT	Centre for the Advancement of Learning and Teaching
GLC	General Library Committee
Go8	Group of Eight
HDR	Higher Degree by Research
HERDC	Higher Education Research Data Collection
IRSC	Information Resources and Services Committee
KPIs	Key Performance Indicators
LMC	Library Management Committee
LSG	Library Strategy Group
MPA	Monash Postgraduate Association
MRGS	Monash Research Graduate School
MULO	Monash University Lectures Online
NCRIS	National Collaborative Research Infrastructure Strategy
RDF	Resource Discovery Framework
SLA	Service Level Agreements
SEN	Student Experience Network

1 Introduction - Self-review structure and operation

The purpose of Monash University support services reviews is to assist the University to assure itself of the quality of its support services, and to utilise learning from this developmental process to effect ongoing quality improvement.

The guiding principles for reviews are based on the University's quality cycle[1] of Plan, Act, Evaluate (monitor and review) and Improve. Important contexts for reviews include consideration of the University's strategic directions, benchmarking leading to improvement and input from stakeholders. Through reviews the University encourages a focus on outcomes as a measure of the effectiveness of processes and procedures.

Support services reviews proceed through the following stages detailed in the Support Services Reviews Policy[2]:

- a self-review and preparation of a self-review report;
- a call for submissions from stakeholders;
- a review by an external panel and the preparation of a review report;
- preparation of an action plan;
- reporting to and consultation with the Senior Management Team and the Pro Vice-Chancellor (Planning and Quality); and
- reporting on implementation of recommendations 12 months after lodgement of the review report and action plan.

Monash University Library conducted a quality review in 2003 and had input into the University's 2006 AUQA Quality Audit Portfolio. In late 2009 planning commenced to undertake the current Library Quality Review during 2010. Staff at all levels of the Library have had the opportunity to contribute to the development of this Self-Review Report. This contribution has informed this report directly and will provide valuable input to ongoing discussions in the Library.

The timetable for the project is shown in Table 1 (below).

Task	Date
Initial Planning	Nov 2009
Self Review consultation	March-April 2010
Self Review Report completed	May 2010
External Review Panel meeting	July 2010
External Review Panel Report completed	September 2010
Implementation Plan completed	December 2010

This Self-Review Report is structured around the key elements of the terms of reference for the Library Quality Review[3].

[1]Quality at Monash (http://opq.monash.edu.au/cheq/quality-cycle.html)
[2]Monash University (2009) Support Services Reviews – Policy and Procedures. (Appendix 1)
[3]Library Quality Review 2010 Terms of Reference. (Appendix 2)

2 Overview

Established in Melbourne in 1958, Monash University is Australia's most internationalised university. It has eight campuses, including one in Malaysia and one in South Africa[4], a study centre in Prato, Italy, and a joint venture with the Indian Institute of Technology, Bombay (IITB), as well as many significant international partnerships.

The University is seeking to strengthen its position as a leading university globally and within Australia, with particular emphasis on social engagement, excellence in research and education and internationalisation. In the 2009 *Times Higher Education - QS World University Rankings*[5], Monash University moved up two places to be ranked number 45 in the world.

The Library is committed to a quite profound transformation of its services, facilities and, indeed, its role, in order to assist the University in meeting its objectives and to address rapidly changing pedagogical, research, technology and social trends.

Monash University Library is well into this transformational process. Library buildings have emerged as the pre-eminent learning spaces on each campus through a metamorphosis from facilities that are conventional and collection-focused to ones that are flexible, inspiring and student-focused. This process can be considered half complete, with five of Monash University's ten libraries (including the two overseas campus libraries) having been refurbished or newly built in accordance with defined principles, while the two largest libraries – Caulfield and Sir Louis Matheson – are yet to be updated.

The capacity of the Library to make a critical professional contribution has been strengthened through initiatives such as information research skills and the assumption of responsibility for learning skills. The Library is leading the strategy to ensure that Monash University's research data is better managed and is providing mechanisms for greater access to and promotion of research output through the ARROW institutional repository and by electronically publishing journals and monographs. Monash University's leadership in the area of e-research and data management has been recognised by the Federal Government, which in 2008 invited Monash to be the lead agency for the Australian National Data Service, a $72 million undertaking.

The innovation demonstrated through the transformation of buildings and professional roles is also evident in the delivery of other library services and in the Library's aggressive approach to building collections and services in this electronic era. A continuous improvement approach is taken to all services and functions, resulting in both evolutionary and revolutionary changes, the details of which are included in the Library's Annual Plan[6].

The Library is one of Australia's leading academic libraries, with very good print and outstanding electronic collections, a long-standing reputation for technological innovation, expertise and a staff culture demonstrating a very high commitment to excellence in customer service.

The resources and services of the library play a key role in enabling and supporting the high standard of learning, teaching and research at Monash University. Commitment to this is reflected in the Library's Mission statement:

[4]The two overseas libraries report to the Campus Pro Vice Chancellors and are out of scope of this review, except where Monash University Library has a direct involvement or responsibility.
[5]http://www.monash.edu.au/research/about/rankings.html
[6]From, Monash University Library Annual Plan, 2010. (Appendix 3)

Monash University Library advances scholarship by enabling the effective discovery and use of information for education and research.

The high level key performance indicator reported to the University is to be ranked in the top 3 of the Weighted Performance Index of the Group of 8 Library Client Surveys. The Library has moved from 4th in the Survey in 2003 to 2nd in 2009, with a low of 5th in 2006.

As this report details, in many ways Monash University Library is performing well (as evidenced by strong performance in User and Library Staff surveys). Nonetheless, the Library is committed to improving its contribution to the University and broader community and is striving to anticipate the future. The opportunities for improvement identified in the creation of this report demonstrate a commitment to ongoing improvement and evolution. These should be read in conjunction with the strategies for improvement included in the Library's Annual Plan.

2.1 Statistical snapshot

2.1.1 Monash University[7]

Student enrolments	56,573
Student load (EFTSL)	42,826
Commencing students	19,448
Higher degree by research students	3,600
Graduate/Postgraduate students	12,141
International students	19,079
Course completions	16,533
Staff (FTE)	7,270
Academic staff (FTE)	3,644
Research income ($'000)	219,087
Operating revenue ($'000)	1,248,983
Net assets ($'000)	1,361,974

2.1.2 Monash University Library

The following table summarises key statistics about the Library, at the end of 2009.

Total Number of Volumes	3,203,015
Current Print Serial Subscriptions	12,296
Current Electronic Serial Subscriptions	72,845
Total Print & Electronic Serial Subscriptions	85,141
Electronic Books (full text in catalogue)	341,825
Use of electronic resources	9,259,248
Total Number of Loans	1,619,814

[7]Monash statistics (http://www.monash.edu.au/about/stats.html)

Inter Library Loans (external)	
Borrowed	13,425
Supplied	6,264
Visits (door count)	3,997,622
Information Literacy Sessions	1,312
Learning Skills Sessions	5,110
Inquiries (total)	129,659
In person	90,390
By telephone	12,149
By email	2,184
Online chat	6,288
Inter Campus Loans	
- Intercampus copies	3,864
- Intercampus Loans	148,513

2.2 Response to 2003 Review

The 2003 Library Quality Review was undertaken shortly after the current University Librarian took up her appointment. The 2003 External Panel report reflects the beginnings of a number of significant changes and developments which have continued since then. The Commendations and Recommendations from the panel report are listed with an update of Library's response to each[8].

[8]2003 External Panel Review Commendations and Recommendations (Appendix 4)

3 Organisational structure, management, quality assurance and improvement

3.1 Governance

The Monash University Council is chaired by the Chancellor, currently Dr Alan Finkel. The eighth Vice-Chancellor, Professor Ed Byrne, took up his position in July 2009 and is leading the University into a period of significant change. The revised Senior Management chart[9] shows the current structure of the University in 9 broad portfolio areas. The Education Portfolio, led by the Deputy Vice-Chancellor (Education), Professor Adam Shoemaker, oversees activities associated with learning and teaching. The University Library is part of this portfolio. The contribution the Library makes to supporting the key objectives of the nine portfolio areas at Monash is summarised in Appendix 5.

Monash University's strategic objectives define the environment in which the Library operates. "In 2010, the twin goals of excellence in education and research remain paramount, supported by five new themes designed to strengthen the University and support the Government's twin agendas of wider participation and social inclusion and sustainable research excellence and innovation"[10]. The themes are: Academic strengthening, Research on global challenges, Campus differentiation and enhancement, Passport Mark II and Better services.

The Library has delegates on a number of the University's committees, particularly Academic Board, Education Committee, eResearch Steering Committee, International Committee, Monash Research Committee, and the Senior Management Team/ Information and Communications Technology (SMT/ICT) Committee. Since the 2003 Review, which highlighted this issue, there has been more opportunity for Directors and managers to be involved in policy, planning and review forums, however the Senior Management Forum, of which the University Librarian was a member, has been disbanded. Library Faculty Team leaders attend Faculty Board meetings as delegates of the University Librarian. Currently a number of Library staff are making significant contributions to the university's shared services reviews, particularly in Finance and Information Technology Services. An ongoing concern is achieving better embedding of the Library into high level planning processes, particularly in the Education and Research portfolios.

Opportunities for improvement:

- The Library needs to explore ways of replacing the high level representation it had through the disbanded Senior Management Forum.
- The Library should seek ways to become involved in key University planning processes at an earlier stage.

The General Library Committee (GLC) is a standing committee of the Academic Board. Its dual aims are to act as an advisory committee to the Academic Board, and to provide a forum for the provision of advice and guidance on the strategic operation and direction of Monash University Library. General Library Committee meets four times a year. The Chair, who is appointed by the Academic Board, is currently Professor John Sheridan, Deputy Dean, Faculty of

[9] http://www.monash.edu.au/about/org-chart.html
[10] Monash University. Annual Plan and Budget 2010 (http://www.firm.monash.edu.au/budgetingandreporting/budgetdocuments/annualplanandbudget2010.pdf)

Engineering. Most subcommittees of the GLC were disbanded several years ago following a review of GLC, however the Law Faculty elected to retain its Library Committee which provides a regular report to GLC.

The Library maintains open communications to monitor student requirements through the Student Experience Network (SEN), and a forum with faculty, students, Library and ITS representatives. Collaboration and contact with the Monash Research Graduate School (MRGS), the Monash Postgraduate Association (MPA) and the Monash Student Association (MSA) also provide important feedback on service development.

Within the Library a number of committees are responsible for external consultation; these include General Library Committee, the ePress Advisory Committee, the Research Data Management Committee (which is a committee of the Monash Research Committee), the Research Data Management Advisory Group and the Copyright Advisory Group. These committees play an important role in advising the Library on its externally focused activities and acting as a communication vector to the University. Membership is drawn from Library staff, the broader University, and external organisations as appropriate. The role and membership of committees is reviewed annually.

The Library Management Committee (LMC) leads the Library and provides strategic direction by ensuring that the Library operates as a cohesive and coordinated entity. It does this by formulating, monitoring and reviewing strategies, plans and policies, overseeing the allocation of resources and setting and monitoring the annual budget, supporting members of the group to achieve strategic directions and ensuring that the library supports Monash University's objectives. Its members, the University Librarian and each of the Divisional Directors, meet fortnightly. Minutes are published on the Library's Intranet.

Direct reports of Library Management Committee members form the Library Strategy Group (LSG). This consultative group meets approximately six times a year and contributes to the planning and development in the Library, especially the Annual Plan. While the Group is not constituted as a decision making forum, its position makes it important to the overall operation and management of the Library and provides members with opportunities to understand and contribute to the strategic goals of the Library. A number of options to improve the role and effectiveness of this Group have been suggested.

Opportunity for improvement:

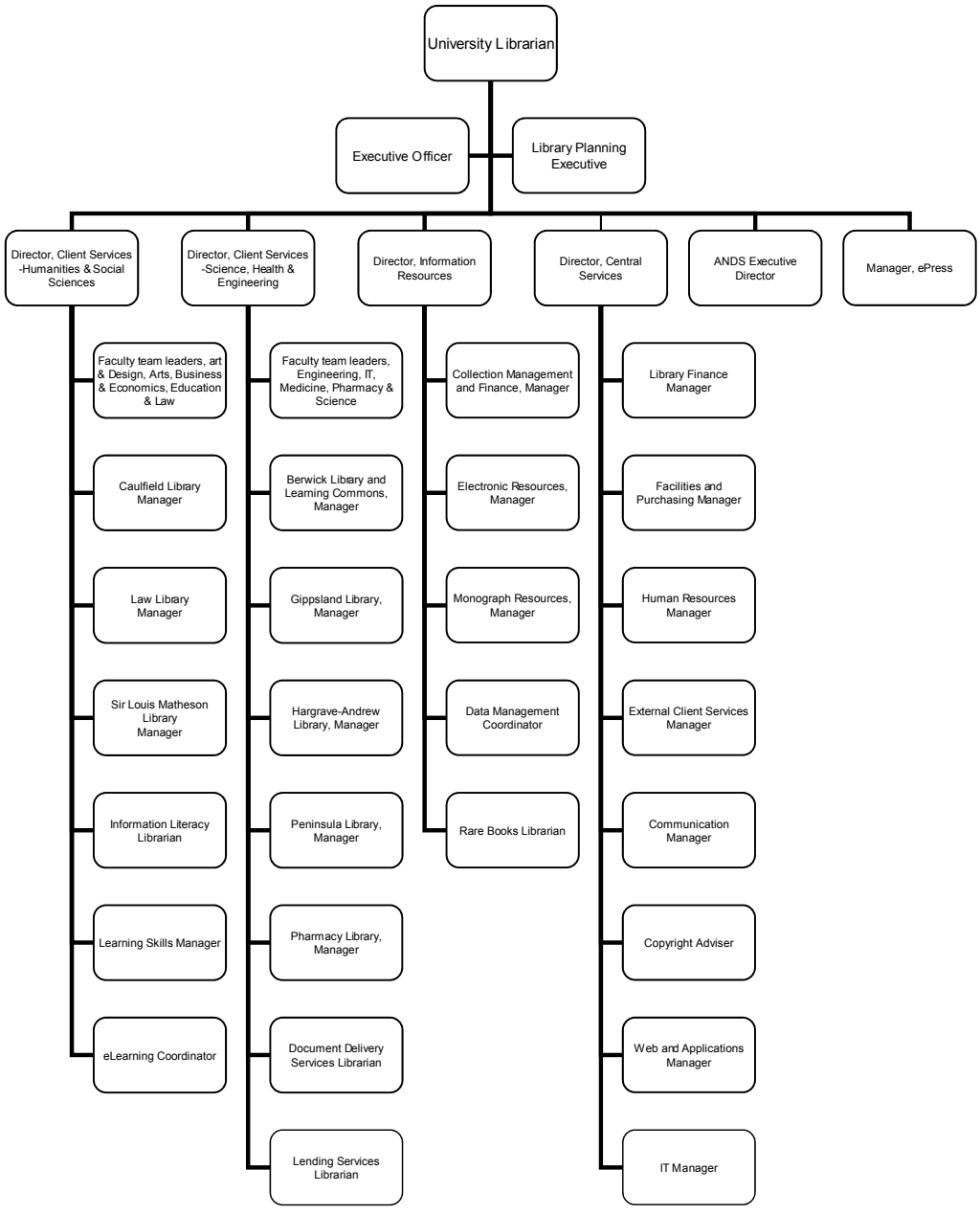
- The Library Strategy Group should be reviewed in order to clarify its role and determine strategies for its ongoing development.

Divisional, branch and other specialist committees meet regularly (for example, Lending Services, Electronic Resources Selection, Access and Information Literacy and Learning Skills Subcommittees). Recognising issues associated with both frequency and overlap of committee roles, the two largest Divisional committees (Information Resources and Information Services) have recently merged into a new Information Resources and Services Committee (IRSC) and representatives from all Divisions have been included in its membership. The effectiveness of this merger will be reviewed later in 2010. Consultations with staff for the Library Quality Review identified concerns at the number of committees and meetings, considering their effectiveness and the resources required to support them. This needs to be balanced by the

information emerging from the staff survey that staff would like greater involvement in decision-making and change management.

The Library is structured into four Divisions, the four Directors of which report to the University Librarian. There is a high degree of collaboration between the Divisions, and a number of matrix management approaches have been adopted, in recognition of the University's complexity. The current structure is shown in the following figure[11].

Monash University Library – Organisational Chart May 2009



[11] http://www.lib.monash.edu.au/about/orgchart.pdf

3.2 Branch Library Structure

There are eight Monash libraries distributed between six Victorian and two overseas campuses.

Campus	Enrolments	Items	Door count
Berwick Library and Learning Commons (Berwick)	1,847	25,513	155,255
Caulfield Library (Caulfield)	13,290	354,334	1,240,847
Gippsland Library (Churchill)	4,827	225,778	130,283
Clayton Campus	25,696		
Hargrave-Andrew Library (Clayton)		437,309	624,742
Law Library (Clayton)		165,637	414,299
Sir Louis Matheson Library (Clayton)		1,562,906	1,047,039
Peninsula Library (Frankston)	3,465	200,008	216,263
CL Butchers Pharmacy Library (Parkville)	1,494	24,800	168,894

Overall responsibility for the libraries is shared between the two Client Services Directors. Each library has a local manager.

A "one library" philosophy across all the libraries and services has enabled a great deal of consistency in the presentation of services and physical facilities at all branch libraries. Notwithstanding, each library has strong links to its campus or community and is encouraged to develop these.

3.3 Staff

The Library's staff component is 259.7 FTE staff, not including 25 FTE staff working in ANDS. Although ANDS is administered through the Library, it is an independent project. At the end of 2009 budget cuts necessitated a reduction in staff numbers which was achieved by a round of redundancies, the impact of which is still being worked through. In the last five years there has been an 8% reduction in staff.

Staffing is benchmarked annually against Group of Eight libraries.

The University administered its biennial Staff Attitude Survey during late May and early June 2009. 205 Library staff responded, which is a significant increase over the response of 110 people in 2007. Library staff responses to most questions attracted a stronger positive response than the university-wide result for the same item, and most areas saw an improvement on the previous results[12]. Particularly pleasing were improvements in the area of professional development, where a great deal of effort has been made to provide more, and better targeted, opportunities. A consultative process involving members of the Library Strategy Group developed the implementation plan for actions arising from the survey results, focusing on involvement, career opportunities and leadership.

Over the past five years the funding allocated to professional development has been significantly increased. A number of strategies to improve recruitment have been implemented, including revision of procedures and the constitution of interview panels. A committee now assesses all applications for conference attendance and applications for professional development are assessed in order to determine their likely contribution to both individual development and the Library's strategic goals.

[12]Report on Library staff response to Monash University Staff Survey (October 2009) (Appendix 6)

The Library has implemented significant change by responding to changing service requirements, technology and opportunities. Change has been effected in a number ways and is often project based. The Service Points Review, developments and introduction of new services in loans, holds and readings and reserves, are good examples. In other areas organisational developments demonstrate change. This ongoing process, which is essential to the future of the Library, is embraced with varying degrees of enthusiasm by staff and is highlighted by concerns about the pace of change. The Library has highly skilled staff committed to excellence in service provision and collaboration with each other and the wider University in the achievement of goals. Of concern, however, is the Library's ability to sustain the current rate of activity and change with current staffing levels and continuing expansion of the University.

Opportunities for improvement:

- The activities arising in response to the staff survey should improve communication and the Library's ability to manage change.
- Better articulation of the goals and processes of change management in the Library could increase understanding of and engagement with changes, particularly among the staff they most directly affect.
- In addition, change management workshops should be offered to all staff.
- Opportunities should be sought for greater consultation with staff and more staff involvement in projects and new initiatives.
- Benchmarking against similar institutions should be undertaken with sufficient specificity to help identify areas where staffing numbers may need adjustment.

3.4 Planning and Reporting

The Library has a well established planning and reporting cycle. In 2010 a three-yearly rolling Strategic Plan was replaced by an Annual Plan to align the Library more closely with practice across the University. Key Performance Indicators (KPIs) detailed in the Annual Plan (Appendix 3) form the basis for annual performance planning for all staff and reporting against these indicators is an important component of the Library's Annual Report[13].

Monash University uses a tiered structure of Key Performance Indicators. The Library defines its services and formally reports its performance through a series of Service Level Agreements (SLA) and KPIs to the GLC. SLAs define services to faculties and partner organisations. Performance against KPI targets is strong and most measures have been consistently exceeded in recent years[14].

This is generally an area of strength that, while it appears to no longer be yielding improvements, forms an important underpinning of operations and services.

[13]Monash University Library Annual Report , 2008. (http://www.lib.monash.edu.au/reports/annual/2008/)
[14]Consolidated KPI report 2009 (Appendix 6)

Opportunity for improvement:

- A review of SLA and KPIs should be conducted to ensure that they accurately reflect structural and service level changes.

3.5 Benchmarking and surveys

3.5.1 Benchmarking

Through national projects such as the Council of Australian University Librarians (CAUL) statistics collection and user survey the Library gains valuable comparisons of the scope and range of its collections and services, and users' perceptions of both importance and quality of services.

The Library maintains extensive statistical information and undertakes benchmarking with similar institutions, particularly Group of Eight (Go8) libraries. It has recently embarked on a detailed benchmarking exercise around technical services with the University of Melbourne, the University of Sydney and the University of New South Wales. No formal benchmarking has been done with overseas libraries, however discussions have commenced with the University of Warwick, which has a partnership with Monash. All major reviews of Library services and activities include benchmarking components. As the Library's priorities and activities change it is important that statistics be reviewed to ensure that they are informative and useful.

Opportunity for improvement:

- The Library should review the statistics it collects and work with CAUL identifying opportunities to use this information in benchmarking.

3.5.2 Surveys

The Library undertakes surveys and conducts focus groups as part of reviews of services and activities.

The Library's performance has steadily improved as strategies responding to survey results have been implemented. Analysis and development of implementation plans in response to the results of the surveys forms a critical element in the Library's ongoing planning activities. The recruitment of the communications manager and subsequent activities of the Communications Unit, improved web page design, and the development of holds and intercampus loans processes and open reserves are all examples of responses to feedback from users resulting in major service development.

3.5.2.1 User surveys

The biennial library user survey, coordinated by CAUL and using a survey instrument administered by Insync Solutions, was undertaken by Monash University Library in May 2009. A record 6069 responses were received from Australian, Malaysian and South African staff and students. As noted previously the results placed Monash 2nd in the Go8, for the first time. The

report [15] shows that performance scores for all categories have increased since 2007. Increased satisfaction with the Library's performance puts it on the cusp of the first quartile (top 25%) when compared with 40 other university libraries in the database, and Monash University now ranks second amongst the seven participating Group of Eight universities. Two of the five categories, Library Staff, and Information Resources, are performing in the first quartile (top 25%) compared to the whole Insync library data collection. Action plans have been developed in response to the outcomes of the survey. These include improving access to power and wireless connectivity for laptop computers, redesign of the Library website to make it easy to use, redesign of spaces to respond to the need for quiet and group study spaces.

3.5.2.2 Monash Support Experience Questionnaire (MSEQ) and Monash Experience Questionnaire (MEQ)

MSEQ measures the support experience of current undergraduate and graduate/postgraduate coursework students at all campuses, including South Africa and Sunway. The ability to distinguish quality of services provided by faculties and central services was a key consideration in design of MSEQ. Results from the 2008 survey to the statement, "Library services support my learning effectively" had an agreement score of 73.9% with a mean score of 3.87. The target was 70%. This was the first time a Library specific question was included in the survey. The MSEQ is being reviewed and may be replaced with another survey which would provide better benchmarking opportunities.

The MEQ is administered every second year, most recently in 2009. The survey enables identification of major areas of the student experience that require attention, thereby assisting initiatives such as campus planning and preparation for audits by the Australian Universities Quality Agency (AUQA). In the 2009 survey 70% of students were satisfied with the opportunities they have had to develop their language and learning skills to meet their needs at university.

Opportunities for change:

- The Library should ensure that it is properly represented in the University's surveys.
- The Library should actively benchmark with overseas libraries, particularly given the fact that Monash defines itself as a highly internationalised university.

3.6 Compliance and Risk

The Library maintains, implements and reviews a risk profile and legal compliance risk register annually. High rated risk items are included in the Annual Plan.

The University is currently reviewing it policies and procedures for compliance and risk. Monitoring and responding to changes are important to ensure compliance and an understanding of long term trends.

3.7 Marketing and Communications

The Library adopts a multi-faceted approach to marketing and communications using a range of media. The Library's communications activities are led by a marketing and communications

[15] 2009 Library user survey report. (http://www.lib.monash.edu.au/reports/survey-customer/2009/)

specialist who was appointed in response to the need to communicate the Library's complex service offer to the large and dispersed University community. The Marketing and Communications Unit has successfully introduced improved communication strategies across the Library. A communication training program for staff to improve internal communication between units has been developed. The Unit has also initiated a targeted communication strategy to faculties building on the work of faculty teams. A comprehensive review of publications has been initiated to improve communication with users and continues through a number of projects.

3.8 Budget

The Library's operational budget for 2010 is approximately A$42.5M, plus a collections budget of A$16.7M. The Library employs a finance manager and has a strong reputation for the quality of its financial management. The Library budget aligns with the University's Strategic Cost Management model and the related service level agreements with faculties. The Library is expecting the University's Financial Services Enhancements (FSE) project to deliver benefits, with better coordination of procurement activities. At the time that this report was being written the Library was being subjected to its first ever full audit, although unit audits are conducted regularly.

The collection acquisitions budget distribution is based on a formula which is regularly revised to ensure that it balances collection development priorities with current budgets. Financial reports are prepared for each Library Management Committee and General Library Committee meeting.

Opportunity for improvement:

- The audit report is expected to provide opportunities for improvement, particularly regarding ordering and acquisitions of collection material.

3.9 Quality assurance and improvement

As already stated, this is an area of strength. The Library was commended for its quality processes in the University's last AUQA audit. The Library demonstrates its commitment to quality improvement through new initiatives designed to improve communications, by undertaking and responding to staff and user surveys, by reviewing risk management and compliance strategies and through a continuous improvement cycle. An example of this is the current Service Points Review, which is examining all of the points of contact users have with the Library. The goal is to ensure that this contact is consistent and user-centric.

All Library projects are managed using a project management methodology introduced to the University by the ITS Division, based on Thomsett[16].

Opportunity for improvement

- More rigorous application of the Thomsett methodology for project management should be considered, particularly the possibility of more formally evaluating the success of projects through post implementation reviews.

[16]Thomsett International (http://www.thomsettinternational.com.au)

4 Excellence in Research and Scholarship

The University's strategic theme of Excellence in Research and Scholarship is supported by Library activities mainly focused on building, promoting and providing access to collections and research output and by developing staff and student information research skills.

4.1 Collections

Monash University Library's collection is one of the largest in Australia. Survey results, anecdotal evidence and close analysis of particular parts of the collection[17], demonstrate that it has an excellent print based collection for a university of this size and age and the electronic collection is comparable with the best in the world, particularly in the sciences, technology, engineering and medicine. Special strengths of the physical collection include the Rare Books, Asian Studies and Music and Multimedia collections. Strengthening research collections through acquisition and donations is a key goal. The new collaborative off-site store (CARM2), to be commissioned in 2010, will enable better on-site space management and development to best meet users' needs, and will support collection growth and management.

In response to Go8 benchmarking the University increased the collection acquisition budget several years ago, however tighter budgets over the past two years have seen the acquisitions budget plateau and so has caused a reduction in real terms. Hopefully the growth budgets will be restored in the coming years.

Opportunity for improvement:

- Benchmarking against Go8 universities and overseas should result in stronger collection acquisition budgets in the coming years.

4.2 Research outputs

The Library supports and promotes scholarly activity in the University through the ePress and the Monash ARROW repository, and by providing data management coordination across the University. The Library collaborates closely with the eResearch Centre, the Research Office, the Records and Archives Service and Information Technology Services, as well as with ANDS. The Library is recognised nationally and internationally for its leadership in these areas.

The Library is actively involved in the capture of digital content and the digitising of other material. The possibility of collaborating with other digitization centres in the University, including the University Records and Archives Service, to provide better coordination of the University's various digitisation activities should be explored.

Opportunity for improvement

- Collaboration with key stakeholders to develop a University-wide digitisation strategy should be explored.

[17] A methodology for analysing the collection was developed several years ago, and is used to determine how particular parts of the collection should be developed.

4.3 Research skills development

Research skills training is provided as extensively as possible at all sites, particularly to Higher Degree by Research (HDR) students and supervisors, and has strong links to the development of research data management. It is supported by learning and information research skills staff, research data management staff, and the Monash Research Graduate School (MRGS) and the Monash Postgraduate Association (MPA).

4.4 Research data and information management

The Library provides leadership for management of research data at Monash and contributes to the success of ANDS.

Data management strategies are being driven both nationally and institutionally with the Australian government actively funding data management projects and also requiring new standards of data management through its funding agencies and the *Australian code for the responsible conduct of research.* The Library, the eResearch Centre, the Records and Archives Service, Monash Research Graduate School (MRGS) and the Research Office are working jointly to develop policies, procedures and services to support researchers in their use and management of research data. The University's Research Data Management Coordinator, located in the Library, has developed an operational plan for data management, focusing on the five themes of governance, policy and planning; communications, advocacy and outreach; data management in practice; skills and expertise of researchers; and leadership and collaboration. In addition, the Library has established the DARE project, which is providing professional development and support for contact librarians to act as a link between researchers and the University's data management services. Project funding from ANDS has allowed the appointment of two data management librarians.

4.5 Monash ARROW Repository

The repository provides Monash University staff and students with a place to deposit their research collections, data and related publications so it is centrally stored, managed, and is discoverable online by their peers globally and also by the broader community. The repository is intended to be primarily an open access source of publicly funded research.

The Repository was established five years ago as part of a nationally funded project led by Monash in partnership with the University of New South Wales, Swinburne University of Technology and the National Library of Australia. The Repository is entering a new stage of growth and development. Its current priorities are to significantly build content in order to provide better access to the University's research output, with a focus on research collections, research data management, eTheses and the requirements of the Excellence in Research for Australia (ERA) initiative. The Repository also supports the annual Higher Education Research Data Collection (HERDC) collection of publications. The Library is involved in University discussions investigating ways to improve publication collection and management.

The Repository has over 30,000 records and has recently achieved greatly improved systems stability and functionality, which had been a frustration for a number of years, limiting the way the Repository could be used.

4.6 Monash University ePress

Monash University ePress, established in 2003, is located in the Library and publishes scholarly books and journals online and in print, mainly in the social sciences and humanities. Most ePress publications have a significant Monash connection, but ePress also publishes material that does not have this connection.

The aims of the ePress are to: advance scholarly communication by reducing the costs of and barriers to scholarly publications; provide a more direct link between readers and writers of scholarly material; promote the best of Monash University's research activities and intellectual capital; provide a sustainable electronic publishing model that facilitates the identification and pursuit of commercial opportunities; use innovative information technology to capture, publish, retrieve, read and present scholarly material; and lead by example and provide expertise within the University.

The implementation of the recommendations of a review in 2008-2009 will see the ePress providing a coordinated information point about all of the University's scholarly publishing and moving toward a broader faculty based commissioning model with an increased emphasis on publication of monographs, using both open access and print-on-demand strategies to make materials widely available. Through an agreement with the Australian National University, new production software has been developed that extends the design and production capability of the press.

The ePress will be relaunched as Monash University Publishing in September 2010.

Opportunity for improvement:

- There is an opportunity for contact librarians to take a wider role in advising academics about the full range of the Library's scholarly publishing activities.

4.7 Australian National Data Service (ANDS)

The Library, together with the Monash e-Research Centre and Information Technology Services, provided input into the establishment of ANDS in 2008. ANDS, funded as part of the National Collaborative Research Infrastructure Strategy (NCRIS) Platforms for Collaboration[18] initiative, is led by Monash University in collaboration with the Australian National University and CSIRO. In 2009 ANDS received an additional $48M form the Education Investment Fund (EIF) to rapidly establish and develop the Australian Research Data Commons. The ANDS Executive Director reports to the University Librarian, and there are now 25 staff located at Monash, with more staff distributed in a range of institutions Australia-wide. The University Librarian is a member of the ANDS Steering Committee and represents Monash in ANDS discussions.

This is the largest single government intervention in data management anywhere in the world, and there is an expectation that profound change will occur as a result.

[18] National Collaborative Research Infrastructure Strategy (NCRIS) Platforms for Collaboration (https://www.pfc.org.au/bin/view/Main/PlatformsHistory)

5 Excellence in education

The Library supports this second major priority of the University through the provision of facilities, collections, training and services, all directed towards enabling the discovery and use of resources.

5.1 Contributing to the achievement of graduate attributes

The Library makes a significant contribution to the achievement of students' graduate attributes through all of the programs it conducts to improve student performance, in particular to the achievement of information literacy and learning skills, which are discussed later in this report. Lending and moving material for users, and provision of course related reading lists are central to undergraduate education. Use of these services is not dropping, as appears to be the case at many other institutions.

5.2 Providing responsive learning spaces

See 6.4 below.

5.3 Supporting the Monash Passport

The Monash Passport 2.0 combines curriculum enhancement of degree programs with international exchanges, leadership programs, work training programs and volunteer and research opportunities as a grounding for outstanding careers. The program builds on the existing strengths of the teaching and learning program at Monash and creates new initiatives designed to provide an educational experience with a strongly international perspective.

Supporting the implementation of the Monash Passport, particularly the Honours Program component, has been achieved by the extension of services provided by the Library to this cohort of students, including lending and document delivery services, extension of information research and learning skills programs, further improvements to facilities and significantly improving use of e-learning strategies, tools, resources and services.

Opportunity for improvement:

- Passport 2.0 should provide an opportunity for the Library to engage with the stronger research focus of undergraduate students, amongst other things.

5.4 Improving eLearning

The Library has been a leader in the University in eLearning for many years, through the acquisition of electronic resources and the creation or provision of many web based services and resources including readings and reserves, lectures online, past exams database, user guides, online reference services and efforts to present the web based catalogue as effectively as possible with new resources pages, 'Multisearch' federated searching capability and, most recently, a recommender service. The role of e-learning has been strengthened with the creation of a new position of e-Learning Coordinator, who is developing an e-learning strategy and framework for the Library's activities in this area.

In 2009 the Library, in collaboration with the eResearch Centre, the eEducation Centre and the Information Technology Services Division, proposed the establishment of a centre that would

bring together the activities of these four areas in ways that would demonstrate, trial and implement innovation in the use of technology and information to improve teaching, learning and research. A University bid for Government funds to support this initiative was unsuccessful, but opportunities to adopt at least some of the thinking behind the proposal are being explored for implementation, particularly when the Matheson Library is refurbished.

5.5 Resource discovery

The Library's Resource Discovery Framework (RDF) aims to provide a seamless and comprehensive approach to resource discovery through a range of discovery aids and systems rather than the traditional focus on the Library catalogue as the only means to access information.

In order to help users find the resources they need in the complex information environment they now face, the Library has recently decided to add a resource discovery layer to its systems to allow identification of catalogued materials, electronic resources and institutional repository items in a single search. The software should be fully implemented in 2011.

Monash Library users can search Google Scholar to access the Library's electronic resources, which appear in the search results with a link to check for full text. This initiative was developed as one strategy within the RDF and complements SFX, MultiSearch and bX Recommender which assist search and retrieval of electronic resources managed by the Library.

5.6 Learning Skills

Learning support services at the Australian campuses of the university, previously provided principally by the Centre for the Advancement of Learning and Teaching (CALT), became the responsibility of the Library from semester 2, 2007[19]. The Library's model of learning support builds on its established foundation of information literacy programs and services. The Learning Skills services are inclusive, developmental and pro-active and include effective study, reading and exam preparation skills, techniques for effective listening and note-taking in lectures and seminars, oral communication and presentation skills, analytical, problem-solving and critical thinking skills, and academic essay, report and thesis writing skills. Whilst services and programs are provided for students to improve and develop their academic writing and oral communication skills, including grammar, English language teaching is not included in the suite of services provided by the library.

Facilities have been adapted for use for drop-in and other small group sessions and to co-locate learning skills staff with librarians with whom they work to provide coordinated information research and learning skills programs.

To date, a team of approximately 20 HEW7 learning skills advisers (approx. 17.6 EFT) has been employed by the library, covering all campuses. At the larger and specialist libraries, advisers have been assigned particular faculty and, where appropriate, cohort responsibilities. This team is led by the Learning Skills Manager.

A full review of learning skills conducted in 2009 concluded that the program based in the Library has been very successful. A feature of the program is the attempt to evaluate its impact on student performance.

[19]The overseas campuses of the university were initially out of scope of this change, but have since adopted the Australian model of learning support.

5.7 Information Literacy

Information research skills programs support the University's development of graduate attributes and are designed to ensure that Monash students and staff are able to find and use information effectively and efficiently.

The appointment of an Information Literacy Librarian was made with the vision of leading the development of innovative ways of delivering this service. This position works closely with librarians and learning skills advisers involved in information research and learning skills programs and services from the eight branches of the library.

Contact librarians and learning skills advisers liaise directly with academic staff across the ten faculties and develop collaborative programs with them. With their subject expertise, they build targeted collections and also assist with literature reviews and give advice on managing references and effective searching. Formal professional development programs are extended to staff through the Library and CALT.

Every faculty is supported by a faculty team, whose responsibilities include both education and research support.

A repository for learning objects and materials is being established.

6 Excellence in management

By developing, supporting and improving services, facilities and infrastructure to meet the changing needs of staff and students, the Library contributes to the University's Excellence in Management priority area. In the Library most responsibility for these services rests with the Central Services Division, which was created in 2007. The Division manages IT, finance, facilities and purchasing, human resources, communications, external client services and copyright functions.

6.1 Information Systems

The Information Systems Department is a Library focused service group which manages a range of functions and services to all public and staff computer users in the Library. This includes application support, web development, system support, user computer maintenance, staff computer maintenance and the Monash University Lectures Online (MULO). The ongoing shared services reviews at Monash may have an impact on the work of this group. On the one hand, skilled staff with expertise in specialised library systems are required, however the relatively small size of the systems team results in work pressure at peak times, lack of backup or succession planning relating to particular functions and difficulties in supporting all campuses in a timely manner. The Shared Services review may provide solutions to some of these problems.

The Department has very close ties with the University's ITS Division, and a number of Library staff are making a significant contribution to the Shared Services review, ICT planning and delivery.

Opportunity for improvement

- The Library should endeavour to use the Shared Services review to assess its needs for specialist staff in order to ensure expertise in key areas.

6.2 Human Resources

The Human Resources Management & Training Unit (HRM&TU) is located in the Central Services Division and is responsible for providing leadership and guidance to the Library's senior management team and staff on HR management strategies and to develop structured professional development programs to ensure that staff are appropriately trained and equipped to carry out their tasks. The unit is supported by a full time HR Manager, HR Officer and Staff Development Coordinator, who work closely with the University's HR Division.

While satisfaction with career opportunities is an area that has improved in the last staff survey, it remains an area of concern. A working group has been established to consider additional strategies.

Some staff have indicated that they would like the HR Department to provide more support for social or community activities, however this is not the role of the Human Resources and Staff Development Unit.

Opportunity for improvement:

- Creation of a cadet program has been highlighted as an activity which will assist the library to address an anticipated future shortage of professional Librarians.
- Use of technology to better streamline HR processes eg, e-recruitment and automation of time sheets.

6.3 Facilities

In 2004 Monash University Library began a program to refurbish and update its buildings to keep pace with the diverse and changing needs of its users and respond to changing teaching and learning styles. A Facilities Master Plan (FMP), was developed, aimed at providing a comprehensive and uniform approach to all aspects of the refurbishments, from functionality, signage and floor plans to colour schemes and furniture. The objective was for the plan to be implemented in refurbishments across all libraries, ensuring that the end result is libraries that are technologically enabled, more adaptable to changing study styles, easier to navigate, modern and consistent in design and layout, more reflective of the university's status, and a pleasure to use.

The first library to be refurbished using these guiding principles was the Hargrave-Andrew Library on Clayton Campus, which became the blueprint for upgrading of other branch libraries, notably the Pharmacy Library and the Berwick Library and Learning Commons. The FMP principles have also been applied to the purpose built libraries at the South African and Malaysian campuses. Most recently a new flexible learning space has been created in the Gippsland Library, featuring a mix of innovative design and technology to create a very flexible and popular space.

Plans for a new Law Library in a new faculty building on the Caulfield campus, have been completed, awaiting a decision on the part of the University about whether the project will proceed, which may require revised or new plans to be developed.

The two largest and most heavily used branch libraries, the Sir Louis Matheson Library at Clayton and the Caulfield Library are in urgent need of refurbishment. While every opportunity

is taken to try to improve the way they meet modern library users' needs, these two libraries fall far short of the ideal. The most serious problem is the Caulfield Library, which requires a significant upgrading (including expansion) to meet the University's minimum requirements and to comply with the ESOS Act[20] (a 2.5 times expansion is indicated). The Berwick Library is also far too small to serve its current student cohort, and there are University plans to increase the number of students on that campus.

Opportunity for improvement

- The University recognises the need to upgrade the Caulfield and Berwick Libraries and considers the Caulfield Library a high priority for capital works funding. The Matheson Library refurbishment is also supported by the University, and a feasibility study to provide details of options is currently underway.
- Plans to increase the student cohort on the Berwick Campus need to include consideration of expanding the library.

[20] *Education Services for Overseas Students Act 2000* (Commonwealth) (ESOS Act)

7 International engagement and partnerships

The University's defining themes of innovation, engagement, internationalisation and global development to support the wider Monash community encompass a range of activities involving the Library.

The Library supports the international campuses at Sunway and South Africa through guidance, collections (mainly electronic resources) and systems and assists in building their capacity to become independent. In the context of quality standards and student and staff experience in a Monash University Library, support to the overseas campuses would be more effective and efficient if roles and responsibilities were better articulated, and if these were defined by Service Level Agreements. At present there is a very high level agreement between Monash and Sunway that does not adequately cover the range of services provided, and there is an informal service level agreement with the South Africa Campus Library

Opportunity for improvement:

- Service Level Agreements should be developed to define the relationship, resourcing and management of services and resources between the Library and the two overseas campuses.

The Library collaborates through co-operative arrangements to improve services for students and staff in Monash affiliated hospitals, teaching and research locations. This is a complex set of arrangements based on historical arrangements and common principles.

Through the External Client Services Unit (ECS), the Library engages with, and provide services as appropriate to, Monash partner organisations, commercial operations, alumni and the community. ECS provides information services to corporations, organisations and professionals who have no other affiliation with the university, servicing research requests in any area of business or technology and providing document delivery services. Various types of memberships are available for alumni, individuals, corporations and schools. In 2008 the Library's External Client Services Unit entered into a partnership with Calvary Health Care Bethlehem providing the hospital with access to searches, articles and books from Monash University Library for a monthly fee. A similar contract was established to provide library services to the staff at the Cancer Council of Victoria in 2009. Through these contracts hospital staff can request literature searches, ask for reference help, check the Monash Library catalogue online and request document delivery services.

The ECS also manages the provision of services to Monash College, which are based on a Service Level Agreement. The Library receives a fee for this service, which is reviewed periodically.

Opportunity for improvement:

- The recent appointment of a librarian to focus support to Monash College students provides an opportunity to further develop relevant information research skills programs.

The ECS manages provision of services to secondary schools. As the University now has three schools on its campuses and is keen to develop relationships with these and other schools, this is an important component of the Library's activity.

The Library provides one of the best alumni services in Australia. As well as being able to use and borrow items from the physical collections, the Library has been able to negotiate access to a useful range of licenced online resources for registered alumni to use.

The Library has extensive external collaborations with other libraries and relevant organisations, including:

- CAUL – the University Librarian is the current CAUL President;
- CAVAL – the Director, Central Services is a Board member, and Monash is a major stakeholder of the second collaborative store which is currently under construction;
- The University of Melbourne, which collaborates with Monash on Asian Studies services (a staff member is shared between the two institutions) and inter-campus loans, among other things;
- Queensland University of Technology, with which the Library and the eResearch centre have a Memorandum of Understanding to collaborate on eResearch support;
- The Australian National University, with which the Library is collaborating on electronic publishing software deployment and development; and
- The London School of Economics, with which the Library has an informal agreement to share information, and through which the Library participates in the Nereus consortium.

8 Opportunities for Improvement summary

3.1 Governance

- The Library needs to explore ways of replacing the high level representation it had through the disbanded Senior Management Forum.
- The Library should seek ways to become involved in key University planning processes at an earlier stage.
- The Library Strategy Group should be reviewed in order to clarify its role and determine strategies for its ongoing development.

3.3 Staff

- The activities arising in response to the staff survey should improve communication and the Library's ability to manage change.
- Better articulation of the goals and processes of change management in the Library could increase understanding of and engagement with changes, particularly among the staff they most directly affect.
- In addition, change management workshops should be offered to all staff.
- Opportunities should be sought for greater consultation with staff and more staff involvement in projects and new initiatives.
- Benchmarking against similar institutions should be undertaken with sufficient specificity to help identify areas where staffing numbers may need adjustment.

3.4 Planning and Reporting

- A review of SLA and KPIs should be conducted to ensure that they accurately reflect structural and service level changes.

3.5 Benchmarking and surveys

- The Library should review the statistics it collects and work with CAUL identifying opportunities to use this information in benchmarking.
- The Library should ensure that it is properly represented in the University's surveys.
- The Library should actively benchmark with overseas libraries, particularly given the fact that Monash defines itself as a highly internationalised university.

3.8 Budget

- The audit report is expected to provide opportunities for improvement, particularly regarding ordering and acquisitions of collection material.

3.9 Quality assurance and improvement

- More rigorous application of the Thomsett methodology for project management should be considered, particularly the possibility of more formally evaluating the success of projects through post implementation reviews.

4.1 Collections

- Benchmarking against Go8 universities and overseas should result in stronger collection acquisition budgets in the coming years.

4.2 Research outputs

- Collaboration with key stakeholders to develop a University-wide digitisation strategy should be explored.

4.6 Monash University ePress

- There is an opportunity for contact librarians to take a wider role in advising academics about the full range of the Library's scholarly publishing activities.

5.3 Supporting the Monash Passport

- Passport 2.0 should provide an opportunity for the Library to engage with the stronger research focus of undergraduate students, amongst other things.

6.1 Information Systems

- The Library should endeavour to use the Shared Services review to assess its needs for specialist staff in order to ensure expert support to key areas and should look for advantageous outcomes.

6.2 Human Resources

- Creation of a cadet program has been highlighted as an activity which will assist the library to address an anticipated future shortage of professional Librarians.
- Use of technology to better streamline HR processes eg, e-recruitment and automation of time sheets.

6.3 Facilities

- The University recognises the need to upgrade the Caulfield and Berwick Libraries and considers the Caulfield Library a high priority for capital works funding. The Matheson Library refurbishment is also supported by the University, and a feasibility study to provide details of options is currently underway.
- Plans to increase the student cohort on the Berwick Campus need to include consideration of expanding the library.

7 International engagement and partnerships

- Service Level Agreements should be developed to define the relationship and management of services and resources between the Library and the two overseas campuses.
- The recent appointment of a librarian to focus support to Monash College students provides an opportunity to further develop relevant information research skills programs.

Appendix 1: Monash University) Support Services Reviews – Policy and Procedures

Support Services Review Policy (Copy)[21]

Purpose	To assist the university to assure itself of the quality of its support services. To utilise learning from this developmental process in order to effect ongoing quality improvement.
Scope	• Support services providing essential infrastructure, processes, policies and services for staff and students • All aspects of the operations of support services areas, including planning and quality assurance, management, resources, core services and professional and community activities.
Policy Statement	The guiding principles for review are based on the university's quality cycle of Plan, Act, Evaluate (monitor and review) and Improve. The following principles relate specifically to reviews of support services areas: 1 The strategic directions of the university are of central importance for all reviews. 2 Benchmarking leading to improvement is strongly encouraged, as is input from stakeholders. 3 Support services reviews consider the effectiveness of processes and procedures, particularly as they are demonstrated through outcomes. Effective processes are best demonstrated by successful outcomes and reviews encourage a focus on outcomes. 4 The importance and relevance of external professional reviews is acknowledged. 5 Quality assurance and improvement are core responsibilities and budgeting for review is therefore part of the normal planning and budgeting process of support services areas. 6 Each support services area will be reviewed at least every 5 years. Support services reviews will comprise the following stages as detailed in the Procedures: • Self-review of the service area and preparation of self-review report; • Call for submissions; • Review by external panel and preparation of review report; • Preparation of action plan; • Reporting to and consultation with the Vice-Chancellor's Group and the Pro Vice-Chancellor (Planning and Quality); • Reporting on implementation of recommendations 12 months after lodgement of the review report and action plan. The Centre for Higher Education Quality (CHEQ) will maintain a database of support services reviews, implementation plans and 12-month follow-up reports on implementation of recommendations.

[21] Copy from http://policy.monash.edu.au/policy-bank/management/governance/support-services-review-policy.html

Supporting procedures	Support Services Review Procedures
Responsibility for implementation	Vice-Chancellor's Group Pro Vice-Chancellor (Planning and Quality) Divisional directors Heads of divisions/departments
Status	Revised
Key Stakeholders	Vice-Chancellor's Group Pro Vice-Chancellor (Planning & Quality) Manager, Centre for Higher Education Quality Divisional Directors Managers and staff of support services organisational units Students
Approval body	**Name**: Strategy and Resources Committee **Meeting**: 04/2009 **Date**: 06-May-2009 **Agenda item**: 8.1
Endorsement body	**Name**: Senior Management Forum **Meeting**: 03/2009 **Date**: 09-June-2009 **Agenda item**: 7.1
Definitions	
Related legislation	
Related policies	Academic Review Policy
Related documents	Support Services Reviews: calendar of events (obtainable through CHEQ) Support Services Review: sample format for implementation plan (obtainable through CHEQ)
Date Effective	06-May-2009
Review Date	06-May-2012
Owner	Pro Vice-Chancellor (Planning and Quality)
Author	Manager, Centre for Higher Education Quality
Contact Person	Manager, Centre for Higher Education Quality

Support Services Review Procedures (Copy)

Parent Policy

Support Services Review Policy

Each division/service unit must publicise on its website the schedule of support services reviews planned during the 5-year review cycle and provide the link to the Centre for Higher Education Quality (CHEQ) for the CHEQ review website. Assistance in briefing staff who will be involved in reviews is available from CHEQ.

The support services review process aims to ensure that support services areas meet the requirements of, and are aligned with, university strategic planning and policy documents, and the audit framework of the Australian Universities Quality Agency (see the AUQA audit manual, in particular Section 7.4 *Thematic Areas for Audit*) and Appendix E: *Framework for Standards, Evidence and Outcomes*. Note that reviews may include other areas or issues not covered in the standard terms of reference.

Section 1: Self Review Report

Self-review is the first phase of the review process. The support services area under review documents its directions, progress, achievements and strengths, as well as areas for development and improvement, in relation to:

- alignment of the objectives of the support services area with:
  - o univers ity strategic directions and planning documents;
  - o campus plans;
  - o univers ity policies and procedures;
- national policies and protocols (including MQA and HEQC where appropriate)
- measurement, monitoring and management of progress towards key objectives and use of performance indicators;
- assessment of performance and outcomes in relation to standards and external reference points, national and international;
- assessment of performance and distinctive features against identified competitors;
- regulatory, compliance and risk management processes;
- systematic quality assurance and improvement processes.

These constitute the terms of reference for review of a support services area.

The review must be publicised throughout the university, and to external stakeholders, together with a call for submissions to be directed to the secretary to the panel. The deadline for submissions is set by the secretary in consultation with the head of the support services area.

The self-review report forms the basis for the review that will follow. The report can be up to 7,000 words in length, with additional appendices, and is structured to reflect the terms of reference outlined above.

Links to relevant information, resources and templates can be found at the CHEQ website. Additional information about self-review processes can be found at the AUQA Self-Review for Higher Education Institutions.

Responsibility

Head of the support service unit being reviewed
Review Secretary
Self-review team

Section 2: Selection of Review Panel

Review panels are selected by the divisional director, in consultation with the head of unit when a sub-unit is being reviewed and are approved by the relevant Vice-President.

Selection of panel members is based on experience and expertise with regard to the terms of reference. Panels normally include the following:

- an appointee of the Vice-Chancellor's Group
- two senior counterparts from relevant areas and external to Monash University (an international perspective is encouraged);
- a senior Monash support services representative, external to the unit and usually external to the division/unit;
- a member of an appropriate industry group, professional association or society;
- a senior student or recent graduate for a service that has direct impact on students, or a member of university staff (from a different internal area) for a staff-related service.

The divisional director nominates the chair of the review panel. The secretary to the panel may be an internal nominee or an externally appointed person..

Responsibility

Vice President responsible for the support unit
Divisional Director responsible for the support unit
Head of the support unit being reviewed

Section 3: Review Process

The secretary to the panel provides the review panel members with the self-review report and other necessary supporting documentation, with an invitation to request any additional documentation they may require.

The secretary to the panel convenes the review visit in consultation with the director/head of the support services unit and panel members.

During the visit the panel will meet with interested parties, tour facilities, receive submissions and requests for interviews, and at the end of the visit, present preliminary findings.

A sample calendar of events can be obtained through CHEQ.

As part of the review process, the panel may arrange interviews with key stakeholders (for example members of the academic and student community). These would normally be planned in consultation with the director/head of support services unit and arranged by the panel secretary. It should be kept in mind, however, that the purpose of these interviews is to verify statements made in the self review document. It would be expected that the unit itself has

processes for obtaining and acting on stakeholder feedback, and these should form part of the self review report.

Responsibility

Head of the support services unit being reviewed
Chair of review panel
Review panel members
Secretary to the review panel

Section 4: Review Report

The chair of the review panel works closely with the secretary to draft the review report which must be submitted to the divisional director within two months of the review visit.

The review report can be up to 7,000 words in length, beginning with an executive summary including a prioritised list of recommendations. Additional appendices may be included.

A template for a standard review report can be obtained through CHEQ.

Responsibility

Chair of review panel
Secretary to the review panel

Section 5: Review Implementation Plan

On receiving the review report, the divisional director, in consultation with the head of the support services unit:

- reviews the review recommendations and their assigned priorities;
- develops an implementation plan (and if necessary modifies the support services unit operational plan) to prioritise recommendations, assign responsibility for action, assess resource implications and provide a time scale for implementation;
- reports major issues or findings to the Vice-Chancellor's Group and the Pro Vice-Chancellor (Planning and Quality) who will refer relevant sections to the Strategy and Resources Committee for comment and endorsement .
- has ongoing consultation with the relevant head of unit, concerning progress of the implementation plan.

Approval of the action plan is given by the Vice-Chancellor's Group.

A template for a standard implementation plan can be obtained through CHEQ.

Responsibility

Vice-Chancellor's Group
Pro Vice-Chancellor (Planning and Quality)
Divisional director responsible for the support unit
Strategy and Resources Committee

Section 6: Review reporting

The review secretary must lodge with CHEQ within two weeks of development of the action plan, the review report and action plan for uploading to the Support Services Review Database.

The divisional director has ongoing consultation with relevant members of the Vice-Chancellor's Group and the Pro Vice-Chancellor (Planning and Quality) concerning implementation of the plan, and provides reports on implementation of the action plan to the Strategy and Resources Committee.

Twelve months following the review, the divisional director must provide a report on the implementation of the review to the Pro Vice-Chancellor (Planning and Quality) and the review secretary must lodge the follow-up report with CHEQ.

Responsibility

Vice-Chancellor's Group
Pro Vice-Chancellor (Planning and Quality)
Divisional Director responsible for the support unit
Strategy and Resources Committee
Secretary to the review panel

Contact Person: Cheq Role Account

Appendix 2: Library Quality Review 2010 - Terms of Reference

A Self-review is the first phase of the Library Quality Review. Through consultation the Library will document its directions, progress, achievements and strengths, and identify potential areas for development and improvement. .

The terms of reference for the 2010 Library Quality Review are to consider:

- alignment of the objectives of the Library with:
  - o univers ity strategic directions and planning documents;
  - o campus plans;
  - o university policies and procedures;
- national policies and protocols;
- measurement, monitoring and management of progress towards key objectives and use of performance indicators;
- assessment of performance and outcomes in relation to standards and external national and international reference points;
- assessment of performance and distinctive features against identified competitors through benchmarking activities;
- performance and outcomes in relation to compliance and risk management;
- performance and outcomes in relation to quality assurance and improvement.

This Review will focus on the Library's:

- Fitness for purpose
- Emphasize our quality enhancement and improvement
- Our use of the Plan, Act, Evaluate, Improve quality system
- Significant achievements and progress since the last Review.

The self-review report will include:

- evidence of use of a continuous improvement cycle;
- outcomes of benchmarking;
- indication of how processes are linked to outcomes;
- a description of processes in place to assure alignment with relevant external reference points;
- evidence to support claims made.

The Self-Review Report forms the basis for the External Panel Review which is the second phase of the Review. The report will discuss progress, achievement, performance and outcomes in relation to planning objectives and performance indicators, relevant national legislation, protocols and policies, benchmarking against relevant competitors, compliance and risk management, quality assurance and improvements. It is anticipated that the Self-Review Report will highlight those areas where contributions are made.

Appendix 3: Monash University Library Annual Plan 2010

Advancing Scholarship

Monash University Library Annual Plan 2010

SECTION A: INTRODUCTION

1. Introduction

The University is seeking to strengthen its position as a leading university globally and within Australia, with particular emphasis on social engagement, excellence in research and education and internationalisation. Accordingly, the Library is committed to a quite profound transformation of its services, facilities and, indeed, its role, in order to assist the University in meeting its objectives.

The Library is well into this transformational process. Library buildings have emerged as the pre-eminent learning spaces on each campus through a metamorphosis from facilities that are conventional and collection-focused to ones that are flexible, inspiring and student-focused. This process can be considered half complete, with five of Monash University's ten libraries (including the two overseas campus libraries) having been refurbished or newly built in accordance with defined principles, while the two largest libraries – Caulfield and Sir Louis Matheson – are yet to be done.

The capacity of the Library to make a critical professional contribution has been strengthened through initiatives such as information research skills and the assumption of responsibility for learning skills. In addition, the Library is leading the strategy to ensure that research data is better managed and is also providing mechanisms for greater access to and promotion of Monash's research output through the ARROW institutional repository and by electronically publishing journals and monographs. Monash's leadership in the area of e-research and data management has been recognised by the Federal Government, which invited Monash to be the lead agency for the Australian National Data Service, a $72 million undertaking.

The innovation demonstrated through the transformation of buildings and professional roles is also evident in the delivery of other library services and in the Library's aggressive approach to building collections in this electronic era. A continuous improvement approach is taken to all services and functions, resulting in both evolutionary and revolutionary changes, the details of which are included in this plan.

2. Mission

Monash University Library advances scholarship by enabling the effective discovery and use of information for education and research.

3. 2010 Strategic priorities

The Library's strategic priorities for 2010 are grouped under the four major themes outlined in the Monash Directions 2025 plan.

Excellence in research and scholarship

- Strengthen research collections through acquisition and donation.
- Provide research skills training as extensively as possible, particularly to Higher Degree by Research (HDR) students and supervisors.
- Provide leadership for management of research data and contribute to the success of the Australian National Data Service (ANDS).

- Achieve greater benefits for the University by implementing the recommendations of the ePress review.
- Significantly build content in the ARROW Repository to provide better access to the University's research output, with a focus on research collections, research data, eTheses and the requirements of the Excellence in Research for Australia (ERA) initiative.
- Ensure that the new collaborative off-site store to be commissioned in 2010 is used optimally in the interests of best use of space on site and to support collection growth.

Excellence in education

- Contribute to student performance and the acquisition of graduate attributes by increasing the proportion of courses benefiting from integrated information research and learning skills.
- Provide the most responsive learning spaces possible by modifying existing facilities, finalising improvements to the Gippsland Library and lobbying for support to significantly refurbish and upgrade the Caulfield and Sir Louis Matheson Libraries.
- Support the implementation of the Monash Passport, particularly the Honours Program.
- Significantly improve the Library's use of e-learning strategies, tools, resources and services, including rolling out the new Lectures Online service and trialling a repository for learning objects.
- Develop the readings and reserve service to meet emerging and future needs in a cost-effective way.

Excellence in Management

- Continually improve the quality of services and processes and undertake a full Library quality review.
- Strengthen the ability of staff to operate effectively in a rapidly changing environment.

International focus

- Support international campuses through guidance, collections (especially electronic resources) and systems and assist in building their capacity to become independent.

4. Planning framework

This plan is informed by the strategic directions set down in *Monash Directions 2025* and the *Excellence and Diversity: Strategic Framework 2004-2008*. The Library has a number of plans and frameworks that are intended to advance the overall directions set out in this Plan, and that are regularly reviewed. These include:

- Facilities Master Plan (extant)
- Learning Commons discussion document (extant)

- Storage strategy (extant)

- Collection Development Policy
  http://lib.monash.edu.au/policies/cdp/
- Research Support Plan
  http://www.lib.monash.edu.au/reports/research-support-plan/
- Education Support Plan
  http://www.lib.monash.edu.au/reports/education-support-plan/introduction.html
- Quality framework
  http://www.lib.monash.edu.au/quality/

SECTION B: OBJECTIVES, ISSUES AND KEY STRATEGIC INITIATIVES

KEY AREA 1: Information Resources

KA 1: Objective

To ensure that the selection, acquisition, creation, cataloguing, storage and preservation of scholarly information and the capture and promotion of Monash University research output, including research data, meet the needs and requirements of the University community; and to provide prompt, seamless, reliable and easy-to-use access to high quality scholarly information, regardless of the location of the information or the user.

KA 1: Ongoing activities

KA 1.1 Evaluate, select, acquire and/or license new materials (both print and electronic).

KA 1.2 Catalogue resources and provide information about them and means of accessing them through the Library catalogue and the web sites.

KA 1.3 Provide resource discovery tools to enhance access to electronic resources including e-journals, e-books, databases, web sites and repositories.

KA 1.4 Provide physical access to print and other collections held in branch libraries.

KA 1.5 House the collection to standards that ensure preservation of resources for long-term research value.

KA 1.6 Provide co-ordinated Library resources while still meeting individual campus and faculty needs.

KA 1.7 Promote and preserve the University's collections.

KA 1.8 Promote and preserve the University's intellectual output.

KA 1.9 Coordinate research data management across the University.

KA 1: Issues

A long term strategy for resource discovery and access is required if the Library is to continue to enhance the ways increasingly diverse collections are searched and used. The Australian Academic and Research Library Network (AARLIN) service will close at the end of 2010. The recommendations of the Library's Resource Discovery Framework project will be implemented during 2010 and will include the identification of new resource discovery software with options for federated searching for resources.

Broadening access to knowledge and data though services including ARROW, Google Scholar and Economist Online are important strategic challenges.

Following its establishment, the rollout of the University's digital thesis project will be a major initiative in 2010, with the theses being added to the ARROW Repository. Further additions to the ARROW repository's holdings will include records for publications collected as part of the *Higher Education Research* Data Collection (HERDC) and the *Excellence in Research* for Australia (*ERA)* exercise.

The Library's physical collections continue to place pressure on storage. The acquisition of a share in the large new off-site storage facility at CAVAL, CARM 2, will provide important capacity to assist in managing this pressure. The CARM 2 facility will be completed during 2010 and the Library will further its collection management plans to make best use of this and campus based facilities.

A significant initiative will be the establishment of the Ada Booth Slavonic Studies Collection, drawing on a generous bequest to build a major research collection in this discipline.

Developing collections that align with the internationalisation of curricula is an important focus for the library's collection development activities.

Continuing pressure on the budget and the overall unsustainability of the "big deal" business model for acquiring electronic resources will be addressed in conjunction with CAUL (the Council of Australian University Librarians) and Group of Eight (Go8) by examining new models and negotiating more beneficial outcomes for the university sector.

During 2010 the Library's leadership of the University's data and information management strategies will be strengthened through the data management initiatives supported by the DARE project team of contact librarians who liaise with researchers to identify their needs. The University will continue to play a major role in the Australian National Data Service (ANDS), and as the lead agency will make important contributions to ANDS.

2010 will see the evolution of Monash University ePress to Monash University Publishing, with a greater emphasis on coordinating all of Monash's scholarly publishing activity and a focus on open access monograph publishing.

KA 1: Key Strategic Initiatives

Strategies	Actions	Measures / Targets / KPIs	Responsibility
1.1 Make electronic information easier to locate and use.	**Implement the resource discovery framework for improved access to resources.** **Withdraw from the AARLIN consortia at the end of 2010.**	End user functionality improved and communicated to users. AARLIN involvement terminated.	Director, Central Services; Director, Information Resources; Subject librarians; Faculty Teams; Communications Manager.
1.2 Develop collections to support research and education.	**Build research collections in key faculty research areas, in collaboration with researchers.**	Collections improved in designated areas.	Director, Information Resources; Directors, Client Services; Subject Librarians.
	Implement the collection development implications of the	Collection development strategies modified appropriately.	Director, Information Resources; Directors, Client Services.

	Monash Passport.		
	Establish the Ada Booth Slavonic Studies Collection.	Collection established and accessible.	Director, Information Resources; Directors, Client Services.
	Extend collection development plans to include strategies for the use of the CARM 2 store in 2010.	Plans developed and access to collections publicised to users.	Director, Information Resources; Directors, Client Services.
1.3 Collect and promote Monash University research output.	**Expand the content of the ARROW Repository.**	Repository content increased in both quantity and type of publications and research data outputs. Annual HERDC publication data imported into the repository form the University Research Office systems.	ARROW Librarian; University Librarian; Director, Information Resources.
	Contribute to the 2010 Excellence in Research for Australia (*ERA*) initiative.	Resources made available via the ARROW repository team for secure storage of ERA content.	ARROW Librarian, Director, Information Resources.
	Develop, trial and evaluate workflows for research data outputs from ARC- and NHMRC-funded research projects.	Workflows trialled and evaluated.	ARROW Librarian, Data Management Coordinator.
1.4 Develop Monash University Publishing, identifying sustainable strategies for its growth and development.	**Expand the number of titles published by the press.**	Increased number of titles on offer.	ePress Manager; University Librarian.
	Implement the recommendations of the review.	Findings implemented.	University Librarian; ePress Manager.
	Implement new software and work processes.	New software implemented.	ePress Manager, Web and Applications Manager.
1.5 Provide leadership in	**Develop and implement a**	Expanded outreach program.	University Librarian; Director, Information

information management.	**research data management strategy for the University.**	Expanded program of professional development opportunities for HDR students and staff. Strengthened workflows and protocols for joint activities with the Monash e-Research Centre. Contribution made to increased use of research data management technical infrastructure. University research data management policy and procedures established. Contact librarians and learning skill advisers' roles to include research data management through DARE.	Resources; Directors, Client Services; Data Management Coordinator.
	Contribute to the Australian National Data Service.	Milestones achieved. Engagement with activities. Increased number of research data collections represented in ANDS discovery services. Proposals for ANDS funding accepted, projects planned and implemented. Contributions made to ANDS national capability building and knowledge transfer activities.	University Librarian; Directors; Data Management Coordinator.

KEY AREA 2: Client Services

KA 2: Objective

To enable the Monash community to discover and use resources for learning, teaching and research, and to develop staff and students' skills for independent and lifelong learning through timely and flexible services and programs.

KA 2: Ongoing Activities

KA 2.1 Develop and enhance the use of services and collections in partnership with faculty and students.

KA 2.2 Develop information research and learning skills in partnership with faculty and students.

KA 2.3 Promote the education and research strengths of the collection.

KA 2.4 Provide loans, reserve and electronic reading list services.

KA 2.5 Provide materials from other libraries and suppliers for eligible students and staff.

KA 2.6 Provide responsive hours of opening.

KA 2: Issues

A key challenge is to identify the best ways to improve the user experience in a rapidly changing learning, education and research environment. The Library needs to consider the wide range of learning behaviours, entry pathways and demands for user-centred, immediate and targeted information resources and services.

The University's focus on research and research data is expanding the role of librarians to include partnerships with the Data Management Coordinator, Monash eResearch Centre, Information Technology Services and researchers to improve research data management.

The University's move to four faculty clusters will provide opportunities for Library faculty teams.

The Monash Passport, in particular the honours and inter-campus mobility programs, will influence demand on Library services from undergraduates. The program provides opportunities for an early introduction to information research, learning skills and research data management practices.

New courses, the movement of subjects, courses and, in some instances, faculties, between campuses have impacts on access to collections, service delivery and planning.

Increasing the embedding and integration of learning skills and information research skills in the curriculum is a priority.

As more of the collection is relocated into long-term storage facilities to accommodate changing user needs, strategies and a budget for effective access to these collections need to be developed.

The Library participates in a number of co-operative borrowing schemes that significantly

expand access to external collections.

KA 2: Key Strategic Initiatives

Strategies	Actions	Measures / Targets / KPIs	Responsibility
2.1 Lead the development of information research and learning skills throughout the University.	**Partner with faculties to embed and integrate information research and learning skills into undergraduate and postgraduate curricula.**	Coverage and success of embedded and integrated programs.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; Faculty Teams.
	Establish evaluation processes to measure the effectiveness of information research and learning skills programs.	Evaluation process further developed.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; Faculty Teams.
	Facilitate effective information research and learning skills teaching methods.	Professional development opportunities are provided. Input made to teaching, research and supervisor training programs.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; Faculty Teams.
	Recognising the faculty cluster model, initiate, share and build on successful liaison / communication practices across faculty teams and within branch libraries.	Improved liaison between faculty teams and within branch libraries is demonstrated.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; Faculty Teams, Branch Managers.
	Explore opportunities for the application of e-learning strategies to maximise the quality of student learning.	e-learning applications are identified and implemented.	Directors, Client Services and Central Services; E-Learning Coordinator; Information Literacy Librarian; Learning Skills Manager; Faculty Teams.
	Develop and implement a repository for learning materials and objects.	Equella trialled and evaluated for possible implementation.	Directors, Client Services and Central Services; E-Learning Coordinator; Information Literacy Librarian; Learning

			Skills Manager; Faculty Teams.
2.2 Review and improve services.	**Incorporate recommendations from the Usability Study into services.**	Recommendations incorporated into relevant projects including the Service Points Review, Resource Discovery Framework and eLearning projects.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; Faculty Teams; Communications and Marketing Manager.
	Complete the Service Points Review.	Review completed, recommendations made and implemented.	Directors, Client Services and Corporate Services; Project Team.
	Implement the recommendations from the Client Services Committees Review.	Remaining recommendations implemented.	Directors.
	Update Service Level Agreement with faculties to better reflect the service offer.	Service level agreement updated.	Directors.
	Devise pathways for the evolution of the learning support website within the library environment.	Pathways developed and implementation commenced.	Directors, Client Services; Information Literacy Librarian; Learning Skills Manager; E-Learning Coordinator; Library Web Manager.
	Review service offer for Monash students participating in Passport programs.	Review completed, recommendations made and implemented.	Directors, Client Services.

2.3 Partner with academic staff to lead the library's engagement with Research and Education.	**Review the role of Research and Education Support Plans and explore alternatives.**	Recommendations made and implemented.	Directors, Client Services; Director, Information Resources.
2.4 Develop the readings and reserve service to meet emerging needs.	**Develop and implement the Aspire software for the Monash environment.**	Software successfully implemented.	Directors, Client Services; Director, Central Services; Web and Application Manager; Branch Managers; Lending Services Librarian; Readings and Reserve Co-coordinator.
	Review the work processes and equipment of the Digitisation Centre following the implementation of Aspire.	Review completed and recommendations implemented.	Directors, Client Services; Lending Services Librarian; Digitisation Team Leader.
	Investigate alternative repository options for the Library's Readings and Reserve digitised images.	Investigation undertaken and recommendations made.	Directors, Client Services; Lending Services Librarian; Digitisation Team Leader; Coordinator, Readings & Reserve Service.
	Evaluate and improve ordering processes to support Readings and Reserve services.	Processes are documented and improvements implemented.	Directors, Client Services; Director, Information Resources.
2.5 Improve the effectiveness and efficiency of Lending Services.	**Complete implementation of open holds across remaining branches.**	All libraries have open or browsable holds.	Directors, Client Services; Lending Services Librarian; Branch Managers.
	Extend open and browsable reserve collections across remaining branches.	Open and browsable reserves implemented.	Directors, Client Services; Director, Central Services; Lending Services Librarian; Branch Managers.
	Investigate further improvements for intercampus loans, including materials handling, in particular for overseas campuses.	Improvements identified and costed.	Directors, Client Services; Lending Services Librarian.
	Review the effect of	Review completed and	Directors, Client

	changes in fines payments processes.	recommendations implemented.	Services; Lending Services Librarian; Branch Managers.
2.6 Extend lending services support to international campuses.	**Provide advice on the development of policies, procedures and practices for lending services at international campuses.**	Advice provided.	Director, Central Services; Directors, Client Services; Lending Services Librarian; Document Delivery Librarian.
	Develop lending services guidelines and processes for students and staff moving between international campuses.	Guidelines and processes developed and implemented.	Director, Central Services; Directors, Client Services; Lending Services Librarian; Document Delivery Librarian.
2.7 Improve access to library research collections.	**Complete the implementation and customisation of the Relais ILL software.**	Implementation completed and statistics available. Monitor use and costs of the improved service.	Director, Central Services; Directors, Client Services; Systems Manager; Document Delivery Librarian.
2.8 Monitor the management and use of material located in storage.	**Monitor circulation of material.** **Monitor budget requirements.**	Usage data is collected. Budget provided.	Director, Central Services; Directors, Client Services; Lending Services Librarian.
2.9 Continually review opening hours.	**Implement review recommendations.**	New hours implemented.	Directors, Client Services; Branch Managers.

KEY AREA 3: Central Services

KA 3: Objective

To provide central support services that meet or exceed the requirements and standards of best practice in the Australian university library sector.

To enrich the total study and campus experience of Monash Library users through the provision of innovative and welcoming facilities that stimulate learning and respond to study and research needs.

To ensure that the Library's information technology infrastructure is robust, reliable and stable and provides access to leading edge technology which meets the needs and requirements of the university's teaching, learning and research community.

KA 3: Ongoing Activities

KA 3.1 Provide a planning and continuing improvement framework for activities and services.

KA 3.2 Manage resources in an efficient, cost-effective and environmentally sustainable way in accordance with the university's policy and procedures.

KA 3.3 Provide a robust, reliable and stable information technology infrastructure.

KA 3.4 Improve the Library's marketing and communications programs.

KA 3.5 Provide an energised, innovative work environment.

KA 3.6 Provide an effective staff performance and development program.

KA 3.7 Provide information and assistance to Monash staff and students in managing copyright compliance.

KA 3.8 Provide high quality and welcoming learning spaces which meet the differing user needs for group and individual study.

KA 3.9 Provide a safe and secure environment for collections, staff and students.

KA 3.10 Provide facilities for people with special needs.

KA 3.11 Manage areas identified as high risk in the University's risk management register.

KA 3: Issues

The Library demonstrates its commitment to quality improvement through new initiatives designed to improve communications, by undertaking and responding to staff and user surveys, by reviewing risk management and compliance strategies and through a continuous improvement cycle. The implementation of new technologies for use in learning and teaching requires the continual review of the use of existing spaces and calls for the development of targeted training programs for staff and students.

The Library's Facilities Master Plan has evolved to incorporate the shared services model of

learning commons as well as the Library's changing needs, particularly since learning skills has been added to the suite of programs and services managed by the Library. This process of evolution is ongoing. Significant changes have recently been made to the Gippsland Library and possible major refurbishments for the Law, Caulfield and Sir Louis Matheson Libraries are under consideration.

Library staff recruitment procedures are continually examined to ensure that the best possible applicants are attracted to apply for vacant positions. The Library will implement a graduate recruitment program to attract new graduates to the profession. Targeted programs will be developed to respond to gaps identified in the staff survey and to ensure that the library continues to develop potential leaders.

The Library will contribute extensively to the finance and ICT shared services reviews implementing recommendations to realise cost savings and ensure that finance and ICT processes comply with standards set by the University to ensure world's best practice.

KA 3: Key Strategic Initiatives

Strategies	Actions	Measures / Targets / KPIs	Responsibility
3.1 Improve facilities within available resources, adhering to the Facilities Master Plan.	**Continue to implement Facilities Master Plan concepts in light of the services review.**	Recommendations implemented.	Directors, Client Services; Director, Central Services; Facilities and Purchasing Manager.
	Review Gippsland and Matheson Libraries staff accommodation.	Review of staff space completed and recommendations implemented.	Directors, Client Services; Director, Central Services; Branch Manager; Facilities and Purchasing Manager.
	Develop and apply a methodology to analyse user behaviour in partnership with Victoria University, Swinburne University and University of Queensland.	Research completed and methodology used at Pharmacy and Gippsland Libraries.	Branch library planning groups; Branch Managers; Directors, Client Services; Facilities and Purchasing Manager.
	Plan for the refurbishment of the Matheson, Caulfield and Law Libraries.	Planning is ongoing.	University Librarian; Directors, Client Services; Director, Information Resources; Manager, Matheson Library; Facilities and Purchasing Manager.
	Review Hargrave-Andrew Library seating to make best use of additional space created by	Plans completed and implemented, subject to resource availability.	University Librarian; Directors, Client Services; Director, Information Resources; Manager, Matheson

	relocating collection material to the off-site store.		Library; Facilities and Purchasing Manager.
3.3 Improve the student printing environment for Monash University.	**Install new photocopiers.**	Photocopiers installed.	Director, Central Services; Library Budget Manager.
	Implement online copier card system following Request for Proposal process.	RFP completed and new card system implemented.	Director, Central Services;
	Review and adopt 'green' printing initiatives.	Double sided printing trialled and recommendations implemented.	Director, Central Services; IT Manager, Budget manager
3.4 Improve planning and quality environment.	**Implement strategies to ensure 2010 budget is met.**	Strategies implemented.	Director, Central Services; Library Budget Manager.
	Contribute to the Financial Services review and implement its recommendations.	Financial Services recommendations supported and implemented where possible.	Director, Central Services, Library Budget Manager, Facilities and Services Manager.
	Implement eRecruitment system to improve recruitment processes.	eRecruitment system implemented.	Human Resources Manager.
	Monitor and respond to 'cluster model' as appropriate.	Cluster model recommendations implemented.	Directors, Client Services; Director, Central Services.
	Implement "green" strategies to support the university's green policy and procedures.	Top 5 green strategies identified and implemented.	Director, Central Services.
	Contribute to ICT Shared Services project, implementing recommendations from the project.	Shared services recommendations implemented.	Director, Central Services; IT Manager; Web and Applications Manager.
	Undertake Library Quality Review in accordance with university requirements.	Review conducted and implementation plan for recommendations developed.	University Librarian; Directors; Library Planning Executive.
3.5 Improve staff capability to respond to a changing environment.	**Review the Library's mentoring program for staff.**	Mentoring program reviewed and recommendations implemented.	Directors; Supervisors; Human Resources Manager.

	Broaden the leadership and management program to include middle level supervisors.	Program implemented.	Director, Central Services; Human Resources Manager.
	Implement a Graduate Recruitment Program.	Graduate program established and recruitment completed.	Directors; Supervisors; Human Resources Manager.
	Respond to the staff attitude survey and develop an action plan.	Action plan developed and implemented.	Director, Central Services; Human Resources Manager.
3.6 Provide resources and advice on copyright.	**Provide input into the renegotiation of copyright licences (CAL, Screenrights and UEML).**	Input provided into the negotiation process and necessary processes implemented.	Director, Central Services; Copyright Adviser.
	Investigate the possibility of using the CAVAL copyright permissions service to improve compliance.	Investigation completed and recommendations implemented.	Director, Central Services; Copyright Adviser.
3.7 Improve communication strategies.	**Roll out a communication training program for staff to improve internal communication between units.**	Evidence of improved communication from senior managers and other library staff.	Directors; Supervisors; Communications Manager.
	Initiate target communication strategy to faculties.	Target communication implemented and contributions made to faculty newsletters.	Communications Manager.
	Review publications and improve communication with users.	Publications reviewed and changes made. Targeted communication to users.	Directors; Communications Manager.
3.8 Improve information technology infrastructure.	**Implement an exit strategy for leased equipment to realize cost savings.**	Leased equipment reviewed and replaced.	Director, Central Services; Information Technology Manager.
	Implement 'green' IT strategies.	Green IT strategies implemented.	Director Central Services; Web and Applications Manager
3.9 Improve learning experience for students.	**Roll out new Lectures Online enhancements.**	New software installed, old software decommissioned.	IT Manager, MULO coordinator.

3.10 Manage areas identified as high risk in the University's risk management register.	**Monitor use and identify options for enhancing compliance with database licence agreements.**	Database usage is monitored, possible misuse identified investigated and appropriately responded to appropriately. Library policy and procedures on database updated and approved. University Authcate policy and procedure is approved and enacted as appropriate.	Director, Information Resources; Director, Central Services.
	Improve disaster management procedures for IT infrastructure, buildings, facilities and the collections.	Procedures improved and implemented.	Director, Central Services.

KEY AREA 4: Internationalisation and engagement

KA 4: Objective

To align with the University's defining themes of innovation, engagement, internationalisation and global development to support the wider Monash community.

To improve services through co-operative arrangements with other institutions and organisations.

KA 4: Ongoing Activities

KA 4.1 Engage with the University's internationalisation activities on and off campus.

KA 4.2 Engage with international campuses and partnerships.

KA 4.3 Engage with Monash students and staff in Monash affiliated hospitals, teaching and research locations.

KA 4.4 Engage with and provide services as appropriate to Monash partner organisations, commercial operations and the community

KA 4.5 Provide alumni access to Monash resources

KA 4: Issues

The University is moving into an era of significant engagement with other education sectors. Within the secondary school sector, the John Monash Science School at Clayton and the Nossal High School at Berwick are of particular significance. The Library will collaborate with both schools in identified areas.

Defining and managing its relationship with external partners who may seek to access a range of the Library's resources and services is an ongoing issue.

The Library supports the University's goal to improve engagement with alumni by securing access to electronic resources for this group where possible, and by providing targeted services to them.

The Library plays a critical role in supporting the two overseas campuses in their formative years through staff training, by the provision of systems and collection development support including securing access to electronic resources and other means.

Great benefits are gained through collaboration with other institutions and organisations, including the Council of Australian University Librarians (CAUL), Go8, CAVAL, Academic and Research Libraries Acquisitions Consortium (ARLAC), AARLIN, Asian Libraries in Melbourne (ALIM) and The University of Melbourne.

KA 4: Key Strategic Initiatives

Strategies	Actions	Measures / Targets / KPIs	Responsibility
4.1 Support optimum development of Monash libraries at Monash University Sunway campus and Monash South Africa.	**Explore more sustainable strategies for systems and web support for the two overseas campuses.** **Advise on staffing and the operational environments of the new libraries for the Monash University Sunway campus, including Monash University Malaysia Medical School and associated hospitals, and Monash South Africa campus.**	Strategies documented and implemented as appropriate. Advice given.	University Librarian; Directors.
	Advise and assist Sunway campus and Monash South Africa on building and improving access to library collections.	Advice and assistance given as needed.	Director, Information Resources; Director, Central Services.
	Encourage consistent policies across all campuses.	Policies reviewed and implemented.	Directors, Client Services; Director, Central Services.
	Implement an Australian managed Voyager solution for Sunway.	SLA developed, implemented and reviewed with ITS and Library.	Director, Central Services.

4.2 Develop Monash University's partner institutions.	**Provide advice for the John Monash Science and Nossal High Schools and monitor their impact.**	Advice and support provided and impact monitored.	Directors.
4.3 Review resource access for Library users including alumni, third party tenants on campus, schools, TAFEs, Monash-affiliated hospitals, and Open Universities Australia students enrolled in Monash-taught units.	**Implement a new service offering and review the service level agreement with Monash College during the second half of 2010.**	SLA revised and changes endorsed.	Director, Central Services.
4.4 Improve External Client Services offer and expand its client base.	**Pursue opportunities for expanding the ECS client base through a targeted communication strategy, and review services provided to the Cancer Council of Victoria.**	Growth of business as evidence of improved communication strategy. Cancer Council services reviewed. Client base increased.	Director, Central Services; External Client Services Manager; Communications Manager.
4.5 Review the Academic and Research Libraries Acquisitions Consortium (ARLAC).	**Implement the Review of ARLAC based on the Terms of Reference agreed by University Librarians.**	Recommendations made for the consortium agreement and terms of reference for the Request for Tender 2011-2013 reviewed.	Director, Information Resources.
4.6 Gain advantage through strategic alliances with vendors and institutions	**Investigate and develop partnerships with vendors and institutions in key areas such as the Press and Library applications.**	Participate in partnership development programs.	University Librarian; Director, Information Resources.

Appendix 4: 2003 External Review Panel commendations and recommendations - update

Commendations

1. The Panel commends the 'one library' initiative and supports further development of practices to reinforce that image.

   The 'one library' initiative is now extensively applied to operations and continues to inform improvement projects such as the current Service Points Review.

2. The Panel commends the University Librarian on the implementation of a robust planning process and for the introduction of an effective library staffing model, including the flatter management structure and the emphasis on teams.

   The Library continues to put great store on its planning processes. The staffing model has proved to be effective and is largely unchanged from the last review, although it mow operates with one fewer Directors.

3. The Panel commends the library on its recent marketing and communications initiatives and supports their further development.

   The establishment of the Unit and appointment of professional communications staff has made a significant and measurable improvement in relationship development with both staff and users.

4. The Panel commends the refurbishment of some existing areas and the establishment of new facilities in some buildings and emphasises the value of implementing actions in the Facilities Master Plan.

   See responses to recommendations 9, 10 & 15 below

5. The Panel commends the library on its innovative approaches to the delivery of electronic resources and services including the electronic readings and reserve lists, the ease of access provided to full text electronic journals and databases, and the move to electronic resources through a planned approach.

   Initiatives to continue to improve delivery and accessibility of resources continue in many ways, including improvements to the catalogue, Multisearch (based on SFX[22] and Metalib), BX Recommender, and, most recently, the decision to implement Ex Libris's Primo 3 and Primo Central discovery layers.

6. The Panel commends the efficiency and effectiveness of the library's document delivery service with reference to the support of researchers and higher degree students.

   Further development in the Document Delivery Service has continued with the implementation of the Relais management software and is complemented by changes in related services areas, including the introduction of open holds and reserves collections and improved inter-campus loans procedures.

[22] SFX provides users with context-sensitive links to article full-text and other library-defined resources including the online public access catalogue.

Recommendations

1. That measures be adopted to ensure that library collections in key areas of university teaching and research continue to take into account the disparate nature of courses offered at the different campuses.

   Movement of people and courses between campuses is recognised as an ongoing feature of the Library's operating environment. Resources are managed through a number of initiatives such as improved inter-campus loan services and relocation of collections where appropriate. This continues to be a challenge for the Library; the spread of course and research activities means they are not always supported with collections in close proximity.

2. That a forum be introduced for Deans and senior university administrators including the University Librarian to discuss budgetary and policy matters relating to the library.

   This recommendation was directed to the University rather than the Library. Through the office of the Vice-Chancellor budget forums are now run to assist in budget planning and development.

3. That a review of the purpose and membership of the library committees LACHUMASS, LACSTEMP and LLAC be undertaken with the aim of ensuring more consistent, informed and effective participation by faculties in library planning and development.

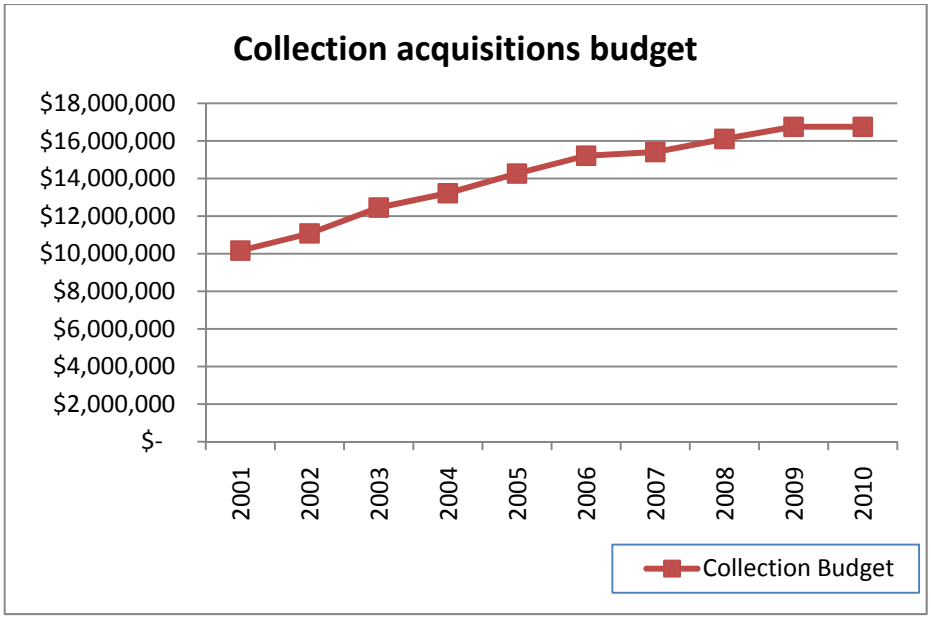
   General Library Committee and its sub-committees were reviewed and two sub-committees (LACHUMASS, LACSTEMP) were disbanded. The Law Faculty elected to retain its library committee (LLAC).

4. That a complaints service be implemented and resourced to provide quick responses to matters raised by stakeholders.

   The Library considered this recommendation but decided against implementing its own formal complaints service. The University has grievance procedures that the Library complies with and receives complaints and comments through ask.monash, feedback forms, email, the Library blog and other channels. The Library is satisfied that it deals with complaints constructively and quickly. It monitors complaints informally to ensure that they inform planning and considers that another layer over these activities is not warranted.

5. That the university review funding to the library in order to ensure that the library can establish and maintain high quality collections reflecting the teaching areas and the research strengths of the university.

   As shown in the chart below, since 2003 the University has addressed this concern, within prevailing budgetary conditions, and the Library collections continue to develop to meet user's needs. The current plateauing of the collection budget is being closely monitored.



6. That the staffing structure continue to be aligned proactively to reflect the changing trends in library service provision, particularly with respect to changes in functions resulting from increased electronic delivery and other technological advancements.

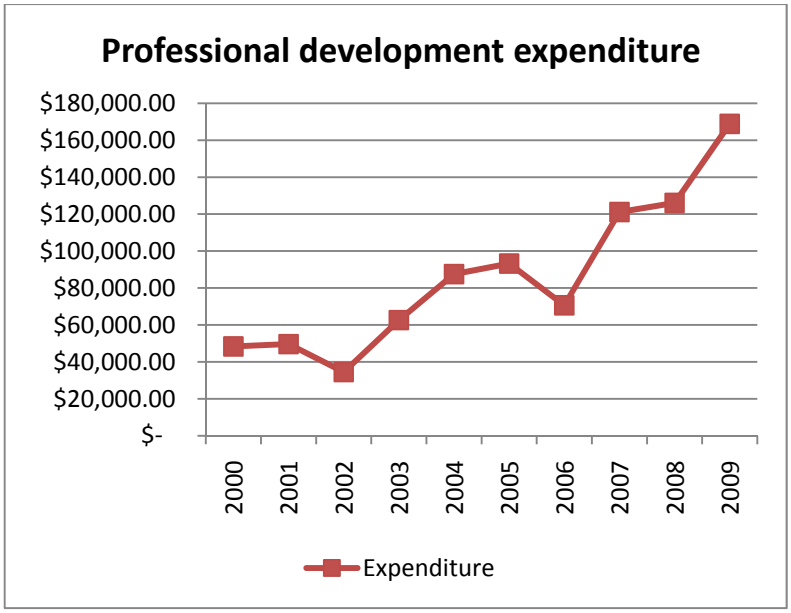
   The Library continues to meet these challenges, exemplified by restructuring in most Divisions. In addition to Divisional reviews, Library Management Committee reviews overall structures and staffing arrangements on an annual basis.

7. That technical services be benchmarked against two recently established libraries such as those at Deakin University and the University of Technology Sydney, as well as against another Group of Eight library.

   Technical services have evolved significantly to better respond to the changing environment, and benchmarking exercises are currently underway with the University of Melbourne, Sydney University and University of New South Wales.

8. That increased funds be allocated by the library to staff development and training including customer service, information technology skills updating, teaching skills and management training.

   As shown in the chart below, since 2003 expenditure on staff development has almost trebled.



9. That funds be allocated to progress rapidly those sections of the Facilities Master Plan relating to 'way finding' (effective signage) and a consistent standard of improved signage throughout all libraries, and that the university accord a high priority to the refurbishment of the Matheson Library including the redevelopment of 'prime' space currently being used for activities that are not core business of the library and the integration of the 'main' and 'undergraduate' collections.

   Funds have been allocated to implement a number of components of the Facilities Master Plan in all libraries, including, in some cases, signage, although the larger libraries will have their signage redone when they are refurbished. The integration of the 'main' and 'undergraduate' collections in the Matheson Library has been completed, as has a substantial weed done over four years.

10. That funds be allocated as a high priority for the development of the Caulfield Library to meet current student needs, in particular to improve the study environment for postgraduate coursework students.

    The University Librarian and other senior staff have worked consistently to raise the priority given to these major projects in a very tight capital works funding environment. The University has recently approved the commencement of a feasibility study for refurbishment of the Matheson Library, and the need to upgrade the Caulfield Library is understood by the University and is currently under consideration.

11. That library opening hours be reviewed at each of the Monash campuses, taking into account current student profiles and findings from surveys and data on use.

    Library opening hours are regularly reviewed at each campus and overall, and adjusted to achieve the best possible results within budget, taking into account current student profiles and findings from surveys and data on use. Since 2003 Caulfield Library hours have been significantly extended, overall hours have been increased and hours have been standardized across campuses and libraries.

12. That the library work closely with Information Technology Services to advance initiatives that would contribute to effective 'one-stop' shop services including a common help

desk, standard computer configurations across the university, and direct linking and retrieval of course reading materials via the Course and Unit Publication and Information Database (CUPID).

The CUPID database is no longer used by the University however the Library supports reserve collections at each branch and has integrated user support with Information Technology Services at several branches. The Library has a very collaborative relationship with Information Technology Services, chairs the my.Monash service and conducts joint student forums to better identify student requirements.

13. That library staff engage more effectively with academic staff in the selection of materials to ensure the needs of both research and teaching and learning are well served.

    Results from surveys indicate a high degree of satisfaction with the Library's collections. Contact Librarians write to all new academic staff to introduce them to the Library, and meetings are offered to assess their teaching and research information needs.

14. That the CAUL Materials Availability Survey be conducted to obtain feedback on satisfaction with the library collections.

    After considering this recommendation and information collected through existing channels it was decided that the likely benefits of undertaking this survey were outweighed by the cost of the exercise.

15. That the library be closely involved in the early stages of campus planning developments, including the recently introduced campus research plans.

    See recommendations 9 & 10. The Library is reasonably consulted about planning activities at each campus.

16. That the library, within the agreed general information literacy framework, provide appropriate customised courses to such specific cohorts as postgraduate (priority), undergraduate, distance learning and international students studying at Victorian campuses, and offshore students where applicable.

    Since the 2003 Review, implementation of learning skills, research skills, information literacy and eLearning initiatives have extended well beyond the recommendations to do with development of general information literacy framework and linking them to curricular offerings (2003 Recommendation no.17).

17. That information literacy sessions be linked to curricular offerings and provide 'just in time' instruction.

    See 16.

18. That consideration be given to the establishment of a Victorian forum for university librarians for cross-fertilization of ideas and to foster the development and sharing of innovative approaches and research.

    Independently of this recommendation Victorian University Librarians and Deputy University Librarians meet regularly.

Appendix 5: Library contribution to University portfolio objectives

University Annual Plan Objectives	The Library:
E1 – To help our graduates become ethical, engaged and employable, capable of addressing the challenges of the future in a global context.	Contributes to graduate attributes and skills programs.
E2 – To ensure that Monash courses meet the current and future needs of our students and other key stakeholders through implementation of the Monash Passport.	Contributes to course and curriculum development and to programs aimed at improving student competencies.
E3 – To ensure that learning and teaching at Monash is of the highest quality	Provides collections, information literacy and learning skills programs, facilities and extensive services.
E4 – To achieve consistently superior results in indices, rankings, competitions, external audits and assessments	Aims to have library services in the top three of Group of Eight results (currently 2nd).
E5 – To promote education-inspired research and research-inspired education	Builds and promotes collections. Provides channels for communication and discovery of research outputs through the ePress and ARROW. Provides targeted learning and research skill training and services to different student cohorts, including honours and post-graduate.
E6 – To increase demand for our places from a diverse range of the most able students	Contributes to the retention of students from different backgrounds and with special needs through skills development programs.
E7 – To establish an international focus in all coursework programs	Contributes through subject and contact librarians who assist in coursework development.
E8 – To ensure that the multi-campus nature of Monash is used to the greatest academic advantage of our staff and students	Has comprehensive input at all campuses. It is involved with direct service delivery and advice, and promulgates the ideal of seamless services and a “one library” approach.
R1 – Research excellence	Contributes through its collections, research skills development, support for graduate students (including collaboration with the Monash Research Graduate School), leadership in areas such as repositories and data management, and collaboration with the eResearch Centre and the Information Technology Services Division.

R2 – Impact through research training	Provides targeted training and higher levels of support for Higher Degree by Research students and researchers.
R3 – Impact through engagement and collaboration	Has led national collaborative programs such as the ARROW repository project and has had a leadership role with the Australian National Data Service (ANDS). Supports engagement and collaboration through the promotion of research outputs (as R1) through repository and publishing roles and stewardship of special collections. Collaborates with The University of Melbourne to support Asian Studies research(ALIM).
R4 – Development of a new Research Strategy for the University	Has recently secured a voice in the planning process.
I1 – Optimise the research, learning and teaching, community engagement and financial benefits from our international partnerships	Has a beneficial relationship with the London School of Economics, which led to Monash's participation in the Nereus and Economics Online project, as well as an information exchange partnership with Purdue University and MIT. A partnership with Warwick University has recently been established.
I2 – Optimise the research, learning and teaching, community engagement and financial benefits from our international campus and centre footprint	Comprehensively supports overseas campuses on library related matters, including strategic development, facilities design, systems development support and training and collection development.
I3 – Enhance our research profile through new international presences	Promotes Monash research through open access publishing repository development and support for ANDS.
I4 – Foster the culture of internationalism amongst the broader Monash community	Encourages staff mobility programs incorporates internationalism components through learning skills and information literacy programs.
AD1 – To attract, develop and retain excellent staff and manage the workforce efficiently	Has a considerable investment in this goal. It has improved recruitment and induction practices and expanded professional development activity, including by introducing a mentoring program and leadership training programs. A graduate recruitment program is soon to commence. Uses the staff attitude survey as the basis for

	improving staff performance and satisfaction.
AD2 – Support the enhancement of the Monash student and staff experience	Plays a major role in enhancing the staff and student experience through all of its activities, services and resources. Is one of the highest performing areas of the University in both staff and student surveys.
AD3 – Provide excellent ICT services that support the University's activities and provide a competitive advantage for the University	Operates in a highly computerised environment that supports staff and students through multiple services and modes of access. All branches are wireless enabled and have networked printers. Through Readings and Reserves, Services Point Reviews, Resources Discovery Framework and related projects, advanced technologies have been introduced to support learning and collaboration in all branches (using smart boards, video-conferencing, tablet and laptop pc programs). Specialist staff also make important contributions – the Library has employed an eLearning coordinator to lead this work. Contributes to ICT Shared Services project. Has extensive involvement with eResearch, eEducation and information management activities across the University. Implements 'green' IT strategies.
AD4 – Enhance the student and staff experience by improving the physical environment of the campus	Contributes through provision of the main learning spaces on each campus. Has a Facilities Master Plan to guide development of facilities. Three of eight branches in Australia have been extensively refurbished. Gippsland Library has a new innovative learning space A design for a new Law Library at the Caulfield campus has been completed. Design briefs are being developed for the two busiest libraries – Matheson and Caulfield.
AD5 – Minimise risk to the University via prudential legal services	Liaises with the Solicitor's Office on all contractual matters and seeks their advice on other matters whenever appropriate.
AD6 – Improve the environmental performance of the University	Is an early adopter of "green" strategies. All Libraries have been audited by sustainability consultants and an action plans have been developed for implementation beginning in 2010.
F1 – To improve financial management services and support to facilitate enhanced financial viability of the	Has a large, complex budget with a record of effective planning and management. An audit soon to be completed should provide opportunities for

University	further improvement.
M1 – Increase and secure student revenue	Supports pathway programs for students seeking to join Monash, through learning skills and related programs, working with faculty teams in curriculum and collection development.
M2 – Attract and increase the number of highly able students enrolling in Monash University programs and its pathways	Seeks to help attract students through the quality of library resources, services and facilities.
M3 – Increase the University's research, international and academic profile to support strategic objectives	See R1-R4 above. Will be relaunching the press Monash University Publishing, featuring open access monograph publishing, which will dramatically increase awareness of Monash publications.
M4 – Enhancement of the Monash University profile to improve engagement with key stakeholders, internally and externally	Through the Communications Unit, supports effective engagement with staff, internal and external users, and the broader community. [Evidenced by 2009 staff and user survey results]
M5 – Response to change in future directions at Monash	Has a reputation for facilitating change within and beyond the Library, through such initiatives as web development, information management, online services, publishing and repository development.
AV1 – Create a culture of philanthropy within Monash that results in increased financial support	Is not well positioned to undertake major campaigns to attract philanthropic contributions (largely due to the limitation of facilities). Is reasonably success at attracting donations to the collections, particularly rare books and Asian studies. In 2009 the Library was the recipient of a very large bequest (AUD 10 Million), which may pave the way for future benefactions.
AV2 – Engage Monash in the lives of our alumni to encourage their engagement with, and support for, the University	Was the first university library in Australia to licence access to e-resources for its alumni. The range of resources is growing as licence negotiations permit.

Appendix 6: Service Level agreements and Key Performance Indicators

Appendix 6.1 Service Level Agreement summary

Monash University Library

SUMMARY OF SERVICES AND KEY PERFORMANCE INDICATORS

SERVICE STATEMENT	KEY PERFORMANCE INDICATORS	MEASUREMENT OF KEY PERFORMANCE INDICATORS
1. INFORMATION RESOURCES: ACCESS AND DELIVERY: access to materials and resources	1. Library open 100% of advertised opening hours. 2. 90% of items returned from loan reshelved within 24 hours Monday to Friday. 3. 85% of students agree that library services are readily accessible. **Library catalogue available during core service hours Monday to Friday 8.30am to 5.30pm with the exception of scheduled downtimes.**	1. Percentage of advertised hours that the library opened. 2. Percentage of items returned from loan reshelved within 24 hours Monday to Friday. 3. Monash Experience Questionnaire. 4. Percentage of hours the library catalogue available during core service hours.

2. INFORMATION RESOURCES: COLLECTION MANAGEMENT: development, selection, acquisition, cataloguing, maintenance and overall management of library resources	1. 95% of items requested within budget are ordered by 31 October. 2. 95% of web links in library catalogue are accurate. 3. 85% of students agree that library resources are appropriate for their needs.	1. Percentage of orders received by the report date that are placed by staff in the Information Resources Division. 2. Percentage of accurate links in library catalogue identified by monthly link checking program. 3. Monash Experience Questionnaire.
3. INFORMATION SERVICES: information services to enable library users to identify, locate and effectively use appropriate materials and services	75% of library users satisfied with the quality of library service.	Library user survey conducted by Australian university libraries.

4. LEARNING SKILLS SERVICES: Learning skills services to facilitate the development of core skills and attributes that students need to learn within an academic environment and disciplinary context.	1. The percentage of students that show improvement in identified learning skills (e.g. language and communication skills) from pre to post testing in a minimum of 3 identified units with integrated learning skills programs. 1.1. 90% of students are broadly satisfied (target mean of 4) in identified faculty units with integrated learning skills programs. 2. 90% of students are broadly satisfied with the opportunities they have had to develop their language and learning skills to meet their needs at university (target mean of 4).	1. Pre (diagnostic) to post testing in identified faculty units. 1.1. Unit Evaluations for identified faculty units (item 8: overall satisfaction with the quality of the unit). 2.1. Monash Experience Questionnaire (question in Part B: Your Study Experience, Student Support/Resources, and the Generic Skills scale). Administered to current Monash students every 2 years. 2.2. Course Experience Questionnaire (Generic Skills scale). Administered to completed Monash students every 2 years. (Also provides the data for the LTPF Generic Skills indicator.) 2.3. Monash Support Experience Questionnaire (question in Part E: Other Services and Support). Administered to current Monash students every 2 years, running in alternate years to the MEQ.

	3. 90% of Higher Degree Research students are broadly satisfied with the opportunities they have had to improve their reading and writing for research through the Learning Skills Unit (target mean of 4)	3.1 Doctoral/MPhil Exit Survey (question in Section C: Academic Environment). Administered to exiting HDR students. 3.2 Postgraduate Research Supervision Survey (question 58). Administered to current Monash HDR students every 2 years, running in same year as MEQ.

5. PHYSICAL ENVIRONMENT: study and work environment	1. 75% of library users satisfied with library facilities and equipment. 2. Ratio of 70:1 on campus students to workstations.	1. Customer survey conducted by Australian university libraries. 2. Ratio of on campus students (EFTSU) per workstation.
6. SERVICES FOR OFF-CAMPUS STUDENTS: delivery of library resources to off campus students	90% of requests resolve d or forward ed for action within 48 hours of receipt Monda y to Friday.	Percentage of requests resolved or forwarded for action within 48 hours of receipt Monday to Friday.
7. DOCUMENT DELIVERY SERVICES: delivery of requested items not available in home campus Monash library	1. 95% of requests dispatched to first potential supplier within one working day of receipt. 2. 95% of requested material or notice of its availability forwarded to postgraduate students and staff within one working day of receipt.	1. Percentage of requests dispatched to first potential supplier within one working day of receipt. 2. Percentage of requested material or notice of its availability forwarded to postgraduate students and staff within one working day of receipt.
8. PARTNERSHIPS: services to hospital libraries; overseas campuses, centres; cooperative services and partnerships.	Service level agreements negotiat ed with partner institutions.	Agreements completed and services provided as defined in service level agreements.

Appendix 6.2 Consolidated KPI report - 2009

MONASH University

Support Service: MONASH UNIVERSITY LIBRARY 2009 consolidation[23]					
Service: No. 1 – Information Resources: Access and Delivery					
Service description: Access to materials and resources					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
Library open 100% of advertised opening hours	March 2009. All branch libraries were open 100% of their advertised hours, with the exception of fire drills at the Berwick and Gippsland branches. June 2009. Most branch libraries open 100% ofr advertised hours, with the exception of fire drills at the Pharmacy, and Gippsland branches. Industrial action limited services on 21 May at some branches. Due to plumbing problems the Matheson Library closed 2 hrs early on the evening of 4 May. September 2009. All branches were open 100% of their advertised times, except for Berwick which had two closures	April, July, October and January	Jan – Mar Apr – Jun, Jul – Sept, Oct - Dec 2009	Quarterly	% of advertised hours that the library opened

[23] This report is a compilation of each of the four 2009 reports, presented to GLC quarterly meetings.

	totalling 50 minutes and Gippsland which had to close for 30 minutes due to a power failure and 2 hours 30 mins due to a storm. December 2009. Berwick - 1.25hr interruptions due to two emergency evacuations) Caulfield – 100% Gippsland Library - 2.5hrs due to flooding on 26 November Hargrave-Andrew Library – 20mins Sun 8 November due to a faulty alarm Law Library 100% Matheson Library – 100% Pharmacy Library - 35min power outage November				
90% of items returned from loan reshelved within 24 hours Monday to Friday	March 2009. More than 98.4% of all returned items were shelved within 24hrs. June 2009. More than 98.45% of all returned items were shelved within 24hrs September 2009. During the sample period 98% of items were reshelved within 24 hrs. December 2009. 98.23% in October	April, July, October and January	Jan – Mar 2009	Quarterly	% of items returned from loan reshelved within 24 hours Monday to Friday
85% of students agree that library services are readily accessible		Last - April 2008 Next – April 2010		Biennial	Monash Experience Questionnaire Report

The library catalogue available during core service hours Monday to Friday 8.30am to 5.30pm with the exception of scheduled downtimes	March 2009. The catalogue was available for 99% of the core hours. 5 hours downtime over several days was caused by difficulties associated with an upgrade to the software. June 2009. The catalogue was available for 99.5% of the core hours. 1.5 hours total downtime over several days was caused by unexpected software problems and the need to reboot servers. The longest period was 45 mins on 7 April. September 2009. The catalogue was available 99.75% of core hours. Down time was due to an unexplained server crash. December 2009. The catalogue was available for 100% of core hours during this period.	April, July, October and January	Jan – Mar 2009	Quarterly	% of hours the library catalogue available during core service hours
Further Information:					

Service: No. 2 – Information Resources: Collection Management					
Service description: Development, selection, acquisition, cataloguing, maintenance and overall management of library resources					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
95% of items requested within budget are ordered by 31 October	March 2009. 91% of items requested were ordered.* June 2009. 95.7% of items requested were ordered. September 2009. 98.7% of items requested were ordered by 30 September. December 2009. 97.4% of items requested within budget were ordered by October 31 2009.	April, July, October and January	2009	Quarterly	% of orders received that are placed by staff in the Information Resources Division
95% of web links in the library catalogue are accurate	March 2009. 97.6% of accurate links in the library catalogue identified by monthly link checking program June 2009. 98.3% of accurate links in the library catalogue identified by monthly link checking program September 2009. 99% of links in the library catalogue verified as accurate by monthly link checking program December 2009. 99% of web links in the library catalogue were accurate for the quarter	April, July, October and January	2009	Quarterly	% of accurate links in the library catalogue identified by monthly link checking program

85% of students agree that library resources are appropriate for their needs		April 2010		Biennial	Monash Experience Questionnaire Report
Further information: * This result is on target for this time of the year, and is very close to the result for the same time last year.					

Service: No. 3 – Information Services					
Service description: Information services to enable library customers to identify, locate and effectively use appropriate materials and services					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
75% of library users satisfied with the quality of library service	76.1% of library users reported that they are satisfied with the quality of library service. **Summary:** The weighted performance index in the CAUL Insync User survey increased significantly from 2007. This results shifts Monash University Library into the first quartile and ranks second amongst the Group of Eight Universities.	October 2009		Biennially	Customer survey conducted by Australian university libraries
Further information:					

Service: No. 4 – Learning Skills					
Service description: Learning skills services to facilitate the development of core skills and attributes that students need to learn within an academic environment and disciplinary context.					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
Improvement in identified learning skills in a minimum of 3 identified units with integrated learning skills programs.	Most units recorded positive student and/or academic staff feedback and some improved student performance in assessment tasks.	January 2010	2009	Annually	Pre and post Unit Evaluation data for selected units ('overall satisfaction' higher than 70% over a mean of 4)
70% of students are satisfied with the opportunities they have had to develop their language and learning skills to meet their needs at university (target mean of 4)	MEQ09 results exceeded the target with the following scores: GS1 - The course develops my problem-solving skills – 77.6% GS2 - The course sharpens my analytical skills – 83.1% GS5 - The course improves my skills in written communication" scored 71.4% Aggregate score 80.1%	January 2010	2009	Annually	Monash Experience Questionnaire (MEQ), Monash Support Experience Questionnaire (MSEQ) on alternate years. Course Experience Questionnaire (CEQ) Generic Skills scale. MEQ Generic Skills scale.
90% of Higher Degree Research students are broadly satisfied with the opportunities they have had to improve their reading and writing for research through the Learning Skills Unit (target mean of 4)	Data for 2009 has not yet been released and will be reported to the first GLC meeting after it becomes available.	January 2010	2009	Annually	HDR exit survey and biennial Postgraduate Research Supervision Surveys
Further information:					

Service: No. 5 – Physical Environment					
Service description: Study and work environment					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
75% of library users satisfied with library facilities and equipment	69.1% of users were satisfied with the Library facilities and equipment.[1]	October 2009	2009	Biennially	Customer survey conducted by Australian university libraries
70:1 ratio of on-campus students (EFTSU) to workstations	Current ratio is 37.8:1. [2]	October 2009	2009	Annually	On-campus students (EFTSU) per workstation
Further information: 1. 69.1% is an increase of 67.4% reported in the 2007 survey. Overall satisfaction increased to 76.1%, 2nd in the Go8. 2. The ratio for 2008 was reported 34.025:1. Subsequently an error was discovered and the ration should have reported as 36.355:1. There has been a significant increase in student numbers from 37,700 in 2008 to 39,425 in 2009 while the number of student computers only increased by 9. We are also not increasing our fleet due to the increase in laptop ownership and we are investing in improving power in our libraries. In some libraries we do not have the space to increase the computer numbers.					

Service: No. 6 – Flexible Library Services					
Service description: Delivery of library resources to off campus students (a) students enrolled in an off campus learning course; (b) students enrolled in a course that does not require on campus attendance; (c) students undertaking a combination of on campus and off campus courses					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
90% of requests resolved or forwarded for action within 48 hours of receipt Monday to Friday	June 2009. March 2009. 100% of requests resolved or forwarded for action within 48 hours of receipt Monday - Friday December 209. 100% of requests were resolved within 48hrs of receipt.	January and July	July - Dec 2008	Biannually	% of requests resolved or forwarded for action within 48 hours of receipt Monday to Friday
Further information:					

Service: No. 7 – Document Delivery Services					
Service description: Delivery of requested items not available in home campus Monash Library					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
95% of requests dispatched to first potential supplier within one working day of receipt	March 2009. At least 95% of requests dispatched to first potential supplier within one working day of receipt June 2009. At least 95% of requests dispatched to first potential supplier within one working day of receipt September 2009. At least 95% of requests dispatched to first potential supplier within one working day of receipt December 2009. At least 95% of requests dispatched to first potential supplier within one working day of receipt	April, July, October and January	Jan – Mar 2009	Quarterly	% of requests dispatched to first potential supplier within one working day of receipt

95% of requested material or notice of its availability forwarded to postgraduate students and staff within one working day of receipt	March 2009. 95% of requested material or notice of its availability forwarded to postgraduate students and staff within one working day of receipt June 2009. 95% of requests dispatched to first potential supplier within one working day of receipt September 2009. 95% of requests dispatched to first potential supplier within one working day of receipt December 2009. 95% of requests dispatched to first potential supplier within one working day of receipt	April, July, October and January	Jan – Mar 2009	Quarterly	% of requested material or notice of its availability forwarded to postgraduate students and staff within one working day of receipt
Further information:					

Service: No. 8 – Partnerships					
Service description: Services to hospital libraries; services to overseas campuses and centres; co-operative services and partnerships					
Key Performance Indicator	**Result**	**Date reported/ to be reported**	**Period covered by statistics**	**Frequency to be reported**	**Measured by**
Service level agreements negotiated with partner institutions	1. Nothing to report this period. 2. The agreement with Monash University College is being renegotiated, to affect changes to services provided and access to information resources for students from the college.	April and October	October 2008 – March 2009	Biannually	Agreements completed and services provided as defined in service level agreements
Further information: Liaison with partners continues but during the reported time did not require any changes to agreements.					