

Educating professionals—services and resources for teaching and learning

Three components of the university environment influence student learning and satisfaction:

- § discipline based teaching and learning activities
- § administrative frameworks and services, and
- § complementary learning services.

UniSA aims to integrate these three components within its overall frameworks and strategies for improving teaching and learning. It therefore seeks to provide services and support that are student centred, seamless in delivery and that address the developmental needs of all students. Such services will be easy to locate, provide services in a range of ways—in person, by phone, online—to extend the times and locations at which they are available, and permit learners to choose and use the combination of services and means of access that best suits their needs and circumstances.

The student experience of university is developmental—from initial enquiry to graduation, from orientation (or *First Connection*) to career—and students' needs vary over time as well as between particular groups of students or individuals.

UniSA has taken leading edge approaches to addressing the developmental needs of a diverse student body and the following sections about the Library, Flexible Learning Centre and Learning Connection, the Aboriginal and Islander Support Unit, Student and Academic Services and Campus Central, and the communication and information technology environment provide details.

4.1 Library

The Library provides the services expected of a progressive University. In addition to collections located on each campus the Library provides access to an expanding array of electronic resources and services that support the UniSA's student-centred activities and research endeavours. The Library also develops and maintains partnerships that benefit the University with external organisations. Through the Bob Hawke Prime Ministerial Library it makes available for research and public access the former Prime Minister's papers and memorabilia, those of his colleagues and related materials from his times.

The Library plays a major role in supporting UniSA's teaching, learning and research. It has a particular role with regard to supporting student development of information literacy as a key component of Graduate Quality 2 relating to lifelong learning. It is proactive in addressing the informational needs of international students both locally and transnationally and was the first Library in Australia to send Liaison Librarians to SE Asia to work with transnational students.

The Library is represented on key committees at University, Division and School levels and works in partnership with the University community to ensure a close match between the services and resources

A fact sheet provides a brief overview of the Library and its resources

provided and the academic activities and disciplines of the Divisions and Institutes. A costed Library Impact Statement is included in program approval documentation.

4.1.1 Major services and resources

The Library has developed a range of strategies to ensure that its provision of services and resources meets the diverse needs of the University and its students. The effectiveness of the Library in supporting student learning and the development of information literacy was subject to internal review in 2000. Since then the Library has increased its collaboration with academic staff and Learning Connection and capitalised on its achievements and existing models of best practice. The Library's information literacy 'program' is a hybrid of voluntary generic training and curriculum integrated information literacy development and reflects the needs of students and teaching academics.

The Library prides itself on its innovation and entrepreneurial activities. It is a national leader in the promotion of information literacy through the initiation and development of the CAUL Information literacy standards, the conduct of five national conferences and in 2003, the initiation of the Australian and New Zealand Institute for Information Literacy (ANZIIL).

For further information about ANZIIL, refer to www.anziil.org

In 2002 the Library commissioned an external review of the role and response of the Library to the University's expansion of transnational teaching programs. The focus is on the University's graduate qualities, with special reference to information literacy. The report has been made available to other universities and action has commenced on the recommendations. The Library has established a unique international 'buddy' system to assist International on campus students familiarise themselves with the Library. Guidelines on this service and its evaluation are available on the Library website.

The report can be found at <http://www.library.unisa.edu.au/libpubs/mcswiney%20REPORTcaul.pdf>

The Flexible Delivery Service (FDS)

Those studying off campus or unable to access major library collections in person can request books, documents and information online, by telephone, fax or postal service and guidance is available in how to use the available resources via telephone counselling sessions, through online tutorials, descriptive webpages and an online information desk service. The FDS has a well-developed a service model for Whyalla that takes into account the potential of a partnership with Whyalla City Council through adoption of a joint-use library.

Flexible Delivery Service guidelines can be viewed at www.library.unisa.edu.au/fds/dels/delsqua.htm

The high quality and responsiveness of the service is reflected in its selection by Open Learning Australia as the national provider of library services to students enrolled in Open Learning courses and through client surveys.

Digital Resource Management Centre (DRMC)

Through a unique and innovative partnership with the University's Document Services Unit course readers are made available to all UniSA students through the catalogue as well as to those enrolled in individual courses through the University's online teaching and learning platform.

4.1.2 Partnerships

The three South Australian university libraries collaborate with each other as a major strategy in resource management and service enhancement and the Library engages in a number of commercial and other partnerships to enhance the standing of the University, secure external sources of income and improve the level of services to staff and students of the Library.

Joint evaluation and coordinated purchase and implementation of the Voyager library system in 2002 enables staff and students of each University to have direct access without charge to the library collections of the other two universities. The catalogue provides for the simultaneous searching of all three university library catalogues and reciprocal borrowing arrangements provide for automatic access to each collection. There is a joint use repository of research material..

Other Australian and New Zealand libraries

The Library collaborates with other universities at the national level:

- § for the cooperative purchase of datasets (CAUL)
- § in joint tender for purchase of books with Victorian libraries (ARLAC)
- § in the DEST funded scholarly portal project (AARLIN)

Within South Australia the Library provides a document delivery service government and commercial organisations.

4.1.3 Evaluation of activities

A Client Charter provides a set of criteria against which to evaluate services. Activities are reviewed in a number of ways:

- § one of the three standard surveys developed for Australian university libraries by CAUL is conducted each year. The client satisfaction survey undertaken online for the first time in 2002 elicited over 2100 responses. In conjunction with reviews undertaken in 1995 and 1998 it provides a means to benchmark the UniSA library with other university libraries.
- § items about Library services and resources are included in the University's Student Experience Questionnaire and information gained informs planning and prioritisation.
- § to encourage input from clients, each library maintains a suggestion board and all suggestions are displayed with a written reply from the Campus Librarian. A form for online comment is available.
- § regular reviews, both internal and external
- § evaluation of information literacy sessions and training

Library reviews are listed in the table of reviews in appendix ?

4.1.4 Areas for improvement

Areas identified for attention include:

- § resourcing of the Library. The 2002 Student Evaluation questionnaire highlighted student concerns in the area of availability of items and ease of access to electronic resources.
- § improving the reserve collections to ensure availability of core texts.
- § improving and expanding access and ease of use of online resources
- § pursuing with academic staff curriculum approaches to the development of information literacy and reviewing the attainment of information literacy by specific cohorts of students
- § developing strategies to extend the hours of availability of library services and resources.

A statement on the Library's support for research has also been suggested

5.7.6 Library services and resources supporting research students

A senior librarian has responsibility for meeting the Library's strategic focus on research. An extensive range of value added services is offered to support university staff, postgraduate students and the particular needs of Research Centres and Institutes. Research modules are subject to evaluation using the standard University evaluation instrument TellUs.

Additional statement suggested under 6.3.1 - request for information on UniSA engages with high schools

The National Periodical Service for Schools supports the information needs of schools nationwide. It is refocussing its activities to better support the Northern Areas Project and rural and remote schools.