

Standards guide TEQSA-compliant Library services across Monash University: a case study

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Monash University Library

MONASH UNIVERSITY STAFF AND STUDENTS TODAY

- 71,000 students
- 59,000 campus-based
- 12,000 not fully-campus-based
- 14,000 staff

=> 85,000 individuals¹



1. Monash University. Monash at a glance. <http://www.monash.edu/about/who/glance> Accessed 28.9.2016

MONASH UNIVERSITY LIBRARY

- Access rich information resources
- Develop information research and academic skills for independent learning and employability
- Use technologies to ask library and information questions, seek Library SME's advice, manage research data



EQUITABLE ACCESS

Monash University Library's enabling response:

- ✓ Always-on
- ✓ Available world-wide
- ✓ Available through any Internet-connected device
- ✓ Highly collaborative approach across the University

Underpinned by Legislative and Regulatory frameworks:

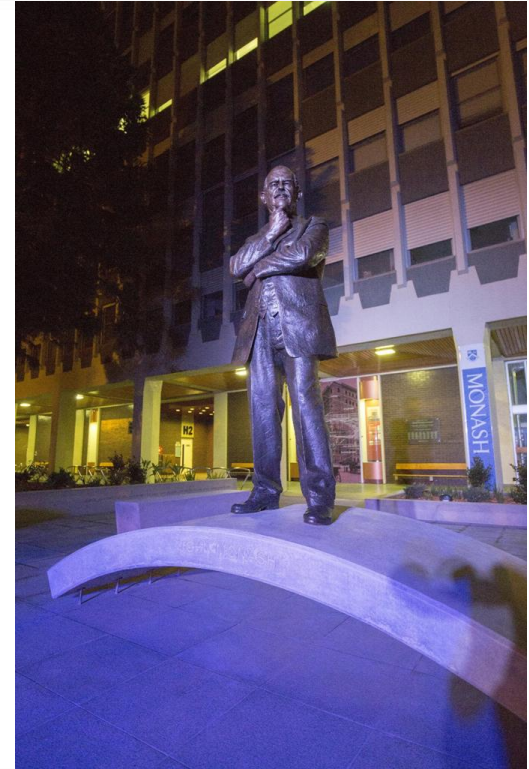
- ✓ Copyright Act 1968 (Cth)
- ✓ Education Services for Overseas Students Act 2000 (Cth) (ESOS)
- ✓ Tertiary Education Quality Standards Agency Act 2011 (Cth) (TEQSA)

Initial collaboration: diagnostic
check of current state

LIBRARY AND HES FRAMEWORK (THRESHOLD STANDARDS) 2015

Library activity maps to most HES Domains:

1. Student participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance



LIBRARY PRACTICE INFORMED BY GUIDANCE NOTES

- Staffing, Learning Resources and Educational Support
 - Information resources that are accessible, up-to-date and relevant
 - Library staff collaborate with academics to develop skills
 - Consider variety of resources delivered via different channels e.g. interactive ebooks
- Course Design (including Learning Outcomes and Assessment)
 - Alignment of learning outcomes to assessment in courses to enable skills development across the continuum
 - Library staff lead use of conceptual frameworks to embed and make skill development explicit in the curriculum

VICE-CHANCELLOR'S AWARDS FOR STUDENT LEARNING



- Academic Integrity

Staff of a provider need to employ correct acknowledgement practice in their teaching when they are using text, images, videos and other artefacts sourced from others. The academic integrity of a course of study may be questioned if unacknowledged use is made of external materials.²

- Staff need to model correct practice to students
- Library staff provide expert advice and collaboratively develop and deliver educational programs, face-to-face and online, for staff and students

2. Tertiary Education Quality and Standards Agency. TEQSA Guidance Note - Academic Integrity (Beta v 1.0 at 19 August 2016) p.3
<http://www.teqsa.gov.au/hesf-2015-specific-guidance-notes> Accessed 28.9.016

GUIDANCE NOTES

- Technology-Enhanced Learning (TEL)
 - Acknowledges the growing role of technologies in learning and teaching
 - Library staff investigate suitable new media to support TEL and offer capability building programs so staff and students can work effectively in new digital environments
- Work Integrated Learning (WIL)
 - Notes the conditions and processes for students undertaking WIL programs
 - Library contribute to students' WIL experience through pre-placement programs

GUIDANCE NOTES

- Scholarship
 - The criticality of a culture of research in a higher education institution is central
 - Library's active engagement with central and faculty research offices enables strong outcomes for the University
- Research and Research Training (*not yet available*)
 - Librarians and learning skills advisers deliver programs to develop skills across the research lifecycle
- Third-Party arrangements (TPA)
 - Students' proximity to suitable physical library and no barriers to online access
 - Top of mind for academic libraries for some time – Council of Australian University Librarians' statements

Complex collaboration: addressing the challenges of partnerships

MONASH UNIVERSITY LIBRARY PROVISION TO PARTNERS

- Review of Monash University Library services to University partners
- Principles of library provision to partners:
 - Quality
 - Sustainability
 - Compliance
 - Consistency
 - Transparency
 - Monitoring
- Alignment of principles with HES Framework standards

MONASH UNIVERSITY PARTNERSHIPS

- Monash College
- Monash University Malaysia
- Monash South Africa
- Centres in
 - Prato, Italy
 - India (the IITB-Monash Research Academy)
 - China (a joint Graduate School at South-East University)
- Alliance with Warwick University and other HE institutions
- Teaching hospitals, Research institutes
- John Monash Science School, Nossal High School

CHALLENGES FOR LIBRARY PROVISION TO PARTNERS

- Access to electronic information resources
- Building research skills for education, research and life success
- Systems and technologies



Collaboration in new dimensions

DEVELOPING PARTNERSHIP RISK MAP

- **Inputs:**
 - Renewal of Library strategic planning approach
 - Review of library provision to partners
 - Feedback on partners paper by Monash senior leaders
- **Framework – Pillars of Risk**
 - Strategic objectives
 - Operational activities
 - Compliance with regulatory requirements
 - Successful completion of University strategic projects

Conclusion

OPPORTUNITIES REALISED

HES Framework and Guidance Notes

- Early release accommodated library sector consultation, Monash University Library a proactive player
- Collaborative strategies across the University assure strong outcomes
- Longer term, stronger integration of Library in University governance, risk and compliance processes

OPPORTUNITIES REALISED

Monash University Library services to University partners

- Positive and timely responses by Monash leaders
- Securing of partner-specific resource enables ongoing, sustainable library provision to a major partner
- Clarity of challenges cemented risk mapping process, further strengthening library provision to all

Full conference paper included in HECQ Forum website.

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