



# **Monash University Library**

## **Education Support Plan**

**2007-2009**

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# Monash University Library

## Education Support Plan

### SECTION A: INTRODUCTION

Monash University has a long-established, well-deserved reputation for high quality education and aims to be not only a leading Australian university but a great international university that “seeks to improve the human condition by advancing knowledge and fostering creativity”.<sup>1</sup> After a period of stability in educational benchmarking for Monash, new effort is required for the University to achieve its potential. The Education Support Plan outlines how the library will contribute to the University’s goal of offering “an excellent, distinctive, international, research-led education”<sup>2</sup> by providing an environment of technology supported learning for undergraduate and postgraduate coursework students.

Whilst the Plan does not address the Library’s ongoing commitment to research, which is separately articulated in its Research Support Plan, it recognises the nexus between education and research. Similarly the plan does not directly include learning skills which was established within the Library in 2007. A Learning Skills Plan addresses the establishment of this service. The Education Support Plan is also concerned with the University’s strong international focus, as evidenced in its diverse geographic locations, people and partnerships. Of particular note in this regard are the Library’s educational strategies in support of overseas campuses and in partnership with such external bodies as Monash College.

The Education Support Plan sits alongside the Library’s Research Support, Learning Skills and Information Literacy (in preparation) Plans, with all plans having as their umbrella document the Library’s Client Services Planning Framework 2007-2009. The Education Support Plan is informed by a number of other relevant University and Library plans (see appendix) and will be reviewed annually.

### SECTION B: PLAN FOR 2007-2009

#### KEY AREA 1: BUILDING CONNECTIONS

Building connections across the University is central to the Library’s successful involvement in the University’s many educational activities and strategic initiatives. Accordingly, the Library wants to further develop these connections, in particular by building and strengthening its current representation on relevant University committees, and identifying other areas of involvement and connection as appropriate. The University currently includes a Key Performance Indicator for the Library of achieving top three results in the Council of Australian University Librarians benchmarking survey (Insync survey). Developing connections at different levels across the University will position the Library to contribute in a timely and effective fashion to the achievement of the University’s goals both for the Library and overall.

#### 1.1 The University

**Objective 1.1.1: To be aware of and understand the implications of the University’s critical educational initiatives.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Strengthen and build Library connections across the University in	Identify and prioritise where the Library is represented.	Library representation is identified and proposed.	Ongoing.	University Librarian, staff.

<sup>1</sup> The University’s Statement of Purpose as articulated in the *Monash Education Plan 2006-10*, p.1.

<sup>2</sup> *Monash Education Plan 2006-10*, p.1.

relation to educational Initiatives.				
Support the University's objective of achieving consistently superior results in indices and rankings by providing strong support for continuous improvement in Library user satisfaction.	Continue to improve Library education-related facilities and services.	Top 3 results in Insync Survey.	2007 and 2009 (biennial survey).	University Librarian.

### **1.2 Office of the Deputy Vice-Chancellor and Vice-President (Education)**

The University Librarian reports directly to the Deputy Vice-Chancellor and Vice-President (Education), whose portfolio includes specific roles in educational matters.

#### **Objective 1.2.1: To contribute to the planning and development of education strategies and initiatives**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
The Library contributes to the planning and development of education initiatives.	University Librarian provides input and a Library perspective to committees, working groups and individuals e.g. Information Management Steering Committee.	Input provided.	Ongoing.	University Librarian.

### **1.3 Monash University Education Committee**

This committee is chaired by the Deputy Vice-Chancellor and Vice-President (Education) with membership comprising Associate Deans and Directors (Teaching and Graduate/Postgraduate Studies) from all faculties, the Pro Vice Chancellors for Research and Research Training, Quality and Planning, the President of Academic Board and the University Librarian. Student membership of the committee comprises representatives from undergraduate and postgraduate student bodies. Education Committee has a pivotal role in the implementation of the University's Education Plan 2006-10.

#### **Objective 1.3.1: To make the committee aware of the Library's contribution to the University's education initiatives and ensure that the Library's expertise in facilitating technology supported learning is included.**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
The Library actively contributes to the Education Committee.	Library representative on the committee.	Committee is informed and contributions made.	Monthly from February to November inclusive.	University Librarian.
	Initiate or extend regular contact with the Associate Deans,	Contacts are made.	At least once annually.	Directors, Client Services, contact librarians.

	Teaching.			
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**Objective 1.3.2: To make the subcommittees of the Education Committee aware of the Library's contribution to the University's education initiatives and ensure that the Library's expertise in facilitating technology supported learning is included.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
The Library actively contributes to the Learning Teaching and Quality Committee.	Library representative on the committee.	Committee is informed and contributions made.	Quarterly from June to November inclusive.	University Librarian and/or Director, Client Services, HSS.
The Library actively contributes to the Educational Technology Committee.	Library representative on the committee.	Committee is informed and contributions made.	Ongoing as meetings scheduled.	University Librarian and/or Director Central Services.

#### **1.4 Academic Board**

The University Librarian is a member of the Academic Board and presents Library strategies and initiatives in this forum.

**Objective 1.4.1: Library strategies and initiatives are presented, including those relating to education support and technology supported learning.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Academic Board is kept informed of Library initiatives.	University Librarian presents new education support initiatives, and updates on current initiatives.	Academic Board is informed of current and updated initiatives.	At least annually.	University Librarian.

#### **1.5 General Library Committee (GLC)**

The General Library Committee is a sub-committee of the Academic Board and comprises representatives from all faculties, support services and University student bodies.

**Objective 1.5.1: To provide a forum for advice and guidance to the Library on its strategies, operations and directions and to provide advice to the Academic Board.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
GLC meets regularly and has representation from all designated areas.	Library reports and seeks feedback and advice on education-related operations.	GLC is informed quarterly of library education-related operations and directions and provides feedback and advice. Issues raised are followed up.	Four times a year.	University Librarian, Directors.

### 1.6 Faculty Boards and Committees

Branch managers, Faculty Team leaders and members represent the Library at Faculty Boards and on a range of Faculty committees.

**Objective 1.6.1: The Library participates in Faculty Boards and committees to ensure that the Library's expertise in supporting education and facilitating technology supported learning is included in faculty planning.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
The Library actively contributes to Faculty Boards and committees.	Library has representation on all Faculty Boards and appropriate committees.	Boards and Committees are informed and contributions made.	Ongoing.	Branch managers, Faculty Team leaders and members.
	Explore options with faculty administrations to assist in early understanding of changes in the curriculum.	Faculty administrators are identified and contacted.	Ongoing.	Faculty teams, Directors, Client Services.
		Library Impact Statements are completed for new units/courses.	Ongoing.	Faculty teams, Directors, Client Services.
		Curriculum development opportunities, to investigate information literacy needs, are identified.	Ongoing.	Faculty teams, Directors, Client Services.

### 1.7 Monash Student Bodies

Student bodies exist at most campuses, including the Monash Student Association (Clayton), Monash University Student Union (Caulfield), Monash University Gippsland Student Union, Monash Parkville Students Association and Monash Union of Berwick Students. The Monash Postgraduate Association represents the interests of postgraduate students across the University. Other student bodies include those specific to particular faculties or areas of study, such as the Law Students' Society, Economics and Commerce Students' Society and Society of Arts Students, as well as the Student Experience Network of which the University Librarian is a member.

**Objective 1.7.1: To reach students systematically and develop Library services and programs to meet student needs, in particular via contact with undergraduate and postgraduate student bodies.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Strengthen contact with student bodies.	Establish formal links with the campus based student bodies, e.g. MSA, MONSU, MUGSU, MUBS, MPSA.	Links are established.	Ongoing.	University Librarian and/or Directors, Client Services.
	Library is represented on Student Experience Network.	Feedback is obtained on education-related matters. Issues raised are followed up.	Ongoing as meetings scheduled.	University Librarian.
	Establish a co-ordinated orientation program for new	Orientation programs are in place.	Twice yearly undergraduates; as required for new	Directors, Client Services, Communications Manager,

	students.		postgraduates.	Information Literacy and Reference Librarian, contact librarians.
	Investigate the possibility of contributing to initiatives aimed at teaching staff to raise their awareness of students' information literacy needs.	Discussions take place with Director MRGS and CALT, and the outcomes are recorded.	2007.	Information Literacy and Reference Librarian.
		Continuing representation at the Foundations of Teaching @Monash workshop.	Ongoing.	Information Literacy and Reference Librarian.

### **1.8 Partnership arrangements**

Partnerships related to education occur across the University in support of its core values, in particular those of diversity, innovation and creativity, engagement and international focus. Partnerships exist within the context of the University's internationalisation activities and campuses as well as between the University and a number of external bodies, in particular including Monash College, Open Universities Australia and Gippsland TAFE.

**Objective 1.8.1: To ensure that external partners understand their library entitlements for education support.**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
Engage in consultation within the University before partnerships are arranged.	Develop principles and guidelines for categories of partnerships.	Principles and guidelines are clearly articulated and promulgated.	2007 and ongoing with new partners.	Director, Central Services Directors, Client Services.
Engage in consultation with University partners regarding library entitlements.	Develop service level agreements with partners.	Service level agreements are developed and agreed.	Ongoing with new partners; annual review with existing partners.	Director, Central Services, Directors, Client Services.
	Review current Monash College entitlements and obtain additional funding for any new services.	Service levels agreed to level of funding and agreement formulated accordingly.	2007 and for annual review.	Director, Central Services, Directors, Client Services.

**Objective 1.8.2: To ensure that the Library aligns with and supports the University's overseas campus initiatives.**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
Support optimum development of Monash libraries at Monash University Malaysia and Monash South Africa.	Provide advice on staffing and operational environments of new libraries at Monash University Malaysia campus, including Medical School and hospitals, and Monash	Advice is provided.	Ongoing.	University Librarian, Directors.

	South Africa campus.			
	Encourage staff applications for Monash Mobility projects, to deliver training and to facilitate information sharing between staff.	Monash Mobility project is promoted, applications submitted and accepted.	Ongoing.	Directors, Library Staff.
	Develop service level agreements with overseas campuses and faculties.	Service level agreements are developed.	2007-09.	University Librarian, Directors.

## **KEY AREA 2: ENHANCING SUPPORT FROM THE LIBRARY**

The Library, primarily through its faculty teams, works with faculty members to build library collections in support of the University's education activities, develop information literacy programs, and provide a range of help services for students and staff.

### **2.1 Liaison by faculty teams and contact librarians**

Library faculty teams and contact librarians liaise closely with faculty members and students to monitor changes in their education needs and to facilitate an environment of technology supported learning.

**Objective 2.1.1: To increase faculty teams and contact librarian activities focus on the specific needs of students and staff involved in education.**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
Increase contact librarians' liaison with teaching staff and undergraduate and coursework graduate students.	Reorganise work activities to provide more time for this function.	Service models are examined.  Reference statistics snapshot data is gathered and analysed.	Ongoing.	Directors, Client Services, branch managers, faculty teams, supervisors, contact librarians.
	Review reference service models and develop a 'student contact' awareness within the libraries.	The tiered service model is trialed and reviewed.	2007.	Directors, Client Services, faculty teams, contact librarians, Information Services Committee, Lending Services Committee, Information Systems.
		Self help options are explored and reviewed in conjunction with usability .	2007.	
		Help services are reviewed in conjunction with refurbishment planning.	2007 and ongoing.	
	Collaborate with CALT, ITS and Student and Staff Services to establish consistent coordinated assistance for students.	Consistent service model is created.	2007 and ongoing.	Directors, Client Services, Director Central Services, Information Literacy Librarian, contact librarians, faculty teams.
Develop a communication	A 'kit' is developed and used regularly.	2007-8.	Manager, Marketing and	

	'kit' of key messages for librarians.			Communications, faculty teams, contact librarians.
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## 2.2 Information literacy

The Library supports a continuum of information literacy development from commencing undergraduates to postgraduate level independent learning. Contact librarians work with teaching staff to embed this development into courses where possible.

**Objective 2.2.1: To ensure that staff and students are aware of resources and services and are able to access, evaluate and integrate information effectively and ethically.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
To reach staff and students with programs and services to meet their information literacy needs.	Work with staff in curriculum development to include information literacy skill development as part of undergraduate graduate training.	Information literacy is included in undergraduate training.	Ongoing.	Faculty teams, contact librarians, Information Literacy and Reference Librarian.
	Provide information literacy education and assistance with information resources and tools, including the Library's databases and self help tutorials e.g. citing and referencing.	Number of people participating in programs.	Ongoing.	Faculty teams, contact librarians.
		Number of units in which IL sessions are taught (by Library staff).	Ongoing.	
		Feedback on programs.	Ongoing.	
	Collaborate with other support units such as CALT on education programs for academics to address their own and their students' information literacy needs.	Programs are developed and implemented.	Ongoing.	Information Literacy and Reference Librarian, faculty teams, contact librarians.
	Work with other support units e.g. CALT, ITS, and faculties as appropriate to implement and use technologies in support of students' educational needs.	New library service technologies applied as appropriate.	2007 and ongoing.	Directors, Client Services, Director Central Services, Information Literacy Librarian, contact librarians, faculty teams.
		Information literacy content is incorporated into appropriate online learning systems.	2007 and ongoing.	

	Establish evaluation processes for effective review and improvement of programs e.g. questionnaires, focus groups.	Evaluation processes are developed, implemented and documented.	Ongoing.	Information Services Committee, Information Literacy and Reference Librarian, faculty teams.
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### **KEY AREA 3: DEVELOPING AND PROMOTING LIBRARY COLLECTIONS**

The Library's collections have been developed throughout the University's history based on sustained funding in support of the University's education activities. The Library's collections now comprise over 3 million items, and are particularly strong in electronic resources with some 750 online databases, more than 21,000 electronic journals and 240,000 electronic books. Together, the Library's program of actively acquiring a wide range of electronic resources and multiple copy print materials support the University's aim of excellence in education.

Monash University is both an educational institution and a research-intensive university that seeks to achieve excellence in both areas through a cross-disciplinary, multi-campus, multi-nation approach. It values an internationally focused, research-led approach to teaching. The University has multiple campuses in diverse locations in the Melbourne metropolitan and Gippsland regions of Victoria, and overseas in South Africa and Malaysia, from which it offers a wide range of educational programs at the undergraduate and postgraduate levels.

#### **3.1 Developing collections to support the curriculum**

The impact of the University's structure and approach on the Library's ability to provide collections in support of these programs at relevant campuses needs to be understood.

##### **Objective 3.1.1: To provide collection capacity to effectively support curriculum needs.**

<b>Strategies</b>	<b>Actions</b>	<b>Measures/Targets/KPIs</b>	<b>Timeline</b>	<b>Responsibility</b>
Develop and apply improved methodologies to ensure collections support the curriculum.	Identify curriculum requirements.	Library Impact Statements are completed for new units and courses.	Ongoing.	Directors, Client Services, Information Resources, Readings and Reserve Co-ordinator, Faculty Teams.
		Multiple copies policies are reviewed and applied consistently.	Ongoing.	
		Material is available to support courses offered at all campuses.	Ongoing.	
	Provide advice and assistance to Monash University Malaysia and Monash South Africa on building library collections in support of curriculum requirements.	Advice and assistance is provided within University guidelines.	Ongoing.	Director, Information Resources; Directors, Client Services.
	Create an improved process for managing the Reading List	Reading List service delivery model is established, and implemented.	2007-2009.	Directors, Client Services, Information Resources, Readings and

	service, including the acquisition of Reading List material (See also 4.3.1.).			Reserve Co-ordinator, Readings and Reserve Steering Committee, Project Team, Information Systems.
	Increase collaborative purchasing of required materials by Faculty teams.	Consistent and simplified process is established.	2008.	Faculty Teams.
Examine the potential of electronic books to support the curriculum particularly where it is repeated on multiple campuses.	Identify suitable material.	Electronic books are identified and considered for purchase.	Ongoing.	Director, Information Resources, Collection Management Librarian, Faculty teams.
	Purchase selected titles.	Business models for electronic books are understood and budgeted for.	Ongoing.	Director, Information Resources, Collection Management Librarian, Faculty teams.
		Increase in number of electronic texts available.	Ongoing.	
	Identify issues with accessing and using electronic books for students.	Cataloguing support is available for purchased titles.	Ongoing.	Director, Information Resources, Collection Management Librarian, Faculty teams.
Rejection rates are minimised for users.				
Increase electronic availability of high demand items.	Devise reports to identify highest demand print items using loans and holds data. Determine which are not available electronically and explore options for acquiring them.	Reports produced and items acquired due to strategy and their usage statistics.	Ongoing.	Systems staff (reports)  Information Resources Division and Electronic Resources Selection Subcommittee (analysis).
	Examine demand driven vendor models for delivering electronic content and implement if practical (particularly EBook Library).	Models explored, reported on and decision on implementation taken.	2007.	Electronic Resources Selection Subcommittee; Collection Development Librarian and (for EBook Library) Electronic Resources Selection Subcommittee working group.

### 3.2 Promoting collections

The Library is a repository for and provider of resources to facilitate excellence in education. Central to this role is the promotion of relevant library collections and resources and their use to lecturers and coursework students at the undergraduate and postgraduate levels.

**Objective 3.2.1: To maximise the use of the Library's collections by lecturers and students to support the University's aim of excellence in education.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Promote the strengths of the Library's collections to existing and prospective lecturers.	Identify and describe the existing strengths.	Strengths are encapsulated in a form that can be used for web or print to open dialog with university faculties and departments.	2007-08.	Senior Librarians, Communications Manager.
	The Library website profiles the strengths of the collection and promotes appropriate resources to particular user groups.	Collection pages are easily accessible and include information and description to assist prospective users.	July 2007.	Director, Client Services, Director Central Services.

## KEY AREA 4: ACCESSING LIBRARY COLLECTIONS

Ease of access to library print and electronic collections is central to the Library's support of the University's education agenda.

### 4.1 Electronic resources

Electronic resources form a large part of the Library's collections and provide the foundation for the Library's provision of a technology supported learning environment by being available to Monash staff and students from any location at any time. Initiatives undertaken over recent years to make these resources more accessible include: a catalogue usability study resulting in changes to the user interface; electronic resources included in the catalogue; databases web page providing access to specialist databases by name or subject; training by contact librarians; and Multisearch, an interface which enables the user to search multiple databases and catalogues simultaneously.

**Objective 4.1.1: To make electronic resources easily accessible to Monash staff and students from any location at any time.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Provide electronic resources and support for using them.	Provide support via e-mail, Online chat help, telephone, self-help online guides, my.monash Library tab, information desks, individual consultation.	Support is provided through a variety of channels e.g. the web site information is up-to-date and easy to use; staff and students are aware of help offered. Recommendations of the help usability study are implemented.	Ongoing.	Directors, Clients Services, Director Central Services, contact librarians, Manager, Marketing and Communications.
	Conduct usability research on help guides.	Recommendations are considered.	2007.	Library self-help publications project committee, Directors, Client Services, Faculty
		Continuous improvement process is developed and implemented.	2008	

		Information is presented in student centred way in content and format.	2008.	teams. Communications Manager.
	Help desk staff are trained to interact positively and to answer, refer appropriately.	High quality and consistent interactions with Library staff across campuses are reflected in user surveys.	Ongoing.	Directors, Client Services.
	Review and make recommendations for the subscription to Multisearch or alternative solutions for 2008 and onwards.	Multisearch portal reviewed and recommendations made.	Early 2008.	Director Information Resources, Director Central Services, Directors, Client Services.
	Complete a Resource Discovery Framework project.	Project is completed with set of recommendations.	Recommendations completed early 2007.	Resource Discovery Framework Project Team, Systems Manager, Director, Information Resources, Director Central Services.
		Approved actions are implemented.	Recommended actions agreed early-mid 2007 and implemented from 2007.	
Provide equitable access to electronic resources for all staff and students.	Ensure that access pathways to electronic resources are compliant with usability standards and applicable disability and equity legislation.	Usability standards met.  Compliance with legislative requirements.	Ongoing.	Web Manager, Director, Information Resources, Director Central Services, Systems Manager.
	Provide advice and assistance to Monash University Malaysia and Monash South Africa on building and providing access to library electronic collections.	Advice and assistance is provided.	2007-08.	Director, Information Resources, Director Central Services.
	Provide equivalent access to electronic resources for all users in compliance with applicable disability and equity legislation.	Policies and procedures are in place to provide alternative formats for users unable to directly access a Monash provided electronic resource.	Ongoing.	Director, Client Services HSS, Disability Officer and liaison staff, Branch Managers.
	Library staff liaise with the Disability Liaison Unit and each other	Issues are resolved in a timely manner.	Ongoing.	Director, Client Services HSS, Disability Officer and liaison staff,

	regarding access issues.			Branch Managers.
	Director, Client Services HSS is a member of the Inclusive Practices Disability Committee.	Committee is informed and contributions made.	4 meetings are attended per year.	Director, Client Services HSS.

**Objective 4.1.2: To explore in collaboration with other libraries how to ensure long-term access to electronic resources.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Manage the risk in critical electronic resources not being owned or stored/preserved by Monash University.	Identify and monitor risk levels associated with subscription electronic resources.	Risks are identified, assessed and acted on as necessary.	Ongoing.	Director, Information Resources.
		High risk situations are minimised.	Ongoing.	
	Pursue opportunities within collaborative framework.	Collaborative opportunities are acted upon and developed.	Ongoing.	Director, Information Resources.
	Monash University Library develops systems and infrastructure to manage the risk.	Infrastructure is in place i.e. hardware, storage, access arrangements, disaster back-up.	2008.	Director Central Services.

#### 4.2 Print and other resources

The Library provides Monash staff and students with access to materials from its own collections and from other university library collections through reciprocal borrowing and document delivery arrangements. These include the CAVAL (Cooperation Action by Victorian Academic Libraries) Reciprocal Borrowing Program, the University Library Australia national borrowing scheme, and national and international inter-library loan services.

**Objective 4.2.1: To provide print and other materials for students; to maximise use of material by balancing lending times and quantities**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Make material available from all Monash University Library branches, and through agreements with other institutions.	Provide loans and loan returns from any branch.	95% of Inter-branch loans are fulfilled within three working days.	Ongoing.	Branch managers, Lending Services Librarian, Lending Services supervisors.
	Investigate issues surrounding document delivery and loans from Australia to Monash Malaysia and	Investigation complete and recommendations made.	2007-08.	Directors, Client Services, Director Central Services. Document Delivery Librarian.

	Monash South Africa.			
	Review the holds process and seek further improvement in providing intercampus loans.	Review completed and identified improvements implemented.	2007-08.	Director, Client Services HSS, Lending Services Librarian. Information Systems.

**Objective 4.2.2: To develop a depository store and rapid retrieval services for high-value low-use books and journals.<sup>3</sup>**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
House efficiently and effectively and provide rapid access to all library collections.	Establish a preferred model for long-term storage.	Model and budget are agreed.	2007.	Director, Central Services, Director, Information Resources, Library Management Committee.
	Obtain funding.	Funding is achieved.	2008.	University Librarian, Director, Central Services.
	Implement model.	Long-term depository store is established.	2008-09.	University Librarian, Directors.

**Objective 4.2.3: To provide material that is needed for education to supplement that which is held in Monash University Library.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Provide access to information that is not held in Monash University Library.	Provide clear information for students and staff about the CAVAL and ULA agreements, their privileges and obligations.	Monash students and staff use other libraries as required and within guidelines.	Ongoing.	Director, Client Services HSS, Lending Services Librarian.
	Provide access to Monash collections for CAVAL borrowers from other Victorian academic institutions according to established policies.	All help desk staff are aware of CAVAL guidelines and provide registration and advice as needed.	Ongoing.	Director, Client Services HSS, Lending Services Librarian.

### **4.3 Readings and Reserve support**

The Library has an extensive Readings and Reserve service that provides access to unit reading list materials in digital and print format. This includes an electronic reading list service that facilitates the Library's provision of a technology supported learning environment for students.

<sup>3</sup> Whilst this is primarily a research service, it is expected to have some application to undergraduate and postgraduate coursework students.

**Objective 4.3.1: To identify, select and provide access to resources for existing and new teaching areas.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Improve the efficiency and effectiveness of the Readings and Reserve service. (See also 3.1.1).	Establish an electronic reading lists service delivery model.	Electronic reading list service delivery model is completed.	2008.	Directors, Client Services, Director Central Services, Branch Managers, Readings and Reserve Co-ordinator.
	Evaluate and recommend an electronic readings management system.	System has been recommended.	2007-8.	Directors, Client Services, Director Central Services, Branch Managers, Readings and Reserve Steering Committee, Project Team, Technology Framework Team.
Understand the education priorities and the implications for collection development and storage.	Develop policy and procedures to minimise collection relocations.	The policy is developed and articulated to academic and Library staff.	2008.	Directors, Client Services, Director, Information Resources.
	Develop weeding policies and practices for multiple copy titles.	The policies are in place and are implemented.	2008.	Directors, Client Services, Director, Information Resources, Faculty teams.
Extend digitisation to support international students and campuses.	Extend digitisation service to international campuses.	Digitisation available at and occurring for international campuses.	2008.	Director Central Services, Readings and Reserve Co-ordinator, Readings and Reserve Steering Committee, Project Team, Technology Framework Team.

**KEY AREA 5: PHYSICAL LIBRARY FACILITIES**

**5.1 Facilities**

The Library's physical facilities are intended to encourage engagement with resources and provide a modern environment that facilitates technology supported learning across all campuses of the university.

**Objective 5.1.1: To meet potential and existing staff and student expectations, attract and retain excellent students.**

Strategies	Actions	Measures/Targets/KPIs	Timeline	Responsibility
Implement the Library's Facilities Master Plan.	Plan for the refurbishment of the Matheson Library.	Planning completed.	2007-8.	University Librarian, Directors, Client Services, Central Services, Matheson Library Manager.
		Refurbishment designed and implemented.	2007 -2008.	Directors, Client Services, Pharmacy Library Manager.

	Design the refurbishment of the Caulfield and Law libraries as appropriate.	Refurbishment designed.	2008-2010.	Branch library planning groups, Branch Managers, Directors, Client Services.
	Contribute to campus developments through campus and faculty planning committees.	Input through relevant committees.	Ongoing.	University Librarian, Directors, Faculty teams, Branch Managers.
	Support planning and development of Monash University Malaysia Library and Learning Commons and Monash South Africa Library.	Planning, design and building of new libraries completed.	2007-09.	University Librarian, Directors.
Provide equitable access to physical library facilities for all staff and students.	Ensure that the physical library environment is compliant with usability standards and applicable disability and equity legislation.	Usability standards met.  Compliance with legislative requirements.	Ongoing.	Directors, Client Services, Facilities and Purchasing Manager.
Participate in learning commons developments in collaboration with support services and faculties.	Continue to improve the Berwick Library and Learning Commons.	Improvements implemented.	2007-08.	University Librarian, Director Central Services, Director, Client Services HSS, Berwick Library Manager.
	Incorporate elements of learning commons in other branches where possible e.g. Pharmacy, Peninsula.	Elements of learning commons incorporated.	Ongoing.	Director Central Services, Directors, Client Services.
Continually review opening hours.	Implement review recommendations.	Recommendations of 2006 review implemented.	Ongoing.	Directors, Client Services, Branch Managers.

## **SECTION C: SUPPORTING DOCUMENTS**

### **A. Monash Directions 2025 (2005)**

Monash Directions 2025 is a 20 year strategic directions statement that comprises a statement of purpose and a set of core values and aims for the university. 'Excellence in research and scholarship' and 'excellence in education' are 2 of the 10 stated core values. These in turn underpin the University's aim to be, by 2025, 'one of the best universities in the world', with a research intensive, international focus and graduates who reflect the University's distinctive approach.

### **B. Excellence and Diversity – Strategic Framework 2004-2008**

This document sets out the University's statement of purpose and core values and, as such, is the framework for Monash Directions 2025. The University's statement of purpose is that 'Monash University seeks to improve the human condition by advancing knowledge and fostering creativity. It does so through research and education and a commitment to social justice, human rights and a sustainable environment.'

### **C. Library Strategic Plan 2007-2009**

The Monash University Library Strategic Plan 2007-2009 articulates how the Library will support the University in its endeavours and highlights initiatives to support the University's education and research agenda.

The University's Education, Research and International Plans, together with the Discipline Profile, form an integrated Academic Plan through which the seeks to achieve its aim to become one of the best universities in the world.

### **D. Education Plan 2006-10**

The University's Education Plan 2006-10 focuses on the means by which the University can demonstrably offer an excellent, distinctive, international and research-led education in support of its statement of purpose.

### **E. International Plan 2007-10**

The University's International Plan 2006-10 identifies 4 objectives through which the University can achieve an international focus to its activities in support of its statement of purpose.