



UNIVERSITY OF TASMANIA

University Library

Self Review Report

July 2004

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1 Introduction

1.1 Overview of the self assessment and review

The University of Tasmania has implemented a process of regular reviews of academic and administrative areas. The review of the Library is part of that process. The Terms of Reference for the review are in Appendix 1. Reviews are required to focus on the quality of services and core activities, the preparedness of the area under review to deal with new challenges or priorities and the ways in which the activities support the achievement strategies contained within the University of Tasmania Strategic Plan (Appendix 2). The review also forms part of the preparation for the quality audit by the Australian Universities Quality Agency (AUQA).

The University Library conducted a self-assessment during May 2004. This document contains the outcomes of that assessment, including strengths and opportunities for improvement. It has been developed to inform the External Review Panel which will visit the Library on 18 – 20 August 2004, and will also prove useful as a basis for future planning.

1.2 Structure of the self assessment process

A Library Review Group was established in April 2004 to conduct the self-assessment. This group comprised:

- University Librarian
- Associate Librarian
- Morris Miller Librarian
- Acting Campus Librarian, Launceston
- Law Librarian
- University Librarian's Executive Assistant

This group took responsibility for leading the self-assessment throughout the Library. A paper outlining the review process was developed, including a description of the University quality process – PIRI – Planning, Implementation, Review, Improvements (Appendix 3). This, together with a Power Point presentation formed the introduction for all staff to the review process. Groups were formed in each area of the Library to carry out the self-assessment. Each group provided input from their area, and this was collated into a first draft. The Library Review Group finalised the report and made it available to all Library staff, selected University administrators and the External Review Panel.

1.3 Overview of the University of Tasmania Library

The University of Tasmania Library system comprises seven libraries. Three libraries, Morris Miller, Law and Science, are situated on the Sandy Bay campus. The Art, Music and Clinical Libraries are located in central Hobart. The Launceston Campus Library serves the needs of the University community at Launceston. In addition, the University Library supports a resource room at the Cradle Coast Campus, at Burnie.

The Library lies within the Division of Teaching and Learning, reporting to Professor Sue Johnston, Pro Vice Chancellor, Teaching and Learning. The other sections within this Division are the Flexible Education Unit (FEU) and the Cradle Coast Campus.

As the only university in the state, the University of Tasmania has a broad academic program in the sciences, humanities, social sciences and commerce and supports a wide range of professional schools and research centres. In a national context, the University

has a very impressive research record, consistently ranking among the top ten Australian universities in terms of competitive research funding. The Library is challenged to meet the information needs of the University community across such a wide spectrum within a constrained acquisitions budget.

In 2004 the Library has an operating budget of \$7.9m. The budget allocation for acquisitions has been set at \$3.1m and expenditure on staff salaries is projected to reach \$4.0m.

The Library serves a population of 14,500 students (11249 efts) and 1712 staff (734 academic). 82% of the students are undergraduates and 6.7% higher degree research students. The distribution of student load by location is shown in Table 1.

Launceston	Hobart	Offshore	Cradle Coast	Other	Total
3793	6983	132	238	102	11249

Table 1: Student load 2003

2 Strengths

2.1 Staff and management skills

- Library staff are customer focused and have close working relationships with staff and students.
- The skills and experience of professional staff are strong.
- The Library has responsive, flexible, multi-skilled staff with specialised skills.
- Liaison Librarians have a high level of communication and outreach skills enabling them to develop effective working relationships with academics and other client groups.
- The library has both library and IT professionals on its staff, and a wealth of experience in areas such as collection management and the University's IT environment. We also have creative, artistic staff in our Publications area.

2.2 Services

- The tiered reference service enables professional staff to provide improved service within the Library.
- Remote students value the Flexible Library Service.
- Students value the Library web presence.
- Face-to-face training provided is good, and online training is meeting the needs of students.
- eReserve provides access to high use materials online.
- Multi-skilled staff ensure that services are not person-dependent.
- Document delivery is an efficient service with good turnaround times.

2.3 Infrastructure

- Much is achieved in spite of the physical environment and limited resources.
- Adherence to standards and authorities has produced a reliable catalogue.
- The use of leased computer equipment provides staff and service points with regularly updated, reliable desktop equipment.
- The use of centrally funded PCs for students and OPAC has been a vast improvement.

2.4 Relationships within the University

- The liaison program is effective and outreach to academic schools is good.
- The Library works closely with the Flexible Education Unit and Information Technology Resources to support students.

2.5 Relationships with external bodies

- The Library has links with the community through the State Library and the outreach program.

3 Issues

3.1 Staff and management skills

- The matrix structure needs some further development to produce a stronger structure with good channels of communication.
- The staff is spread thinly to provide service across seven branches and functional areas. This means there is a heavy workload for staff, and a lack of time for reflection and strategic thinking.

3.2 Services

- The planned growth in the University needs to be reflected in additional resources for the Library.
- There is no systematic identification of performance indicators by which staff can measure their activities, or by which clients' expectations can be defined.
- Developments offshore require appropriate provision of library support.

3.3 Infrastructure

- The Library has a limited budget from which to provide service and resources to a large number of branches and a wide array of disciplines. The collection is old and generally seen as inadequate.
- There is a feeling of lack of control over the systems environment, and a lack of test systems.
- Enhancements to Horizon and provision of self-check machines would improve efficiency.
- The physical environment needs to be improved.
- The Library requires further centrally-funded equipment for the Library training rooms.

3.4 Relationships within the University

- While there is support for the Library and recognition of the poor collection, there is generally a lack of financial support from the Faculties to address the situation.

4 Organisational structure, management and leadership

4.1 Organisational structure

The University Library comprises four major areas:

- Collection Management and Systems
- Morris Miller Library

- Launceston Campus Library
- Branch Libraries

The University Librarian, Associate Librarian (Systems and Collection Management), the Morris Miller Librarian and the Launceston Campus Librarian comprise the senior management team. The Branch Librarians report to the University Librarian. The organisational structure is shown in Appendix 4.

The present University Librarian was appointed in May 2003. There was a restructure of the Library at the end of 2003 to create the Morris Miller Librarian position (Appendix 5). The purpose of the restructure was to free up the University Librarian to undertake more strategic library-wide and University-wide activities. It provided the opportunity for development of a stronger team within Morris Miller Library, and for the development of a more coherent role for the Associate Librarian. The structure provides for a matrix management environment, such that each manager and Branch Librarian may be allocated a library-wide portfolio. There remain some anomalies with the organisational structure of the Service Desk and how this is embedded within the Library.

4.2 Human Resources

The Library has a total of 95 staff occupying 81 e.f.t. positions distributed across the central units and seven branches. There are 28 professional positions, 9 paraprofessional positions, 3 other professional positions and 41 clerical staff and library assistants. There are some concerns among staff regarding the classification of staff, given the range of duties that they perform. It is understood this is reflected throughout the University, where classification levels are generally below those on the mainland. The Library encourages close working relationships with the State Library of Tasmania. The different classifications levels and higher remuneration offered at the State Library are of concern to staff. Continuing library staff at HEO3 and HEO4 require library technician qualifications, or equivalent experience, for appointment. There are some anomalies, as Service Desk staff and casual staff working alone are appointed at HEO3. Staff at HEO5 may be library technicians or librarians. Among professional staff there is a perceived lack of career path.

4.3 Financial Resources

The Library operating budget for 2004 is \$7.9m. The budget allocation for acquisitions has been set at \$3.1m and expenditure on staff salaries is projected at \$4.0m. The Library budget for 2004 is included as Appendix 6.

Comparative expenditure figures with the G8 for 2002 are shown in Table 1. This shows that the total library expenditure is significantly lower than for any of the G8. They also show that the overall expenditure per population member is lower for University of Tasmania than for any of the G8. University of Tasmania ranks as 22 out of all Australian and New Zealand universities (See Appendix 7 for the full CAUL ranking table).

University	Rank - expenditure per population member	Total expenditure per population member	Total Library Expenditure	Total revenue for University	%
Adelaide	6	\$888.3	\$13,299,177	\$334,240,000	3.98%
ANU	2	\$1395.37	\$17,048,606	\$461,722,000	3.69%
Melbourne	15	\$715.49	\$26,301,452	\$856,336,000	3.07%
Monash	16	\$678.44	\$28,664,871	\$735,380,000	3.90%
NSW	21	\$651.61	\$22,097,386	\$701,486,000	3.15%
Queensland	12	\$778.89	\$26,209,630	\$814,450,000	3.22%
Sydney	10	\$795.72	\$30,758,548	\$816,255,000	3.77%
WA	5	\$905.20	\$14,023,338	\$360,413,000	3.89%
Tasmania	22	\$644.77	\$8,013,823	\$199,675,000	4.01%

Table 2: Overall expenditure per population member 2002.

The percentage expenditure on the Library as a percentage of total revenue for 2002 would suggest that the Library is not disadvantaged compared to the G8. The challenge is that despite its smaller revenue overall, the University is offering a state-wide program covering a wide range of disciplines. The range of locations and the range of disciplines provides a challenge for the Library to provide an adequate service, with its resources being spread thinly over a number of branches.

The Acquisitions budget is analysed further in section 7.

It may be argued that the Library should move some of its expenditure on staffing to acquisitions. However, a review of staffing expenditure will show that this is lower than any of the G8 (Table 3). While the staffing per EFTSU figure is larger than UNSW, they have only two libraries, compared to the seven at University of Tasmania. They also have economies of scale with their considerably larger student numbers. With the emphasis on multi-campus delivery, particularly at the Cradle Coast, the number of libraries at University of Tasmania is likely to increase rather than decrease, despite efforts to maintain the present limitations.

University	EFTSU	Rank	Library staffing budget per EFTSU	Rank	Collection acquisitions budget per EFTSU	Rank
Adelaide	12,950	7	475.3	3	371.1	6
ANU	8,638	8	1006.4	1	896.9	1
Melbourne	31,757	3	421.7	4	371.2	5
Monash	36,898	1	394.5	6	333.7	8
NSW	29,121	4	333.9	8	400.6	4
Queensland	28,953	5	398.7	5	376.9	3
Sydney	32,926	2	390.1	7	354.5	7
WA	12,959	6	592.6	2	574.3	2
Tasmania	11,248		358.7		276.1	

Table 3: Staffing and acquisitions budget per EFTSU compared with G8 2003.

4.4 Planning processes

The Vice Chancellor was appointed to the University at the beginning of 2003 and during that year a new strategic plan (Appendix 2) was developed for the University. This is known as the EDGE agenda, representing Excellence, Distinctiveness, Growth and Engagement. In the light of this, the Library developed a strategic plan for 2004 (Appendix 8). This has cascaded into an operational plan for each area of the Library, and then into individual performance management. A report on progress to date is provided in Appendix 9.

4.5 Channels of communication

Fortnightly Senior Managers Meetings and monthly Branch Librarians Meetings support the structure. Each section of the Library holds its own meetings to follow on from these. These meetings include meetings within the structure, such as Collection Management Unit, and across the structure, such as Circulation and Library Systems Groups. Video-conferencing is commonly used for cross-campus meetings. While this cuts down on travelling time, it is not quite as effective as face to face meetings.

The University Librarian emails a report of current issues to all Library staff on a monthly basis to keep everyone up to date. This is sent out on Lib-forum, the group email for all Library staff. There is a shared drive which is used for the posting of minutes and sharing of information within sections of the Library. The Intranet is used as a social exchange environment and for staff development reports.

The operational plan for the Library and for each section provides the framework for the year's work. These are developed through group discussions and so there is an opportunity for all staff to contribute their ideas to the plan.

Through the year, the section meetings referred to above provide an opportunity for staff input, as well as informal communication that can occur at any time. Wherever possible, convenors call for agenda items, circulate drafts for comment and seek input. There is some indication that this is more successful for the more senior groups. Branch libraries work closely within their teams, but there is a need to emphasise activities between branch and campus libraries. Encouraging staff to visit other work areas, for instance by holding some meetings in the branches rather than centrally, could enhance this. In some larger teams, library assistants have expressed a perception that their ideas for improvement are not valued and acknowledged.

There is a formal process of Performance Management in place. This is an annual cycle which provides an opportunity for staff members and supervisors to discuss performance and other work-related issues. While this process has been in place for about five years, there is room for improvement in terms of developing the skills of both supervisors and staff to take advantage of the process. A training session was held in 2004, focussing on poor performers and staff development in relation to Performance Management.

4.6 Opportunities for improvement

Further development of the matrix structure is required to involve all line managers in the management and leadership of the Library. This will require further review of the meetings and communication structure to ensure that staff not in the Senior Management Group have opportunity to contribute their ideas and discuss them with their colleagues.

Further consideration of the organisational structure of the Service Desk is required to ensure it functions effectively within the Library.

It is recommended that the University develop a budget plan for the next four years to enhance the Library budget to move it closer to the Go8. The first priority would be to increase the acquisitions budget. It is recommended that this plan is based on an amount per EFTSU which increases by steps each year towards an agreed level. This would provide support for the Library as it manages the growth in student numbers as projected in the EDGE agenda and would be consistent with the proposed move towards an activity based costing budget model.

The balance between video-conferences and face-to-face meetings should be reviewed, and opportunities taken to meet in branches rather than always in Launceston or Morris Miller Libraries.

A program should be developed to improve information and skills sharing between service points and central sections through projects, staff exchanges, and sharing of specific skills and knowledge.

Performance management needs further development, to encourage its use as a communication and development strategy.

All staff should be made aware of mechanisms to contribute to improvements and to participate in decision-making processes, and that supervisors are able to facilitate and manage this.

5 Implications of future growth of the University for the Library

5.1 Within Tasmania

The University has ambitious targets for its future growth. The University of Tasmania Plan 2004 – 2006 proposes that the University will grow to 15,000 EFTSU by 2010.

	2003	2006	2010
UG	10,400	11,300	12,400
PG	420	880	1,500
RHD	690	880	1,100
Cradle Coast	252	422	598
Totals	11,762	13,482	15,598

Table 4: EFTSU 2003 - 2010

5.2 Cradle Coast Campus

The Cradle Coast Campus is proposed to increase to 600 students from the present 250. It would be hard to justify not developing a formal branch library if students reached these numbers, and were doing complete programs there. Attached at Appendix 10 is the Library response to the Cradle Coast Campus review that was undertaken in 2003. There would be significant ongoing costs associated with the implementation of a branch library, which could not be achieved within the existing budget. There is concern that the present number of branches is currently hard to sustain, and a new branch could not be contemplated without extra resourcing.

5.3 Inveresk

A further potential development is the centre at Inveresk, in Launceston. This centre is about 5 Km from the central Launceston Campus at Newnham. Inveresk presently houses the School of Visual and Performing Arts, with 295 students. There is a proposal under consideration to move the School of Architecture to Inveresk as well. This would move a further 260 students to the site. Projected targets would increase this number to 735 by 2010. There is presently no library collection at Inveresk and at the time of establishing the facility it was made clear that no such provision would be made. The Library catalogue and databases are accessible from there, and there is a drop-off service so that students can return their books there. The liaison librarian visits once a week to provide information services. The risk to the architecture students is that they would receive a diminished Library service at Inveresk, and would need to travel to Newnham for their print resources. Architecture students are heavy users of the Launceston Campus Library as their information resources are primarily print based.

5.4 Other sites

In addition to these centres the Library provides support to centres throughout Tasmania. While staff at the Launceston General Hospital and Mt. Pleasant Laboratories are expected to come to the Launceston Campus Library for service, there are some additional services presently provided to these centres. Some library resources are held at the North West Regional Hospital, in support of clinical programs. This support is shared between the Clinical Library and the Launceston Campus Library.

5.5 Overall increases in numbers

Increasing student numbers are coinciding with changes in teaching and learning, and the embedding of generic attributes through the Flexible Education Unit and Library outreach. Liaison librarians need to be able to deliver information skills training to larger numbers of students and work in partnership with academic staff to ensure the embedding of these skills. Teaching and training facilities will need to be improved to accommodate larger groups for hands-on workshops. Online delivery of training for information skills has been developed, and this will need to increase to support increased enrolments.

Overall, an increase in student numbers will require an increase in the number of print resources to support them. Any increase in the number of theses, eReserve items and general acquisition will require an increase in the number of staff required to order and process the material. There may need to be a review of loan periods to increase the turnaround of resources, and this will increase the re-shelving load for staff. The growth in student numbers may also influence the cost of electronic resources, where these are based on the student and staff population (ie. number of potential users).

The University Librarian has proposed an acquisitions budget that is related to EFTSU. The new budget model for the university is premised on a basis of funding per EFTSU. The Library is developing a budget model to reflect this.

The physical environment will be challenged by any increase in student numbers. This is further described in Section 8. The Launceston and Science libraries are not currently large enough to provide adequately for existing student numbers, based on a standard of 1sq.m per EFTSU. Without significant capital development the situation will only deteriorate.

5.6 Offshore

The University is developing its offshore activities and in 2003 commenced programs in China. There were 130 EFTSU offshore students in 2003, and the target for 2010 is 840. These are primarily in the Faculty of Commerce, with some computing students. The first visit by a librarian to any offshore centre occurred in June 2004. The Law Librarian went to Kuala Lumpur to visit KDU College, where a twinning program is offered in Law, and also visited Binary College, where a Bachelor of Commerce program is offered. If offshore numbers grow then there will be value in more of these visits occurring, to review the library resources available on site for these students, and to deliver training to ensure the students can find information on the Library web-site. Provision of phone and email support services from Tasmania will become more important. This will include reference services and Service Desk support.

5.7 Opportunities for improvement

It needs to be ensured that the University recognises the implications that growth in student numbers has for Library service provision, in terms of space, computer access and print resources through the development of a capital master plan.

The provision of phone, email and face-to-face service requires assessment to ensure that staffing is sufficient to cover the increase in student numbers, and to provide a wider range of service over weekend and evening hours.

Library staff need opportunities to visit and liaise with offshore centres to ensure adequate provision of resources and to provide training.

6 Library Services

The Library provides a tiered level of service in its campus libraries, Morris Miller and Launceston. Circulation services are available whenever the Library is open. Service Desk activities, including IT support and information queries are only available 8.30am to 5.00 pm Monday to Friday. When the Service Desk is open, it operates as a tiered service. Tier 1 is the face-to-face and phone activity. If the staff member at Tier 1 is unable to answer the query then it is referred to Tier 2, either Reference or IT. Tier 2 then deal with the query or may need to pass it on again. In the reference/information function, this would be to the liaison librarian, and within IT it would be referred to Information Technology Resources, to FEU or a School computing support officer as appropriate. In the evenings, reference staff are rostered in Morris Miller and Launceston libraries. At weekends, casual staff are employed to provide Library services, and professional services are unavailable. A Library Guide is attached at Appendix 11.

6.1 Information Services

The Library has a system-wide Liaison Program developed and implemented in 2000. The program underpins information services to students, academics and general staff, and aims to ensure equitable services to faculties across all branches and campuses. Liaison Librarians understand the information needs of their liaison schools, advise and consult with schools on information literacy and collection development and monitor school budget allocations. A list of liaison librarians is provided as Appendix 12.

Information skills teaching and training is a major focus of information services. In 2003 there were 9,174 participants in the Library's information skills sessions. Liaison

Librarians work with academics in their liaison schools to embed information literacy into teaching and learning. Teaching Development grants have enabled the development of Legal Research Skills WebCT modules by the Law Librarian and a Faculty of Science, Engineering and Technology project is underway to map information literacy skills teaching in the Faculty curriculum.

Liaison Librarians support research by providing consultation and workshops on finding and managing information for staff and research higher degree students. In 2003 there were 858 participants in these workshops. These workshops are also part of the Research Higher Degree Unit's Generic Skills Program for Research Higher Degree Students.

An Information Literacy Policy is currently under development that will provide a model for embedding information literacy into the curriculum and articulate the role of the Library and academic staff in developing information literate graduates. Staff development, such as the Information Literacy Matters seminar, Hobart, 8th July, includes workshopping strategies for librarians and academics to embed information literacy into the curriculum.

Liaison Librarians also provide reference services and individual consultation. In the Morris Miller and Launceston Campus Libraries this is part of the tiered Service Desk provision. Liaison Librarians also develop and maintain help and training documentation and web-based subject guides.

Information and reference services in branch libraries, which are equivalent to Tier 1 and 2 Service Desk enquiries, are available whenever professional and para-professional library staff are rostered on duty. This may be any time between 8.30am and 10.00pm, Monday to Friday. At weekends, casual staff are employed to provide Library services, excluding reference and information services.

6.2 Lending Services

The University Library has a unified loans system via Horizon that is available across all library locations. The Library also has a loans policy that applies across all locations. Staff, students and registered special borrowers can approach any of our library locations and borrow items and return items irrespective of their home location. University staff and students use their university id cards as their borrower's cards. Lending Services are available for the full spread of opening hours. Lending Services are available on weekends when other services, such as Reference, are unavailable. Overdue reminder notices are system generated and communicated via e-mail, with fines sent in the external mail. Students can renew books via the web catalogue, which requires authentication of university id number and a special library pin. This authentication is library specific and in future releases of Horizon it will support the university standard LDAP authentication process.

In 2003, 433,162 loans were processed via the Horizon system. All locations experienced a downturn in loans since 2001 except for the Morris Miller Library which had a 12% increase in loans from 2002. Serials can be loaned to clients however they are loaned via a manual loan system. Serials loans is an area of where local policy varies according to client needs. The Morris Miller Library and the Launceston Campus Library had the greatest burden of manual loans for 2003 of nearly 1,000 loans. Morris Miller Library manual loans were for bound serial volumes to academics and postgraduate students, while in Launceston the majority of the loans were for serials so undergraduate Architecture students could colour scan images directly to their computer accounts. The Art Library had the next highest total of 822 manual loans for 2003. It will be interesting to see if the new photocopiers recently installed in the Library will reduce the number of manual loans, due to the improved quality of copies available.

Most of our special borrowers are students studying at other institutions such as interstate universities, the Australian Maritime College in Launceston, and Tasmanian TAFE institutions. All these students get free borrowing privileges to our physical collections. We also allow teachers free borrowing privileges to the Curriculum Collection of the Launceston Campus Library.

The Circulation Librarian is currently reviewing key areas of loans policy. Matters under current consideration are the fines regime, and the need for local policy variations and to have these variations documented so all locations are aware of them. The relocation of barcodes to the cover of the books is also being considered to improve the use of technology and reduce OH&S risks.

6.3 Item Request Service

This service is also known as Inter Campus Requests. It is the transfer of items between library locations so the items are brought to the requesting client's library. The transfer is predominantly between the Launceston Campus Library and the Hobart library locations. Borrowers at Hobart campus libraries are generally expected to visit other Hobart library locations to select their items from the shelves. The Item Request service is also an alternative delivery method for posting materials to distance students.

The Library has maintained the service since the amalgamation of the University in the south and the Tasmanian State Institute of Technology in the north in 1991. The staff survey (Appendix 13) shows that this is generally regarded as an effective service, and the volume of activity shows it is appreciated as a method to supplement local library collections. This service is greatly appreciated by students and staff of the university as a method to supplement local library collections. The service is also available to our registered special borrowers. In 2003 over 7,000 monographs and audiovisual items were requested, while over 4,000 articles for photocopying were requested. Photocopying is free of charge to clients. Historically, the Launceston Campus Library is a net borrower of items. In 2003, 3,684 requests for books and 2,598 articles were instigated from Launceston. The Morris Miller Library followed closely behind with 2,585 requests for books, but with only 827 requests for serial articles. These figures reflect the weakness in the printed serials collection in Launceston for research and study needs.

The method of requesting materials has not changed since its inception, being a paper-based service. The figures stated above highlight the large workload this service creates as a paper-based service. The discrepancies in the statistics that are manually recorded for Inter Campus loans between outgoing and incoming requests (as shown in Appendix 17) also highlight the problems in maintaining a paper-based service. The user completed request forms are faxed to the home library location of the item and the items are sent in our courier bags to the requesting library for issue to the user. Maximum turn around time for items is four days with many library locations offering better turn around times. Plans are in place for this service to be incorporated within the Horizon system, with an expectation for faster turnaround time and reduce staff workload.

6.4 Flexible Library Service

This service is the method distance students and staff use to request items from the Library. The key restriction is that the client must have a semester residential address that is greater than 40 kilometres from the Sandy Bay and Launceston campuses and do not regularly attend these campuses for classes. Consequently, staff and students at the Cradle Coast Campus are eligible for this service. In 2003, we had 6,487 requests for items. Of these requests we were able to provide 3,202 items on loan and 2,034 photocopies. In recent years there has been a concerted effort to get contents pages of Reserve items listed in the catalogue to assist students requesting items.

Flexible Library Service is predominantly a web based e-mail messaging service to request items for posting. Students search the library catalogue to locate loanable items and use the web-based request form to send the request. Library staff will locate substitute titles and reference staff will undertake some information searching. Most reference work now involves suggesting databases to search and appropriate search terms. Flexible Library Service is also available for students with special needs who cannot visit the Library or need special assistance, and for imprisoned students. Each year students are required to register for the service. A single operator from the Launceston Campus Library reads and processes the e-mail messages. However it needs the cooperation of all library locations in the dispatch of materials directly to clients to make the service work efficiently. How this service is staffed and fits within the structure will need to be reviewed if demand increases.

In 2003 we had 544 borrowers registered for this service. About 85% of the borrowers are students residing in North-West Tasmania. We also have students registered from interstate and overseas. Posting to overseas students is generally not available however some exceptions occur on a case-by-case basis depending on factors such as the postal service available in these countries. Articles may be photocopied and supplied overseas or scanned and attached to e-mails. Students pay for the return postage of materials. North-West Tasmanian students often return items via the Information Resources Area at the Cradle Coast Campus or from the Devonport TAFE Library. Registered undergraduate students get a three-week loan period, which is an extension to the undergraduate loan period.

6.5 Reserve and eReserve

Reserve is a collection of high demand items found in each of the library branches. These items are generally available for 2 hour and for overnight loan. Reserve materials are physical items that are transferred from the normal loan collections and can include prescribed textbooks and other supplementary readings. eReserve is a collection of high demand, library scanned full-text electronic journal articles and book chapters accessible through the library catalogue and requires client authentication to view. This scanning service is highly regarded by distance and internal students who like having the availability of these documents from the Library's on-line catalogue off-campus. Circulation staff at each library location do the processing work for Reserve and eReserve items.

eReserve began in 2001 and remained as a project until 2003. In 2003 we began planning to move scanning from a centralised service to a decentralised model with coordination from the Reserve Coordinator in Hobart. We planned the move of eReserve as a mainstream reserve activity, with cataloguing and copyright involvement from the Collections Management Unit. Articles and chapters are scanned at the home location of the item, and the bibliographic record creation done by cataloguing staff. Linking to the catalogue record with item holdings details is done at the home library location. In 2003 we scanned 2,330 items and in 2004 to date we have scanned 1,434 items. With all bibliographic entries now undertaken by cataloguing staff, data entry is now of a high and consistent standard. We have begun the retrospective conversion of photocopies and the Morris Miller Library has had all its required photocopies scanned, and all other service points are currently weeding the unwanted photocopies and scanning of the remainder.

We have set a turnaround time of three days for available items to be scanned and linked to the catalogue and have publicised this to clients from the Library's website. We have created a web form for requesting library materials to be placed into Reserve collections, which is working well. Academic staff are prompted for important information such as student numbers, type of teaching such as face-to-face and/or distance teachings as well as the list of citations. The request is received by the Reserve Coordinator as an e-mail

message and is forwarded to the appropriate library locations. Students appreciate this service, as they can now access this high-use material from home, and do not need to spend time on campus other than for class contact.

6.6 Document Delivery Service

Document Delivery is central to the Library's support of teaching and research. It is a centralised service available to all University staff and postgraduate students. Online registration is via the Library's web pages and once registered, eligible users can request items using an electronically generated PIN. Users can choose to receive articles to the desktop as pdf files, or articles can be posted out to an internal University box number. Users may also choose to collect articles at a library service point for which a notification email is sent.

Document Delivery relies on a locally developed product, eDelivery, for in-house management of the service. Relying on a local product is a risk for the future of the service. eDelivery is also limited in its functionality. It is planned to investigate other products for Document Delivery. Horizon is presently developing a module, which is expected to be released later this year. This would be one of the options under consideration.

2003 saw the introduction of a quota system for Document Delivery, and while this has capped funding for the service most of the Schools manage to work within their allocated quotas.

Heavy use of a good commercial supplier ensures a quick turn around time for filling article requests. The Document Delivery Service participated in the 2000 National Resource Sharing Working Group Interlibrary Loan/Document Delivery Benchmarking Study. The turnaround time on the requesting side of the study revealed that the Service had an above average turnaround time for the University sector.

Activity	Average days
Requesting	10.54 days
Supplying	8.00 days

Table 5: Turnaround time results

Deposit accounts are also used for major commercial suppliers around the world, such as the British Library and CISTI. Document Delivery boasts being able to go anywhere in the world to obtain an item required by a user. Within Australia, Document Delivery makes use of the Kinetica Document Delivery System. Items are sometimes obtained locally through reciprocal arrangements with publicly funded government libraries. A reciprocal agreement has been in place with Deakin University for many years to the mutual benefit of both institutions.

The Document Delivery Service provides a charged service to the staff of the Royal Hobart Hospital. While many commercial services may be available to them they find that going through the University of Tasmania service enables them to save time and money. The Library's Document Delivery Service assists in fostering a close relationship with the RHH staff and the University's Clinical School.

6.7 Collection Management Services

The Collection Management Unit acquires and organises library materials for client use and is responsible for the division of the library materials funds and the monitoring of their expenditure. The Unit provides traditional services of acquiring print materials, cataloguing them and processing them for branch library shelves. The Cataloguing

section works with a tiered approach, with a team of "fast Cat" library assistants ordering machine-readable cataloguing records for most materials, and handing only problems or original cataloguing on to the cataloguers. The Unit is to review the workflows through the Unit in the second half of 2004.

A "rush" acquisitions and cataloguing service is provided for some materials, including materials for Reserve. As can be seen from the Library's acquisitions budget around 60% of the amount spent on actual materials (as opposed to Document Delivery and processing funds) is spent on (potentially) print materials, with 40% on electronic resources. Since the end of 2000, Cataloguing have invested a great deal of time getting electronic resources represented in the catalogue and in enhancing those records by adding URLs and holdings. In 2003 the Unit became responsible for acquiring electronic copies of required textbooks for print-disabled students.

The Unit provides a reliable binding service for all the branch libraries.

With the move towards electronic resources, the Unit is responsible for the negotiation of licences with electronic resource vendors, for access to an increasingly large suite of electronic journals and databases. The tools used to organise electronic resources have to date been rudimentary, but the implementation of Serials Solutions will help in the management of these materials, and will interface with Horizon 8.0 which will be available in early 2005. The Unit will be making our electronic resources available through the implementation of a demonstration AARLIN scholars portal, and through the Australian Digital Theses Project, both scheduled for the last half of 2004.

The Unit is responsible for creating and maintaining the catalogue database, which, through adherence to standards, is reliable and consistent. The Library's continued use of multiple classifications (Library of Congress in 5 branches, Moys in Law, and Dewey in Launceston) complicates this process. Although Launceston Library staff do not feel they receive a delayed service because of Dewey, Collection Management know it creates additional work and requires ongoing specialist skills. All cataloguing for Reserve and eReserve is now done through the Unit, which has improved reliability of bibliographic records describing these items and files.

The Collection Management Unit is now working closely with the Liaison Librarians on selection issues, and will be developing policies for collection development in consultation with interested library and other staff. The Collection Management Librarian has held workshops to work with liaison librarians and others on the library budget and collection development.

The Library's special collections (Archives and Rare Books) and the Royal Society of Tasmania and Quaker collections are also the responsibility of the Collection Management Unit.

In recent years an increasing proportion of the Unit's time, especially in cataloguing, has been spent working on specific projects, for example the Bliss conversion.

6.8 Services to Disabled Students

The University of Tasmania Library has a strong commitment to assisting students with disabilities. The Service Desk staff receive information on the work of the Disability Officers in Student Services during their training, and take queries regarding the special access (SASC) labs used by students with disabilities. The Library took on special responsibilities in 2003 for the acquisition of materials for print-disabled students, in either etext format, other electronic formats, or hardcopy for transcription by Student Services. We also assume responsibility for copyright compliance for materials transcribed in Student Services, and sourced through the libraries.

6.9 Client Surveys of Library services

The Library has been rated well by its clients in relation to the services that are provided. During 2003 the University conducted a student survey and a staff survey. Responses to these are shown in Appendices 13 and 14. For the student survey, a number of areas were identified where the importance of the rating was higher than the quality rating. The Library has strategies to deal with these issues. However, it should be noted that in the 5-point scale, for all these issues the score was between 3 and 4. The most significant concern was with the photocopying service, which is being replaced in July 2004.

The staff survey supports the Library's view that it is under-resourced in its acquisitions budget, but that, overall, university staff are satisfied with the services provided. The University Library conducted the Rodski survey of customer satisfaction in 2001 (Appendix 15), and is repeating the survey in 2004. The Rodski survey showed that the University of Tasmania Library was performing above the median for all libraries surveyed in all areas except facilities and equipment. Since that time, all student computers within the Library have been replaced, and the photocopiers are being replaced.

6.10 Statistical data and performance measures

The Library gathers data for inclusion in the CAUL statistics (Appendix 16), and most areas of the Library gather other additional information. This has been collated into a page of summary data (Appendix 17). There is little information that relates to throughput, or other performance measures for quality assurance purposes. The only exception would be reports regarding Document Delivery turnaround time, which are produced by our commercial supplier. The April-June 2004 report shows that of 2190 filled requests, 39% were filled within 1 day and 98% were filled within 14 calendar days.

Many statistics are gathered, but there has been no standardisation on how they should be analysed or reported. Statistics are routinely drawn from Horizon, and gate counts and reference statistics are also kept. The Service Desk has kept statistics, which will soon be available through a University management reporting system, MIRU, along with metrics from the job-tracking system Service Center. The inclusion of Tier 2 Library statistics into this system is being considered.

A Benchmarking report was completed against the McKinnon, Walker & Davis standard in 2003 and this is attached as Appendix 18. Issues identified in this report were included in the Library Plan for 2004.

6.11 Accessibility of services

The library web site, www.utas.edu.au/library, brings together library and IT support information. The site provides information about the services that the library offers to staff and students, and how best to use these services. The resources that the site allows access to includes:

- Searching the University of Tasmania library catalogue (and access to other library catalogues and web resources)
- Renewal of loan items and borrowing information
- Access to databases and electronic journals
- On-line tutorials covering information literacy topics and database guides
- Electronic copies of reserve documents (e-reserve) and exam papers
- Access to the Service desk pages for IT support information
- Requesting material through Document delivery
- Contacting a librarian to ask a question or make a suggestion
- Access to flexible library services for patrons who can't reach a library

- Bookings for Library tours and workshops
- Help sheets to allow users to teach themselves how to use Library resources
- Access and information about all the branch libraries and their news bulletins
- Contact details for library staff and liaison librarians
- Opening hours

The library website also provides details on current and upcoming library events.

The Morris Miller and Law Libraries are open from 8.30am to 10.00pm during semester. Opening hours in other branches and during semester breaks are somewhat shorter. The opening hours are available on the Library web site
<http://www.utas.edu.au/library/about/openhours.html>

A review of opening hours was conducted in 2003, which recommended the reduction of evening hours and extending weekend opening. Working within a limited budget, any reduction of one hour in the evening provides only half an hour at the weekends. Given the pressure for 24x7 opening, it was resolved not to proceed with any reduction in opening hours. The report on the review of opening hours is attached as Appendix 19.

Information and reference services in branch libraries, which are equivalent to Tier 1 and 2 Service Desk enquiries, are available whenever professional and para-professional library staff are rostered on duty. This may be any time between 8.30am and 10.00pm, Monday to Friday. At weekends, casual staff are employed to provide Library services, excluding reference and information services.

6.12 Opportunities for improvement

A quality assurance program needs to be established for the Library. Each area of the Library has identified the establishment of performance measures as an activity in its operational plan for this year. The establishment of a quality portfolio for one of the senior staff would provide the leadership to take the quality agenda forward. This would also include ensuring opportunities for client input and follow up action on any surveys.

The possibility of a closer integration of Document Delivery, Flexible Services and the Item Request service should be investigated.

A client charter would provide information to our clients on the services that are available, will manage expectations and provide advice on how clients can help the Library optimise service. This would flow on from the development of the client feedback website.

Closer liaison between central areas and service areas within the Library will ensure that all areas are working to best effect. This includes management of collection development, donations, weeding and catalogue development. This could be achieved through development of policies and procedures through working parties. Opportunities for staff exchanges within the Library could also assist with this.

7 What is the quality of our collections?

Generally the collections are perceived to be weak. A project is underway to attempt to benchmark our collection against comparator institutions. A report on this project will be available at the end of July 2004.

7.1 Use of the Acquisitions Budget

The Acquisitions budget is used for the purchase of library resources to add to the collection. It also provides for the essential costs of achieving this, through membership of Kinetica, the shared cataloguing system supported by the National Library of Australia. The breakdown of the acquisitions budget for 2004 is shown in Table 6 below.

Item	Amount
Electronic Journals	\$1,016,000
Library general purchases	\$262,300
Document Delivery	\$260,000
Binding	\$100,000
Consumables	\$30,000
Postage	\$9,000
Allocation by formula for School selections	\$1,428,700
Total	\$3,106,000

Table 6: 2004 Acquisitions Budget

7.2 Benchmarking the Collection

For most branch libraries, low levels of funding over several years have resulted in:

- aging monograph and reference collections that fail to support teaching, scholarship and research
- an inability to adequately duplicate undergraduate teaching materials across campuses and branch libraries when required
- an inability to purchase major online resources for some subject areas, such as the major engineering database Compendex or digital art collections

The library subscribes to a wide range of electronic resources, but these do not always reflect the teaching and research needs of clients:

- selection of resources is not linked to formula funding, creating an imbalance in available resources across subject areas
- subscription to e-journals is usually determined by subscription to a publishers suite, rather than by selection of specific journals that support subject needs
- in some subject areas (for example, Law) the shift to electronic journals, combined with inadequate online table of contents service, has resulted in a loss of "current awareness" amongst academics of new publications and research

The University strategic plan has a key priority to benchmark and improve performance to match G8 outcomes. The Library is undertaking a benchmarking exercise to compare its collections with other libraries, particularly for the thematic areas. As a starting point, we have made comparisons overall on our acquisitions expenditure. This has shown that the funds expended by the Library on acquisitions are considerably lower than any member of G8. (Table 7).

University Library	Acquisitions Budget \$	Rank	Collection acquisitions budget per EFTSU	Rank
Adelaide	\$4,806,000	8	371.1	6
ANU	7,747,000	6	896.9	1
Melbourne	11,788,725	3	371.2	5
Monash	12,454,556	2	333.7	8
NSW	11,670,600	5	400.6	4
Queensland	12,569,000	1	376.9	3
Sydney	11,671,000	4	354.5	7
WA	7,442,000	7	574.3	2
Tasmania	3,106,000		276.1	

Table 7: Acquisitions budget compared with G8 2003.

In 2002, University of Tasmania rated 23 out of all Australian and New Zealand universities in the ranking of acquisitions expenditure per population member. The CAUL ranking table is Appendix 7.

As the next step in the benchmarking exercise, we are identifying the best comparator university for each faculty. We need to compare ourselves with like institutions. We plan to develop strategies that are helpful for future collection building, and are not simply measures of the historical collections that we hold. A report on this project will be available at the end of July.

7.3 Client concerns with the collections

Recent surveys and reviews have shown continuing concern with the Library collections and access to information resources. These include the student survey and staff survey, and the Law School review.

The student survey indicated dissatisfaction with the Reserve Collection, and while this can be managed by making more articles available electronically, and by instituting a booking system for high demand items, increasing the number of books available is also an important strategy.

In the staff survey 37% of staff indicated that there are not sufficient materials available to support their work. A number of the comments related to the lack of resources in the Library. There is also dissatisfaction (40%) with the document delivery quota, in that it is insufficient to meet staff needs. This reflects on the need of staff to rely on this service rather than in-house collections, and the lack of funds that the Library can allocate to document delivery. The major supplier of this service has indicated increasing prices from \$13 in 2003 to \$14 in 2004 and again to \$14.50 in July 2004. The Library has maintained the available quota at 19,200 items and increased the budget allocation for 2004 accordingly. We will need to consider reducing the available quota if prices continue to increase. The document delivery quota is seen by some clients as a restriction on their research.

The recent review of the Law School recommended "as a matter of the highest priority that the University undertake a funding review of the Law Library. This review should include benchmarking the collection against suitable comparator institutions." The Library acknowledges this concern, but would argue that it applies to other areas of the Library collection as well.

7.4 Allocation of additional funds

Should additional acquisition funds become available, the Library proposes four strategies to allocate any additional funds:

- By undertaking the benchmarking process, the Library will be able to identify areas of greatest need. It will then be possible to direct the funds to those areas.
- The liaison librarians in consultation with staff have already identified 40 significant titles and aggregated collections that we should purchase. At an average price of \$10,000 this adds up to \$400,000.
- There is a need to increase the number of high use items for undergraduate courses, to meet student demand
- There is an overall need for additional resources, that can be allocated according to the acquisitions formula. It may be timely to revise this formula.

The benchmarking process is in its early stages, and it is not clear how much should be devoted to each of these strategies. This is also dependent on the additional resources provided to the Library.

7.5 Impact of new courses

The University Resource Impact Statement for new courses was revised in 2003 to include a section relating to Library resources (Appendix 20). The number of requests for Library Impact Statements as part of this process has been low. The opportunities for promoting the value of Library involvement in new course proposals is enhanced now that there is a library representative on each Faculty Teaching and Learning Committee.

7.6 Maintenance of the database

The Library uses Horizon as its integrated system. Resources in Hobart are classified using the Library of Congress system, incorporating Moys for Law materials, while Launceston and the Cradle Coast Campus resource room uses Dewey. This creates much additional work within the Collection Management Unit, and makes for additional work in relation to the creation of library guides. It would be a significant project to convert these classifications in to one system.

In addition to Horizon, the Library uses Masterfile to maintain a database of electronic resources that are contributed by academic staff. The creation of these files enables the linking of documents to WebCT for online programs and maintains records for copyright monitoring. This is paralleled by the use of Horizon within the Library for the creation of eReserve resources. There is scope to review the use of Masterfile, Horizon and WebCT to ensure they are used to best effect and that integration is achieved as far as possible between these systems.

7.7 Physical maintenance of the collections

While there is an adhoc weeding program that is managed through the Collection Management Unit, there is some reluctance to weed low use material as the storage facilities provide inadequate climate control. Given the limited space for collections a coordinated weeding program is required. The Collection Management Librarian is considering alternative storage strategies as part of the operational plan for 2004 and this will form part of the capital management plan.

7.8 Opportunities for improvement

It is recommended that the University develop a budget plan for the next four years to enhance the Library budget to move it closer to the Go8. The first priority would be to increase the acquisitions budget. It is recommended that this plan is based on an amount per EFTSU which increases by steps each year towards an agreed level.

The Library will review the acquisitions formula to ensure an appropriate balance between expenditure and need for resources. This should consider both electronic and print resources.

The development and implementation of a Collection Development Policy, incorporating a weeding program, would provide for improved management of funds and space.

A review of the use of WebCT, Horizon and Masterfile, will define the use of each of these systems and to achieve a seamless interface between them. This will involve discussion with FEU and academic staff as well as Library staff.

8 Physical infrastructure

Generally, the Library is suffering the strains of operating in older buildings with limited space for expansion, and limited capacity to meet the demands of the online teaching and learning environment.

The University received funds from the DEST Capital Development Pool for 2004 and 2005. \$1 million has been allocated to create a Learning Hub environment in the Morris Miller Library and Launceston Library to provide an improved study and learning environment for students. These will be created in the long vacation at the end of 2004. These architect-designed spaces will bring a fresh look to part of the Library space.

The main service points in the Morris Miller and Launceston libraries are adjacent to the Learning Hub development. The Launceston service and staff area will be refurbished as part of the Learning Hub development. The Morris Miller space will not be included, and a separate proposal is being developed to ensure that it provides more adequately for staff and service needs. Work areas for Liaison Librarians and Tier 2 staff require redesign, to support both teamwork and confidential consultations.

The Library buildings are generally in need of refurbishment, including a need to address occupational health and safety issues. Many staff work areas require redesign to support ergo-dynamic work practices, particularly in areas of high throughput such as Reserve and Circulation. Offices for the Publications, Document Delivery, and Systems sections require review to adequately support the work of these functions.

The Science and Clinical libraries have relatively new work areas, while other branch libraries require upgrades. The offices of the branch librarians in Law and Art present problems, being located remotely from staff, circulation activities and Information Desks.

There is limited room for collection growth in most monograph and serial collections, and any growth is likely to occur at the expense of client spaces. There are significant concerns with the space available at the Launceston campus. This is insufficient for the present student numbers and the Library will need replacement if it is to provide adequately for the projected student numbers in the future. Future growth on the Hobart campuses is likely to impact most on the Morris Miller and Science Libraries.

The physical environment of the Library also imposes some limitations on service provision. Most libraries offer some form of study space, but cannot meet the demand for small-group working space. Training facilities, designed as teaching spaces rather than computer labs, need to be increased and improved at each campus and branch library including the Cradle Coast.

Computer facilities for students are in high demand, and all campus and branch libraries report increasing queues of students waiting to access computers. The move of the University to online information resources, Webmail, and online course software (WebCT) has exacerbated this problem. In branch libraries, student access to computers competes with the Library's need for training space. The Learning Hub developments will address this in the Morris Miller and Launceston libraries, to some extent.

While all library buildings provide some disabled access, there is a need to improve disabled access and to review lift facilities in the Launceston and Law libraries.

8.1 Opportunities for improvement

A master plan is being developed for the future physical requirements of the Morris Miller Library. This will include consideration of the balance between study and collection space, the need for staff spaces for offices, meeting and training, and the need for storage facilities. This will form part of a capital master plan to identify the overall needs of the Library for future growth.

9 IT infrastructure

Information Technology Resources is a separate section within the University and reports to the Executive Director, Finance and Administration. Liaison is maintained through a Teaching and Learning Systems Management Group (TSMG), at the strategic level, and a Teaching and Learning Systems Operational Group (TSOG). The TSMG comprises the Director, ITR, the Director, FEU, the University Librarian, academic staff and administrative staff representatives. TSOG similarly includes ITR, FEU and Library representation. The Library Systems Group includes a representative from ITR.

The Library maintains the Service Desk, which is the first port of call for all desktop IT issues throughout the University. Video-conferencing and teaching space IT is supported elsewhere. Problems that are not resolved within the Library are referred to ITR for resolution. This service was implemented in 2002 in Hobart and at the beginning of 2003 in Launceston.

The quality of the service is under continuing scrutiny as it is such a vital service for the University, and there is a general impression from clients that response is too slow. Some further changes will occur during second semester to try to improve the referral of queries between the Service Desk and ITR. This will include rostering a systems expert from ITR at the Service Desk to monitor the referral of queries. Some consideration should be given to provide Service Desk Tier 2 staff with more privileges so that more tasks can be completed without referral to ITR. Improved monitoring and measuring of activity is being undertaken so the service can be better analysed and improved. This may include a need for more training of students and staff in the effective use of IT. Systems and Service Desk staff are to become testers for the ACS International Computer Driver's Licence qualification to enable this training to occur.

The Service Desk is only open from 8.30am to 5.00pm and is supported by ITR during those hours. There is a range of support that could be offered by the Service Desk

without ITR backup, and with clear guidelines, Service Desk staff would know when a call should be put through to ITR for urgent assistance by on-call staff out of hours.

The Library systems team comprises the Associate Librarian, the Library Web and Application Manager with some support from the Service Desk managers and Tier 2 IT staff. Service Desk staff are not routinely able to assist with library systems issues due to their workload. The Library is responsible for application management support. Support for systems and database administration is provided by ITR. The Library has to compete with other areas of the University for IT support. As a result, response times to Library IT problems are slow, too few IT staff have developed skills and knowledge of library applications, and IT support is reactive rather than proactive.

We are presently negotiating a Service Level Definition to cover all the activities supported by ITR. There is concern that the Library is not receiving the level of support required from ITR, and is endeavoring to find ways to clarify and prioritise its needs so that they can be met. The creation of the Library Systems Group in May 2004 is assisting with this.

A key issue is the lack of a test environment for Horizon and Masterfile. This has been an ongoing concern for the past year, and is now nearing resolution. The other major issue is the network connection between the Sandy Bay campus and the branches in Hobart, which is too slow. ITR is aware of the issue but has been unable to resolve it. This has a significant impact on the quality of service that can be provided in the Clinical and Art branch libraries in particular.

The Learning Hub will improve access to the IT network through the provision of wireless technology and the opportunity for students to plug in their laptops to the network. It is important for wireless and plug in access to be extended more widely to include other branches, and particularly the Cradle Coast.

9.1 Opportunities for improvement

The development of the Service Level Definition will provide the environment for a monitoring service from ITR for routine desktop support. On systems and applications issues, the Library would have better IT support if particular ITR staff are assigned to library work for a regular time period each week.

The analysis of the Service Desk should be used to review the training of its staff and referral processes to ITR, and hours of service. This may include the allocation of more administrator privileges to appropriate staff within the Library.

ITR should continue to enhance the network, through the provision of extended wireless networks, the ability to plug in laptops, and the improvement of the link between Sandy Bay and Hobart CBD.

10 Relationships within the University

The University Librarian has recently been made a member of Senate in view of the significant role that the position plays in the Teaching and Learning and Research endeavors of the University. There is a library representative on each Faculty Teaching and Learning Committee, but not on the University Teaching and Learning Committee or Research College Board.

The Associate Librarian is a member of the IT Access Working Party, which is a subcommittee of the Equal Opportunity Committee.

The Morris Miller Librarian is a member of the Academic Integrity Steering Committee. The Law Librarian is a member of the Students with Disabilities Advisory Committee.

The Library is represented on the First Year Experience steering committee and operational group, which is convened by FEU. The Library and FEU have overlapping responsibilities, and every opportunity is taken for the two areas to work together. The FEU is located within the Morris Miller Library in Hobart, and immediately adjacent in Launceston, with some sharing of facilities.

Some branches have established user groups and these have proved useful means of communication. Those branches who do not have such groups will be encouraged to develop them. There is a network of liaison officers in each school to whom reports are sent regarding the acquisitions budget and document delivery quota. These liaison officers would form the core of any such user group.

Liaison librarians attend school meetings and interact with individual academic staff within their schools. Email and bulletins are provided to inform academic staff of changes in Library services. Branch librarians regularly address and seek feedback from School and Faculty staff meetings.

An Information Literacy seminar held in July 2004 showcased activities already happening in relation to embedding information literacy in the curriculum. In the afternoon a workshop with Academic staff explored how these activities could be further developed.

10.1 Opportunities for improvement

The creation of further user groups would enhance two-way communication between the Library and its clients.

A formal meeting once a year with a student representative and the Director at the Cradle Coast Campus would facilitate service delivery.

The membership of the University Librarian on the University Teaching and Learning Committee and Research College Board should be considered in view of the significant role that the Library plays in the Teaching and Learning and Research endeavours of the University.

11 Relationships with external bodies

11.1 State Library of Tasmania

The University Librarian works collaboratively with the Director of the State Library on a number of issues. There is a significant advantage in having a single University in the State, and a State Library that provides service to branches throughout the State. It provides an ease of cooperation and a common market for all our services. As the two key employers of librarians in the State we work together to promote the profession. This has included liaison with the School of Information Systems in their development of the librarianship program in conjunction with Edith Cowan University, and with TAFE in relation to the Library Technician qualification. Placements are offered by both State Library and the University Library for students in these courses.

A staff exchange program is in place between the Parliamentary Library and the University of Tasmania Law Library. This could be promoted, as the agreement covers all library staff in both organizations.

Informal liaison is encouraged at all levels between the State Library and the University Library. This includes Collection Management and liaison activities. In 2003 the University Library, FEU, State Library and TAFE cooperated as part of the COLIS project to develop a database for the sharing of Learning Objects.

A significant project for 2004 has been the roll-out of UNIaccess. This is a project to enhance awareness of staff in State Library branches and Online Access Centres throughout Tasmania to the availability of University online resources. This is a joint FEU and Library project. It will provide improved student awareness of the flexible availability of University information and resources.

11.2 Department of Education, Tasmania

Relationships with the Department of Education Library and Information Centre and school and senior college librarians are being developed to expand the University Library Outreach Program.

The Launceston Library absorbed the northern Education Department Curriculum Resources Collection into its own curriculum collection. It provides free borrowing privileges from the Curriculum Collection in Launceston for teachers and registered home educators.

11.3 Australian Maritime College

The Australian Maritime College is located immediately adjacent to the University Campus in Launceston. There are some courses in engineering and mathematics, which are offered jointly by the AMC and the University. There is liaison between the staff of the libraries.

11.4 Horizon and Dynix

The Associate Librarian participates in the Horizon User Group and Customers of Dynix Australia. If more universities select Horizon, we would be instrumental in developing a special university group for Horizon to be convened nationally.

11.5 Australian Library and Information Association

Many library staff are members of ALIA, the professional organization for librarians in Australia. Richard Dearden, Morris Miller Librarian, is convenor of the Tasmanian ALIA group for 2004. Ian Bollard, Science Librarian at Launceston, has ensured that professional activities occur in the north as well as the south of the state. Library staff have been supportive of the new librarianship program offered as a joint course between the School of Information Systems and Edith Cowan University. We have supported placements for these students and have encouraged the students to network with qualified librarians through ALIA.

11.6 ANZIIL

The University Library is a member of ANZIIL and the Morris Miller Librarian is a member of the ANZIIL Advisory Group.

11.7 Other professional groups

There is cooperation through State Government Libraries, the Australian Law Librarians Group and Science Libraries in Tasmania. The Document Delivery Librarian is Secretary to the Tasmanian Kinetica User Group, of which the Collection Management Librarian and the Cataloguing Librarian are also members.

11.8 Opportunities for improvement

Professional development can be further enhanced through cooperation. This could include further staff exchanges to optimise opportunities for learning within a comparatively small professional environment

12 Summary of opportunities for improvement

12.1 Organisational structure, management and leadership

Further development of the matrix structure is required to involve all senior staff in the management and leadership of the Library. This will require further review of the meetings and communication structure to ensure that staff not in the Senior Management Group have opportunity to contribute their ideas and discuss them with their colleagues.

It is recommended that the University develop a budget plan for the next four years to enhance the Library budget to move it closer to the Go8. The first priority would be to increase the acquisitions budget. It is recommended that this plan is based on an amount per EFTSU which increases by steps each year towards an agreed level. This would provide support for the Library as it manages the growth in student numbers as projected in the EDGE agenda and would be consistent with the proposed move towards an activity based costing budget model.

The balance between video-conferences and face to face meetings should be reviewed, and opportunities taken to meet in branches rather than always in Launceston or Morris Miller Libraries.

A program should be developed to improve information and skills sharing between branches and central sections through projects, staff exchanges, and sharing of specific skills and knowledge.

Performance management needs further development, to encourage its use as a communication and development strategy.

All staff should be made aware of mechanisms to contribute to improvements and to participate in decision-making processes and that supervisors are able to facilitate and manage this.

12.2 Capacity of the Library to meet future challenges

It needs to be ensured that the University recognises the implications that growth in student numbers has for Library service provision, in terms of space, computer access and print resources through the development of a capital master plan.

The provision of phone, email and face-to-face service requires assessment to ensure that staffing is sufficient to cover the increase in student numbers, and to provide a wider range of service over weekend and evening hours.

Library staff need opportunities to visit and liaise with offshore centres to ensure adequate provision of resources and to provide training.

12.3 Services

A quality assurance program needs to be established for the Library. Each area of the Library has identified the establishment of performance measures as an activity in its operational plan for this year. The establishment of a quality portfolio for one of the senior staff would provide the leadership to take the quality agenda forward. This would also include ensuring opportunities for client input and follow up action on any surveys.

The possibility of a closer integration of Document Delivery, Flexible Services and the Item Request service should be investigated.

A client charter would provide information to our clients on the services that are available, will manage expectations and provide advice on how clients can help the Library optimise service. This would flow on from the development of the client feedback website.

Closer liaison between central areas and service areas within the Library will ensure that all areas are working to best effect. This includes management of collection development, donations, weeding and catalogue development. This could be achieved through development of policies and procedures through working parties. Opportunities for staff exchanges within the Library could also assist with this.

12.4 Collections

It is recommended that the University develop a budget plan for the next four years to enhance the Library budget to move it closer to the Go8. The first priority would be to increase the acquisitions budget. It is recommended that this plan is based on an amount per EFTSU which increases by steps each year towards an agreed level.

The Library will review the acquisitions formula to ensure an appropriate balance between expenditure and need for resources. This should consider both electronic and print resources.

The development and implementation of a Collection Development Policy, incorporating a weeding program, would provide for improved management of funds and space.

A review of the use of WebCT, Horizon and Masterfile, will define the use of each of these systems and to achieve a seamless interface between them. This will involve discussion with FEU and academic staff as well as Library staff.

12.5 Physical infrastructure

A master plan is being developed for the future physical requirements at Sandy Bay. This will include consideration of the balance between study and collection space, the need for staff spaces for offices, meeting and training, and the need for storage facilities. This will form part of a capital master plan to identify the needs of the Library for future growth.

12.6 IT infrastructure

The development of the Service Level Definition will provide the environment for monitoring service from ITR.

The analysis of the Service Desk should be used to review the training of its staff and referral processes to ITR, and hours of service. This may include the allocation of more administrator privileges to appropriate staff within the Library.

ITR should continue to enhance the network, through the provision of extended wireless networks, the ability to plug in laptops, and the improvement of the link between Sandy Bay and Hobart CBD.

12.7 Relationships within the University

The creation of further user groups would enhance two-way communication between the Library and its clients.

A formal meeting once a year with a student representative and the Director at the Cradle Coast Campus would facilitate service delivery

The membership of the University Librarian on the University Teaching and Learning Committee and Research College Board should be considered in view of the significant role that the Library plays in the Teaching and Learning and Research endeavours of the University.

12.8 Relationship with external bodies

Professional development can be further enhanced through cooperation. This could include further staff exchanges to optimise opportunities for learning within a comparatively small professional environment