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## Annual Review Report 2004

### Library

#### How to use this proforma

Blue text throughout this proforma provides instructions and guidelines for compiling your Annual Review Report. You simply need to type the required information into the red-bordered boxes. Complete unformatted Reports are to be sent to Planning and Assurance Services (PAS) by the due date. These will be formatted by removing all extraneous text before being sent back to the nominated Unit contact for checking. Once checked and approved this will become the final Report reviewed by the Corporate Planning Group.

All available target and actual data has been added to this proforma. Data availability dates and sources for information required but not available at time of the proformas distribution will be indicated in the guidelines.

#### Planning and review

Your Annual Review reports will be reviewed by the Corporate Planning Group when they meet early April 2005.

#### Supporting resources

The following resource is available to assist you and should be consulted in the review process:

#### Key Performance Indicators

#### Tips and considerations

When planning and implementing your area review it is worthwhile noting the following tips and considerations:

- § as the review process involves stakeholders and as many staff in the area, arrangements should be made as far in advance as possible in order to provide adequate notification and turn-around times (e.g. organising workshops, gathering feedback, requesting data etc.)
- § the summary on the area's review process should be written last
- § use the proforma for writing the report and try to keep within the designated size limits. These have been approved by Corporate Planning Group to assist them in collecting, reviewing and communicating the information.
- § follow the guidelines provided in this document, any enquiries about the process can be directed to your Pro Vice Chancellor's Executive Officer or to the Corporate Planning Officer ([Ann Samra](#) Tel: 830 22527 )
- § Additional information, including performance data, corporate planning documents, environmental scanning news and information, and answers to frequently asked questions, is available from the [Planning and Assurance Service website](#)

#### Further information

If you have any problems and/or comments with the proforma or reporting requirements, please contact:

**Ann Samra, Corporate Planning Officer** - ph 22527 or email [ann.samra@unisa.edu.au](mailto:ann.samra@unisa.edu.au)

**Due date to PAS**

**Friday 18<sup>th</sup> March, 2005**

Email completed plans to

[ann.samra@unisa.edu.au](mailto:ann.samra@unisa.edu.au)

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Please type information into the red-bordered boxes in the tables which follow.

## Library

Unit contact

Name: Stephen Parnell

Extn 26634

Review meeting attendees (add or delete rows to suit):

NAME	TITLE
Helen Livingston	Director, Library Services
Christine Cother	Manager, Access and Enquiry Services
Irene Duskatsch	Deputy Director, Library Services
Stephen Parnell	Deputy Director, Library Services

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The left column provides guidelines/instructions to help you complete the relevant sections of the review document. Please add information in the boxes with red borders on the right under the appropriate headings.

Guideline / Instruction	Part 1: Review Process
<p>Provide a brief description of the Unit review process specifically addressing the sub-headings provided:</p> <ul style="list-style-type: none"> <li>§ <b>Staff involvement:</b> how staff at all levels were involved in the review.</li> <li>§ <b>Stakeholders:</b> the involvement of your area's stakeholders</li> <li>§ <b>Information:</b> any information that informed the review</li> <li>§ <b>Outcome:</b> your assessment of the Unit review process.</li> </ul> <p><b>Suggested length:</b> Approximately ½ page (A4)</p>	<p><b>Staff involvement</b></p> <p>The review was carried out within the framework of the Library's Leadership Team. With the significant planning required for BluePrint 2005 planning groups to consider issues relating to the relocation of services and resources met throughout the year. Section heads hold regular meetings with staff and those meetings, along with meetings representing areas established as part of the Library structure review informed the review of 2004 activities.</p> <p><b>Stakeholders</b></p> <p>Key stakeholders from each academic Division, including Deans: Teaching and Learning, Deans: Research, Heads of Schools and Program Directors and staff from Research Institutes and Centres were consulted to ensure that quality and client-centred services, programs and resources were provided by the Library to support teaching, learning and research. Issues discussed included:</p> <ul style="list-style-type: none"> <li>• Ways of improving communication between the Library and academic staff</li> <li>• Operationalisation of the new library staff structure; refocusing of library professional roles, work practice evolution, and smarter use of ICT.</li> <li>• Collaboration with academics and Learning Connection to develop strategies to integrate concepts and skills associated with information literacy into the curricula</li> <li>• Expansion of electronic resources in support of the University's online and internationalisation initiatives</li> </ul> <p>Liaison Librarians also met regularly with staff from Learning Connection to discuss issues of mutual interest and complementary activities.</p> <p>Discussions were held between the Library and ISTS on those aspects of the strategic plan that were considered likely to include a technological component.</p> <p>Open University Australia is a major client of the Library and discussions were held throughout 2004 on the nature and level of services provided by the Library. The satisfaction of OUA with the Library is reflected in a further extension of the Agreement to provide the national library service.</p> <p>As in previous years, the Library was included in the University's Student Experience Questionnaire and this again proved an effective means to gather information on student perceptions of the Library</p> <p><b>Information</b></p> <p>The <i>Library plan for 2004</i> identified strategies congruent with University corporate priorities and appropriate outcomes and performance measures to achieve these. The managing change process documentation and stakeholder responses to this informed the progressive implementation of</p>

structural change necessary to meet the challenges of the closure of Underdale and changes occurring in the academic and information environment.

The Library regularly receives comments from students through suggestion boards in each campus library as well as through an online feedback form

**Outcome**

As was the case for 2003, the review process for 2004 was again focused to a large extent on activities associated with the move of the Library collections and planning for the occupation of building extensions as well as on ongoing change to structure and processes. In contrast to the previous year, most staff were able to more fully direct their attention and energy to how well the Library was meeting the demands of a dynamic environment of change in education and information rather than on personal outcomes and the more immediate procedural requirements of change.

The successful relocation of collections and services without undue disruption to services to clients and harmonious collaboration with the Properties Unit reflects the success of the planning process.

<b>Guideline / Instruction</b>	<b>Part 2: Review of performance and key achievements</b>
	<p>Provide a brief analysis of your area's performance in relation to priorities set for 2004.          Address each of the sub-headings and write "not applicable" or "discussed under Section X" where appropriate.          Any key achievements should be discussed in this section.</p>
<p><b>Suggested length for 2.1</b>          Approximately 2 pages (A4)</p>	<p><b>2.1 Teaching and Learning</b></p> <p>The Library continued work to increase its profile and contribution in teaching and learning. Library activities and programs were strategically aligned with curriculum development and Learning Connection initiatives. Examples include:</p> <ul style="list-style-type: none"> <li>§ Librarians working with academic staff from the Medical and Pharmaceutical Biotechnology Program and Learning Connection to develop resources for courses based on the intervention areas identified in the Information Literacy mapping project. These included lectures by the designated Liaison Librarian, and development and identification of complementary online resources, directly linked to particular assessment activities</li> <li>§ Library staff and academics from the School of Communication, New Media and Information collaborated to produce an online guide to information resources for the problematic assignment</li> <li>§ Professional Issues 1: Foundations of Nursing Practice Course Coordinators and Liaison Librarians mapped assignments to the graduate qualities and worked together on the structure and sequence of assignments.</li> <li>§ Collaboration between the Library, Louis Laybourne Smith School of Architecture and Design and Learning Connection resulted in the development of a glossary of postmodern architectural terms. It was designed to assist all students doing studio work, especially international students struggling with architectural terms</li> </ul> <ul style="list-style-type: none"> <li>• Liaison librarians continued to conduct training sessions for transnational students in their home country with sessions held in Sepang. Sessions were also held in Whyalla and Mt Gambier.</li> </ul>

	<ul style="list-style-type: none"> <li>• A prototype collaborative workstation for staff and student use was designed and trialed at Underdale</li> </ul>
	<p><b>Quality and viability</b></p> <p>The Library developed backup catalogue (RediCat) provides for continuous catalogue availability even when the main server is taken offline for software upgrades.</p> <p>Online readings similarly remain available even if the server is unavailable.</p>
	<p><b>Student satisfaction and graduate employment outcomes</b></p> <p>The Library usually conducts one of three nationally benchmarked surveys of library performance each year on a three year cycle. The benchmarked document availability study developed for CAUL was undertaken in 2004.</p>
	<p><b>Transnational education and internationalization</b></p> <p>The University received a commendation from AUQA on the Library's commitment to supporting the information needs of offshore and onshore international students</p> <p>Employment of international student buddies at four metropolitan campuses, and the subsequent development of web pages featuring the buddies.</p> <p>A Liaison Librarian went to Sepang Institute of Technology to deliver training to students enrolled in:</p> <ul style="list-style-type: none"> <li>§ Bachelor of Pharmacy (approx. 100) – 1<sup>st</sup> and 2<sup>nd</sup> year</li> <li>§ Bachelor of Medical &amp; Pharmaceutical Biotechnology (approx. 15) – 1<sup>st</sup> year</li> <li>§ Bachelor of Food Science and Nutrition (approx. 15) – 1<sup>st</sup> year</li> </ul> <p>The visit provided an opportunity to include the Library in the induction program for new SIT teaching staff as well as update the skills of existing staff. The professional working relationship with the SIT Librarian was further developed.</p>
<p>Include in this section collaborations with industry, business and the professions (including TAFE)</p>	<p><b>Program profile and demand</b></p> <p>NA</p>
	<p><b>Online teaching, learning and administration</b></p> <p>Significant effort was invested in developing online tutorials and subject pathfinders tailored to specific assignments. The <i>Need help with your assignment?</i> websites, located in Division specific virtual libraries, contain course specific help, general help, and links to appropriate Learning Connection resources.</p> <p><i>InfoGate</i> (online information literacy tutorial) was integrated into Division of Education, Arts and Social Science courses as part of the Division's online teaching and learning plan for 2004.</p> <p>Pilot project was established to test a web-based email and chat information</p>

service (*Ask a Librarian*) using the QuestionPoint hosted service. Overall the pilot demonstrated that the service is valued with 92 % respondents indicating that it should continue and 96.5 % respondents willing to use the service again.

Implementation of an online Bulletin Board to keep Information Desk staff informed about difficulties students are having finding information for assignments and tips on frequently asked questions about assignments.

Over 10,000 reproductions from books, journals and other print publications supporting over 450 programs were available online, accessible both through UniSA net course pages and through the catalogue. Total 'views' of digitised readings exceeded 400,000

Include comment on your performance in relation to the recruitment or support of students from equity groups

### **Equity and access**

As part of the University and Northern Areas Partnerships Program groups of year 11 high school students were introduced to the Library and its services. Approximately 70 students from Paralowie R-12 School, Endeavour College, Gawler High School, Smithfield Plains High School and Craigmore High School participated. Students undertook a learning exercise related to library activities and services as they toured the campus.

Introductory Library tours were given to

- students participating in the SAM (Science and Mathematics) Division program for the northern Adelaide region
- Year 12 St Columba College (northern area school)
- UniSA PAL students from Fremont Elizabeth City High School.

The Magill campus Library team received an award for good service from Radio 107.9 Life FM. The nomination came from a disabled student in the BA (Journalism) program

Library staff at Underdale were nominated for a Vice Chancellor's Award for service to students with disabilities.

A working party consisting of several academics from the Division of Health Sciences, staff from Learning Connection, Aboriginal and Islander support and a Liaison Librarian investigated entry pathways for ATSI students. An outcome of this collaboration was a CD rom introducing new external nursing students to studying at university

In collaboration with the Director University and Northern Areas Partnerships Program, the Library played a significant role in the establishment of Libraries for Learning Partnership – Northern Adelaide. The Partners will work collaboratively in the areas of resource sharing, program and professional development and promotion of services. The Partnership aims to improve access to information and resources, services and expertise through a library partnership in the Northern Adelaide region

<p><b>Suggested length:</b> Approximately ½ page (A4)</p>	<p><b>2.2 Research, Research education and Commercialisation</b></p>
	<p><b>Research</b></p> <p>The license for the key research tool <i>Web of Science</i> was extended for an additional five years as part of an AVCC brokered deal with ISI Thomson.</p> <p>The Institute for Telecommunications Research (ITR) virtual library was developed in collaboration with ITR staff.</p> <p>Library staff, in collaboration with staff from Learning Connection and the School of Health Sciences updated the EndNote version of the Harvard UniSA style for the web. Training sessions and the EndNote advice service were again well patronised.</p> <p>Participation in the DEST funded Australian Academic Libraries Information Network provided the opportunity to evaluate the potential of a research portal. The three South Australian libraries jointly selected ENCompass from Endeavor Information Systems as the basis for development of a one stop gateway to information.</p> <p><i>The Power of Speech : Australian Prime Ministers defining the national image</i> by James Curran, the first PhD student whose research featured the BHPML, was launched by Mr Hawke.</p>
	<p><b>Research education</b></p> <p>Library staff contributed to the University-wide Research Education Support Activities for supervisors and candidates.</p> <p>The eResearch Degree Candidate Proposal Collection was created in response to a request from the research degree candidates and produced in collaboration with staff from Research Services, the Students' Association and the Library.</p> <p>The Library's suite of online resources for post graduate students was expanded with the development of modules on:</p> <ul style="list-style-type: none"> <li>§ <u>Keeping up to date</u></li> <li>§ <u>Finding and publishing in peer reviewed journals</u></li> <li>§ <u>Engineering Village 2</u></li> <li>§ <u>AusStats</u></li> <li>§ <u>Patents.</u></li> </ul>
	<p><b>Commercialisation</b></p>

**Comment [RTL1]:** He's not a student OF the BHPML is he?

	<p><b>2.3 People and Services</b></p>
<p><b>Suggested length:</b> Approximately 1/3 page (A4)</p>	<p><b>People and workplace</b></p>
<p><b>Suggested length:</b> Approximately 1/3 page (A4)</p>	<p><b>A service culture</b></p> <p>The Library remains committed to providing friendly client-focused services and has embraced quality assurance in its activities. The SEQ</p>

	<p>provides evidence of the positive regard in which the Library is held.</p> <p>Authentication for access to library resources was standardized with that of other University services for students and staff.</p> <p>Implementation of OCLC's Questionpoint service provides expanded options for staff and clients wishing to take advantage of the chat and email <i>Ask a librarian</i> service.</p>
<p><b>Suggested length:</b> Approximately 1/3 page (A4)</p>	<p><b>Buildings and the environment</b></p> <p>The University's <a href="#">Blueprint 2005</a> and the relocation of teaching from Underdale had a major impact on the Library. Accommodating this relocation and building work at three of the campuses required the dismantling, move and reassembly of fifteen kilometres of shelving and the move of almost one million volumes. The closure of Underdale and relocation of central services to Mawson Lakes along with changes in the staff structure meant that the majority of Library staff also relocated.</p> <p>The extensive planning begun in 2002 continued during 2004 and ensured that the services and resources of the Library were available at each campus with minimal disruption during the moves. Lesser-used resources were moved to the central storage facility (Universities Research Repository SA) jointly owned by the three South Australian universities.</p>
<p><b>Suggested length:</b> Approximately 1/3 page (A4)</p>	<p><b>Information technology</b></p> <p>The Library continued to work with other units to improve processes that directly affect client satisfaction and efficiency in the workplace. A number of changes were introduced to more closely align the Library with activities undertaken elsewhere in the University, particularly those relating to security and the Active Directory project.</p> <p>A major development was a joint project with ISTS and Property to extend the number of computer barn PCs in the Library at City West and make library training rooms available as pools. Locations were established to significantly increase the number of pools PCs in each library</p> <p>Documents received on Interlibrary loan are now delivered electronically to student and staff desktops</p>
<p>Provide a brief summary of the major activities the area undertook in 2003 to build organisational capability to meet the University's strategic directions – focusing on process improvement projects or managing change processes.</p> <p><b>Suggested length:</b> Approximately ½ page (A4)</p>	<p><b>Organisational</b></p> <p>During 2004 the Library progressively put in place the new Library structure outlined in the managing change document <i>2005 and beyond</i>.</p> <p>Twelve staff completed the International Computer Drivers Licence.</p> <p>Service points for enquiry and loans were integrated at each campus to eliminate confusion amongst clients as to which service point should be approached for assistance.</p> <p>Information Resource Management unit processes were modified to reflect change in the unit's work from the processing of print resources to support for digital library initiatives. The unit took over the role of coordinating collection development within a whole of library focus for resource acquisition.</p>

	<p>The number of journals available online to UniSA staff and students increased. With many of these collections diverse in content and costing over \$50,000 it was necessary in 2004 to move to a single consolidated journals fund rather than subscribe to titles on the basis of notional allocations to individual Schools. Journals and databases subscribed to by the Library were reviewed as an entire collection using an evaluation instrument developed in house for this purpose.</p>
<p>Provide a brief summary of the major activities the area undertook in 2004 to:</p> <ul style="list-style-type: none"> <li>o build staff capability, including succession planning, through professional development activities - related to the University's and area's strategic directions.</li> <li>o alter your staff profile through workforce planning, recruitment, selection and induction to meet the University's and area's strategic directions (improve the age distribution of staff; increase the number of Indigenous and Youth (aged between 16-24 years) staff; and balance gender).</li> </ul> <p><b>Suggested length:</b> Approximately ½ page (A4)</p>	<p><b>Staff</b></p> <p>The Library completed its managing change process with the appointment of 20 staff during 2004, including the conversion of contract positions to continuing appointments.</p> <p>Vicki Whitmell was commissioned by the Libraries of the ATN to undertake a study on succession planning in the member libraries.</p> <p><b>Professional development</b></p> <p>The new Library structure addresses succession planning and provides a career development path for librarians in academic services, loans and enquiry or information technology and resources.</p> <p>Academic librarians were supported to attend workshops conducted by Australian and New Zealand Institute for Information Literacy (ANZIIL) These sessions focused on issues and strategies congruent with the objectives of the Library and the University.</p> <p>Staff took advantage of professional development sessions either organised by the University or Library including four session topics relating to change management, improving application and interview skills as well as working as teams and adjusting to change. Other sessions were available through professional organizations including CAUL and the continuing education program of the Australian Library and Information Association. Attendance and presentations at conferences was again encouraged. All attendees to external professional development activities are required to provide a written report on conference highlights and many offer brief presentations on their return. The local branch of the professional association is active and provides another avenue for keeping up-to-date. Some professional development sessions were again organized and shared between the libraries of the three universities.</p> <p><b>Staff profile</b></p> <p>Structural change and a number of voluntary redundancies provided an opportunity to provide a better balance in staffing, including an increased percentage of youth and appointment of Indigenous staff.</p>
<p><b>Suggested length:</b> Approximately 1/3 page (A4)</p>	<p><b>Other services</b></p> <p>Promotion of services to the wider community:</p> <p>The Library continued to provide a library service to Open University Australia. Negotiations to extend the existing contract arrangement for an additional six months were completed. The contract to provide document delivery services to the Department of Business, Manufacturing and Trade was renewed.</p> <p>Following a review of the activities the National Periodicals Service to Schools, clients were advised that this service would not continue in</p>

**Comment [RTL2]:** Gender? Youth?

2005. There has been a steady decrease in demand over the last three years as School library resources improve and increasing reliance is placed on online services.

#### 2.4 Other KRAs

Use this heading if any of your performance items or achievements do not belong under any of the above sub-headings

The Library at Underdale closed after 28 years of operation. Collections and facilities at the Underdale campus were reviewed and relocated to the appropriate campus.

- The Library remained open at all campuses during the move, although access to parts of the building and collections at these campuses was restricted at times.
- Sixty thousand volumes were moved into a joint storage facility operated by the three South Australian libraries.
- Sixty staff in central services relocated to Mawson Lakes.
- The Underdale campus closure required relocation of 400 linear metres of archival records in the Bob Hawke Prime Ministerial Library
- Although the main Library at Underdale closed at the end of November, a staffed service point operated on the ground floor of Building G, to cater for the return and loan of items. A photocopier and a small number of computers were also available. Items were retrieved, on request, from the main Library. The online library continued to be available 24 hours a day.
- The Library at Whyalla was reorganised and revitalised to increase attractiveness and usability.

Participation in the Academic and Research Libraries Acquisition Consortium (ARLAC) resulted in increased discounts and number of monographs purchased. For 2004, 86% of books (non-serial items) received were ordered through ARLAC vendors (YBP/Lindsay & Howes and Bennett's).

**Part 3: Key Performance Indicators**

**Table 1 –University Key Performance Indicators**

**TEACHING AND LEARNING**

Dimension	Indicator Data	2002 Actual	2003 Actual	2004 Actual	2004 Target
Local Undergrad Demand	Number of undergraduate first preferences	8544	9830	10151	
International Performance	FPOS onshore load (EFTSU) (% change over previous year)	1684 23%	2279 35%	2700 18%	2306 7%
	FPOS offshore load (EFTSU) (% change over previous year)	3968 -4%	4317 9%	4464 3%	4779 12%
Perceived Teaching Quality	Good Teaching	39%	41%	43%	43%
	Overall Satisfaction	61%	63%	64%	65%
	Generic Skills	64%	66%	62%	68%
Graduate Employment Outcome	% of graduates in full time employment	75%	75%	75%	76%

**EQUITY**

Dimension	Indicator Data	2002 Actual	2003 Actual	2004 Actual	2004 Target
Equity Participation	% of students in equity groups	40%	41%	42%	42%

**RESEARCH & RESEARCH EDUCATION**

Dimension	Indicator Data	2002 Actual	2003 Actual	2004 Actual	2004 Target
Research Education	Research degree load (EFTSU)	697	721	N/A	670
	% change over previous year	11%	3%	N/A	
Research Performance	Number of research degree completions	126	120	N/A	140
	Research income (\$) per Acad staff FTE (B+)	29107	30653	N/A	33000
	Publications per Acad staff FTE (all levels)	83%	96%	N/A	1.00

**STAFFING**

Dimension	Indicator Data	2002 Actual	2003 Actual	2004 Actual	2004 Target
Staff Gender Ratio	<i>Women as a % of total staff:</i>				
	Academic staff FTE, all levels	NA	NA	NA	NA
	Academic staff FTE, D & above	NA	NA	NA	NA
	General staff FTE, HEO10 & above	50%	50%	50%	50%
Staff Qualifications	% of staff with a Doctorate	NA	NA	NA	NA

Guideline / Instruction	Part 3: Key Performance Indicators (continued)
<p>Comment on your area's performance against each of your KPIs providing an analysis of under or over performance (or any other significant issues) and a summary of your arrangements/actions for improvement.</p> <p>When commenting on your KPI you may wish to consider the footnotes that have been made in the KPI table in the <i>Corporate Plan 2004-2006</i> – available from <a href="http://www.unisa.edu.au/pas/gap/planning/planningdocuments.asp">http://www.unisa.edu.au/pas/gap/planning/planningdocuments.asp</a></p> <p><b>Suggested length for Part 3:</b> Approximately 3 pages (A4)</p>	
	<b>3.1 Commentary on Key Performance Indicators</b>
	<p><b>Local undergraduate demand</b> NA</p>
	<p><b>International Performance</b> Support for international and transnational students Is covered under 2.1 above</p>
	<p><b>Perceived teaching quality</b> Both generic and subject specific information literacy sessions are evaluated. TellUs is the standard evaluation tool and is used to evaluate all modules of <i>Search Strategies for Research</i>. Student satisfaction is positive. For Library sessions where TellUs is not used, the same alternative tool is used for onshore and offshore students</p>
	<p><b>Graduate employment outcomes</b> NA</p>
	<p><b>Equity participation</b> Covered under Equity and access p7 above Library staff continued to assist users of the Adaptive Technology Suites and worked with staff of learning Connection to provide accessible copies of print readers</p>
	<p><b>Research education</b> Covered under 2.2 above</p>
	<p><b>Research performance</b></p>
	<p><b>Staff Gender</b> 80% of full-time equivalent Library staff are female</p>
	<p><b>Academic staff qualifications</b> Two Library staff are working towards doctorates, one within the Division of EASS, the other in ITEE</p>

Guideline / Instruction	Part 4: Unit Performance Indicators
<p><b>3.1 Commentary on Unit Performance Indicators</b></p> <p>Provide details of any other significant performance indicators that your Unit uses to measure performance (not the Corporate KPIs). Provide actual and target data for at least a three year term (where available) to assist analysis. Use Table 2 below if appropriate. Provide footnotes where needed (e.g. considerations for calculating the data).</p> <p><b>Suggested length:</b> Approximately 3 pages (A4) Please add additional rows if required</p>	
<p>Document <i>Review of Strategic Plan 2004-6</i> attached</p>	

**Table 2 – Performance Indicators**

Performance indicator	2003 Target	2003 Actual	2004 Target	2004 Actual	2005 Target
Number of volumes acquired	11,000	11,405	11,000	13,407	14,000
Per cent of monograph dollars expended through ARLAC	NA	NA	75%	86%	85%
Document availability	70%	65.4%	70%	79%	NA
Self borrowing as percentage of total loans	50%		60%	56%	70%
Response to online requests (Ask a librarian service)	NA	NA	95% of requests responded to within one working day	95.1% of requests responded to within one working day	95% of requests responded to within one working day
Document delivery	NA	NA	95% of items dispatched within 3 working days of request	99% of items dispatched within 3 working days of request	90% of items dispatched within 2 working days of request
Hours of opening	65	65	70	65	75
System availability (Catalogue and e-readers)	96%	96%	100%	98.95%	100%
Readings available online (additional funding available 2003-4)	300 per month	335	300 Per month	250	100 Per month

Guideline / Instruction	Part 5: Quality Service and feedback
<p>Detail how the Unit formally assures that it provides quality service to internal customers (for example, service level agreements, surveys, specific quality/review workshops etc). Provide a summary of the feedback your area has received in 2004 through these arrangements. <b>Do not</b> include the Student Experience Questionnaire.</p> <p>The <i>Client Charter</i> provides the framework for Library services and is due for revision in 2005.</p> <p>The quality of Library services is constantly monitored. An overview available to the public can be found at <a href="http://www.library.unisa.edu.au/fd/qa.asp">www.library.unisa.edu.au/fd/qa.asp</a></p> <p>Comments and suggestions about the Library are invited via the web and through suggestion boxes and</p>	

boards located in the Library at each campus. The Library responds to all suggestions and responses are posted on the suggestion board of the receiving library with a copy sent to the University Librarian and other library managers.

The Library usually conducts one of the Council of Australian University Librarians (CAUL) three nationally benchmarked surveys of library performance each year on a three year cycle.

CAUL benchmarked survey	Materials Availability Library exceeded targets set in Client Charter and improved on results from previous survey of 1999
Quality workshop – Access and Enquiry Service	Separate workshops on services to different groups of clients including those with disabilities and international students presented in conjunction with USASA and Disability Services Officer
Quality workshop – Teaching and Learning	Five members of the Academic Library Services team participated in workshops presented by the Australian and New Zealand Institute for Information Literacy (ANZIIL). Irene Dorskatsch, Deputy Library Director, Academic and International is currently Director of ANZIIL and a workshop leader
Teaching at UniSA	Three librarians are enrolled in the Graduate Certificate in teaching through QUT. A further four staff completed the Teaching at UniSA program

**Comment [RTL3]:** some of your staff have been enrolled in the QUT Grad Cert?

<b>Guideline / Instruction</b>	<b>Part 6: Status of reviews</b>
Provide a brief report on the status of any of the following types of reviews which were scheduled for or undertaken in 2004 or where significant implementation activity extended into 2004. The <i>Corporate Plan 2004-2006</i> , available from <a href="http://www.unisa.edu.au/pas/qap/planning/planningdocuments.asp">http://www.unisa.edu.au/pas/qap/planning/planningdocuments.asp</a> is a useful example.	

### 6.1 Nominated reviews

Review title	Review objectives	Status

### 6.2 Vice Chancellor's reviews

Review title	Review objectives	Status
Bob Hawke Prime Ministerial Library	The appropriateness of its directions within the Bob Hawke Prime Ministerial centre and national context  The extent to which the BHPML has achieved against its key reporting areas	Completed

### 6.3 Accreditations by external bodies

List only those where the accreditation proposal or the accreditation/re-accreditation process has occurred or was scheduled to occur in 2004

Review title	Review objectives	Status

#### 6.4 Other reviews

This category is used to capture other significant reviews that are not captured under the headings listed above. A useful way of distinguishing these reviews is to identify where the report of outcomes was to be circulated at the time of commissioning – if the report of outcomes was intended to move beyond the area reviewed, then the review is to be listed here (if it is not a Nominated or Vice Chancellor's review)

Do not list internal or routine reviews undertaken by managers to evaluate the effectiveness of policies, structures and processes in their area of responsibility (the report of outcomes was not intended, at the time of commissioning, to move beyond the area in which the review occurs).

Review title	Review objectives	Status

<b>Guideline / Instruction</b>	<b>Part 7: Financial Performance</b>
Guidelines/proforma will be downloaded to the website in mid January 2005 – do not add to the completed document to this section.	