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<b>Document:</b>	<b>2007 Plan</b>
<b>Portfolio:</b>	<b>Academic</b>
<b>Unit:</b>	<b>Library</b>
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## **Part 1: Planning process**

### **There was:**

- A review of strategy and associated activities within the Library Leadership team throughout 2006.
- A series of workshops covering the staff attitude survey and suggested actions to improve Library efficiency and staff satisfaction.
- All staff involved in individual performance management plans and through that engagement with University plans.
- A working group reviewed the Library structure put in place in 2004
- Discussions with School Boards and Library staff in general, on the need to improve access to scholarly resources and the need to build research capacity.
- Discussions between the three South Australian universities to build collaborative approaches to staff training, information resources and IT systems.
- Discussions with ATN libraries about possible collaborative approaches particularly off shore information skills acquisition and workforce planning.
- Comparisons of activity and benchmarking of inputs and outputs across CAUL and the scholarly communication sector.
- Engagement with DEST's EResearch strategy, and RQF readiness
- Focus on University priorities around building research capacity and student engagement.

### **Outcomes:**

- Increased proportion of funds to support access to information resources.
- Planning around Library physical spaces
- Increasing proportion of online resources.

## **Part 2: Executive summary**

The Library's priorities show increased capacity to support research through access to scholarly resources, information skills training and an increased emphasis on improving both the online and physical environments for clients. This change is reflected in an increased proportion of funds allocated to information resources from 23% in 2004, 29% in 2006, to 30% in 2007

The Library is developing its collections to support an academic profile embracing the themes of Sustainability, Healthy Lifestyles and Modeling and Managing Complex Systems. The core of this development is in providing access to online resources and as such the collections will be available to staff and students of the University regardless of location.

Access to high quality journal literature and bibliometric analysis tools will be a continuing focus.

Review and improvement to processes will continue with an emphasis on removing 'busy' work that can be automated or streamlined. This will include the promotion of self help services including web assistance and self loans. Performance management plans in place for all staff.

Encouragement of multi disciplinary research: The Library will use budgetary targets to continue to improve access to a range of scholarly resources which, while spread across many disciplines, will not be limited by artificial boundaries around schools, divisions, research centers or institutes.

Through both work with the ATN on the EGrad School and within the University, improve the capacity of researchers to access relevant scholarly resources.

Evaluate the Library's contribution to the acquisition of graduate qualities by identifying programs being reviewed during 2007 and seeking feedback from Program and Course Coordinators on the adequacy of books, journals and other resources and support for information literacy development.

The Library is working with the Property Unit to improve the amenity of Buildings. The internationally benchmarked survey of client requirements conducted in late 2005 highlighted the inadequacy of the Library physical environment in fostering independent study and research. Staged replacement of old furniture will be continued.

## Part 3: 2007 Plan

### 3.1 Supporting teaching and learning

- Improving access to Scholarly information resources by:
  - improving access to electronic resources
  - increasing the range of titles
  - improving discovery tools including utilising student and staff portals
  - reviewing the nature and location of physical collections
  - maintain continuous quality improvement strategies to assess and expand Library collections and their use especially through automated processes,
- Contribute to the acquisition of graduate qualities by:
  - assisting in embedding information literacy into curricula,
  - working closely with Learning Connection on a range of initiatives using technological solutions to assist both students and academic staff navigate the complexity of the information environment.
- Provide improved learning resources for courses by:
  - improving processes around the provision of online reading
  - reviewing and revising processes around academic liaison,
  - accessing more reading lists sooner,
  - increasing proportion of material held including increased online access,
  - monitoring the use of high demand collections.
- Assist in building student engagement by enhancing facilities including buildings to be conducive to self directed student centred learning including individual, group and collaborative learning activities
- Develop and implement plans to create access to relevant information resources and service for new Law program.
- Contribute to Divisional strategies to provide first year students with timely information and resources to facilitate transition to university life and assist them to succeed with their studies.

### 3.2 Equity and Indigenous education

TABLE 1: UNIVERSITY KPI ACTUAL AND TARGET INFORMATION 2005-2007

Performance dimension	Indicator Data	2005 Actual	2006 Target	2006 Prelim*	2007 Target
Equity participation	% of students in equity groups	42%	42%	42%	43%
	Number of commencing Indigenous students	113	Not available	105	Not applicable

#### 3.2.1 Supporting equity and Indigenous education

- Services for clients with disabilities or other challenges supported through multi access and adaptive technology suites, W3C web pages, flexible information service and information resources in alternative formats
- Staff training in awareness of Indigenous culture
- Improvement to process for access to alternative format information resources
- Support will be provided for the Northern Adelaide strategy by building on partnerships to enhance access to information resources and services and staff expertise
- Monitor and revise service provision to Mt Gambier based students.

### 3.3 Supporting research and research education

- Collaborate to provide services which advance, disseminate and preserve knowledge by:
  - mainstream use of research repository,
  - assist with the publication of online peer reviewed journals,
  - enhance process to assist with the RQF,

- utilise discipline specific tools and strategies for effective citation analysis and measurement of research impact factors,
  - increase online access to UniSA theses.
  - promote UniSA's unique collections
- Contribute to building capacity of individual researchers and research degree graduate qualities by:
  - expand, monitor and evaluate induction and training for researchers and research assistants,
  - contribute to Early Career Researcher support programs,
  - reviewing all Strategies for Successful Researchers modules for currency, consistency and more effective delivery,
  - active collaboration with LATN on EGrad School modules.
- Improve access to scholarly resources by:
  - liaison with Deans Research and Institute Directors to assist new researchers and research directions
  - increasing access to high impact journals
    - aligning expenditure with research strengths,
    - reassess 'collections of excellence' and align with University research priorities,
    - integrating discovery tools for BHPML,
    - ensuring efficient processes in URRSA,
    - enhancing web page for research collections,
    - improving Inter Library Loan and reciprocal borrowing services.

### 3.4 Supporting internationalisation

- Improve support for transnational students by:
  - collaborating to improve professional development program for off shore partners,
  - develop guidelines for Library support for Transnational partners based on agreed Australian Standards
  - reviewing availability of reference resources for transnational students.

Facilitate student engagement for international students by:

- participating in on campus 'international' activities
- provision of 'home' country newspapers and magazines
- collaborating with learning connection on initiatives including 'language help'.

### 3.5 Regional, industry and community engagement

#### 3.5.1 Development or enhancement of academic programs through engagement

- Participate in Academic Portfolio 'graduate employment program'
- Assist in program development and enhancement in relevant programs in Information management from an 'employer' point of view.
- Provide work experience /field work/ experiential placements to facilitate service learning.

### 3.6 People, Services, Finance and Infrastructure

TABLE 2: UNIT AND UNIVERSITY KPI ACTUAL AND TARGET INFORMATION 2005-2007

Performance dimension	Indicator Data	2005 Actual	2006 Target	2006 Prelim	2007 Target
<b>Staff gender targets</b> <i>Women as a % of total staff:</i>	Professional staff FTE, HEO10 & above	67%		67%	67%
<b>Academic staff qualifications</b>	% of staff with a Doctorate (University information)	46%	48%	50%	50%
<b>OHS&amp;W</b>	Lost time incidence rate	1		6	
<b>Staff satisfaction</b>	Mean gap between staff performance and expectation ratings	1.9			

83% of positions in the Library are filled by women with eight out of ten positions above HEO8 held by women. No action is required to increase the percentage of women in the Library.

### **3.6.1 Workforce planning**

- Staff Attitude Survey actions to include:
  - changes to Library structure, reporting relationships and position descriptions
  - review and refinement of internal mentoring scheme
  - coordinated monitoring and Improvement to performance management processes
- Build skill capacity to support Law program
- Continue to align organisational development program with University and Library plans and needs.