

I. CONTRIBUTION TO TEACHING & LEARNING

Goal: To Optimise Learning Outcomes and Maximise the Potential of Libraries to Contribute to Graduate Attributes.

Rationale

In numerical terms, students are by far the heaviest users of libraries, and support for teaching and learning is a major responsibility. Developments in pedagogy and course design to accommodate a changing student population are being facilitated by technology. Libraries are no longer seen primarily as a place, but as a service which should be available to students whenever and wherever needed. The increased complexity of the information environment and emphasis on lifelong learning has developed an appreciation of the value of library information literacy programs. The emerging nexus between research and teaching will mean undergraduates will become exposed to research information and methods.

Action – Ongoing

1. Continue to refine and clarify protocols for the streamlined operation of University Library Australia – the national borrowing scheme. **(Action: ULA Working Group)**
2. Promote the development of standards, protocols and systems that will ensure a responsive and robust information environment to support flexible learning **(Action: CAUL representatives on Standards Australia IT/19, Information Literacy Working Group)**
3. Gather reliable and consistent data about activities and resources used in information literacy across CAUL **(Action: CAUL Statistics Focus Group, Information Literacy Working Group)**

Action – 2003-4

4. Undertake research and evaluation in information literacy as a graduate attribute through:
 - Development of an information literacy assessment instrument
 - Development of evaluation measures which enable evaluation of library information literacy programs against university statements on graduate attributes
 - Working with ANZILL and university staff to design research projects that will contribute to the development of best practice guidelines
 - Investigating the feasibility of deploying generic information literacy modules through collaborative effort
 - Other activities as proposed to CAUL**(Action: Information Literacy Working Group)**
5. Investigate a project to explore effective service delivery through linking learning management and information management systems **(Action: CAUL, CAUDIT and ACODE Executives)**
6. Holds a workshop on changes in teaching and learning and their implications for the provision of information services **(Action: CAUL Executive)**

II. CONTRIBUTION TO RESEARCH

Goal: To Maximise the Information Resources Available to Researchers and to Facilitate Their Access.

Rationale

In recent years CAUL member libraries, like their international counterparts, have found it increasingly difficult to meet their responsibilities to researchers. The reasons are global and several, but are chiefly related to the increasing volume and cost of academic publications. Collaboration is as valuable in supporting the provision of information as it is in research itself, and can contribute to national competitiveness.

It is recognised that the stated objectives will also contribute significantly to teaching & learning. Promoting Australian research to the world is considered along with the universities' access to global research.

Action – Ongoing

7. Continue the development of the Australian Academic & Research Library Network (AARLIN) **(Action: E.Gow)**
8. Continue the development of the Australian Digital Theses Program. **(Action: ADT Steering Group)**
9. Improve opportunities for cost-efficient purchase and licensing of electronic information resources. **(Action: CEIRC (CAUL Electronic Information Resources Committee))**

Action – 2003-4

10. Contribute to the development and promotion of institutional digital assets repositories initiatives. **(Action: SCWG, ALL members)**
11. Contribute to the development of a national strategy for digitisation of Australian research resources across the wider cultural sector. **(Action: ALL Members)**
12. Seek Australian Research Council funding to conduct research into information-seeking behaviours and their impact on service models (building on Houghton / Steele research). **(Action: CAUL Executive)**

III. MANAGEMENT FOR BEST PRACTICE

Action – 2003-4

13. Define a technical and topic framework for sharing management and planning information such as reports, instruments, RFIs, plans, position descriptions, and posting short summaries and URLs to a common web site, determine resourcing requirements and propose a course of action to CAUL eg on buildings, workforce, strategic plans, software specifications, etc **(Action: CAUL Executive)**
14. Review the current CAUL statistical measures – presentation format, usefulness, use and users and present a plan and proposal to CAUL. **(Action: Statistics Focus Group)**
15. Review the Rodski customer satisfaction surveys following the second cycle of use by members, in 2004. **(Action: Best Practice Working Group)**
16. Review the document delivery indicator. **(Action: Best Practice Working Group)**
17. Review and develop measures of the quality of library information and research services and develop measures to support them. **(Action: Best Practice Working Group with Imogen Garner)**

IV. COMMUNICATION & ADVOCACY

Action – 2003-4

18. Contribute to the three-year Review of the Copyright Amendment (Digital Agenda) Act **(Action: Eve Woodberry & ALL Members)**

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ACTION PLAN 2003-4

Mission

CAUL is dedicated to improving access by the students and staff of Australian universities to the information resources that are fundamental to the advancement of teaching, learning and research.

In pursuit of this objective CAUL develops a national perspective on issues relevant to university libraries, provides a forum for discussion & collaborative action, and works to promote common interests.

The Council of Australian University Librarians (CAUL) comprises the university librarians or library directors of the universities eligible to be members of the Australian Vice-Chancellors' Committee.

Goals

- ❖ optimising student learning outcomes;
- ❖ maximising the potential of libraries to contribute to graduate attributes;
- ❖ maximising the information resources available to researchers, and the facilitation of their access;
- ❖ promoting continuous improvement in university libraries, and
- ❖ advocating effective policies and an appropriate legal and regulatory environment.
- ❖ maximising access to information resources and services,
- ❖ promoting continuous improvement in university libraries, and
- ❖ advocating effective policies and an appropriate legal and regulatory environment.

(Revision date 19 November, 2003)