

# LIBRARY

## SELF-EVALUATION REPORT

October 2006

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# PREFACE

## Process followed for generating self-evaluation report

The DUT Library chose to follow the draft guidelines for the self-review of university libraries compiled by the Committee for Higher Education Librarians of South Africa (CHELSA). These guidelines identify six critical success factors (CSFs) for an effective Library and information service (LIS). The CSFs are

- Integration
- Resources
- Human Resources
- Processes
- Access
- Service Quality

Six working groups, each addressing a CSF, were established and tasked to review the Library according to the description of that CSF. Groups were composed of a cross section of Library staff, each with a group leader. Input was garnered from all staff, resulting in a written report from each group indicating practice in place, weaknesses/challenges identified and quality improvements recommended. Practice in place was evidence-led and each report reflects source of evidence.

The LibQUAL+™ user perception survey was conducted during the second term and provided valuable user feedback on the Library service. It was therefore decided not to elicit further user input in this review process.

A writing group comprising three individuals synthesised the six reports into this self-evaluation report. The draft report was circulated to all Library staff before the end of the third term, allowing time for interrogation prior to a general Library staff meeting held on 11 October where it was discussed in full. The writing group amended the document where agreed and finalised the report by 24 October 2006.

## Members of task teams

**Integration** Roy Raju, Portia Rakoma, Camilla Thumbadoo  
**Resources** Nobuntu Mpendulo, Lindiwe Nsele, David Thomas, Sarah Khan  
**Human Resources** Lucille Webster, Philani Zulu, Anushie Moonasar, Nozipho Majola  
**Processes** Louise Cloete, Kogie Naicker, Anitha Shah, Karin Herbert  
**Access** Siza Radebe, Phumi Mhlongo, Vuyani Mayela, Pam Govender  
**Service Quality** Shirlene Neerputh, Nicky Muller, Trish Gierke, Claire Spershott, Joyce Myeza

## Writers and editor

Trish Gierke, Nicky Muller, Annemarie Rawlins  
Camilla Thumbadoo (editor)

## Documents and data sources

Six working group reports which document their data sources and evidence are attached. Most data has been archived electronically to a Library password-controlled WebCT folder (<http://olc.dit.ac.za:8900/webct/public/home.pl>), and on the Library website <http://library.dut.ac.za>.

# 1. Introduction and background

The Durban University of Technology Library came into existence in 2002 with the merger of two parent institutions, the former M L Sultan Technikon and Technikon Natal. There is a staff complement of 80, providing a service over six sites of delivery, as well as a central services section and Library directorate. These six sites are the Alan Pittendrigh Library (AP) on the Steve Biko Campus, the B M Patel Library (BMP) on the M L Sultan Campus, the Brickfield Campus Library, the City Campus Library, and the two Pietermaritzburg sites, viz. the Indumiso Campus Library and the Riverside Campus Library. The libraries collectively house a varied collection of print, audio visual and electronic information resources.

The Library aims to facilitate excellence in teaching and create an environment conducive to learning and research, by responding to user needs and providing relevant Library information services and infrastructure. This is evidenced under the heading *Practice in place*, in the following section of the report.

The Library sees itself as the heart of the institution. Changes in teaching and learning patterns, such as self-directed, independent study and student-centred learning, place challenging demands on the Library and must inform appropriate responses. There is increased pressure on the enquiry services, and a greater need for user support and education. Professional staff accordingly provide assistance and training in the access and use of information resources.

In attempting to meet these changing demands, the Library must monitor new directions and developments within the University and the external environment to inform and facilitate its strategic planning. At the same time, it must engage in a continuous process of self-reflection to obtain a sense of the extent to which it is meeting users' needs. To this end, the review identifies the Library's strengths and weaknesses, and opportunities for improvement.

Particular strengths that should be highlighted include:

- Leadership in regional and national collaboration and committee structures
- Staff development opportunities, including use of skills development levy. In particular, the training of frontline staff in sign language to communication with hearing impaired users
- Excellent pockets of collaboration with academics in integrating Information Literacy skills, an example being in Foundation programmes in the Faculty of Health

## 2. Review report

This review speaks to HEQC criteria for institutional audit 1, 2, 4, 16 and 19.

Whilst the report speaks to all these criteria, it is largely structured on criterion 4, which states:

**“Academic support services ... adequately support teaching and learning needs and help give effect to teaching and learning objectives.”**

Each relevant HEQC statement is dealt with below in terms of:

- practice in place,
- weaknesses/challenges identified and
- recommendations for improvement.

The latter two are in tabular form, and are numbered sequentially throughout the report.

### 2.1 Integration with university's strategic direction, structures, systems and financial planning [HEQC 1, 2, 4, 19]

#### Practice in place

##### *Integration with institutional goals and objectives*

- A mission statement exists that was drawn up during merger. The new draft still needs to be aligned with that of the institution
- The Library has a strategic/operational plan (2006-2010) which is in its second draft

##### *Integration with institutional structures, systems and financial planning*

- The Library is situated organisationally in the Academic ambit
  - The Library Director reports to the Deputy Vice Chancellor: Academic
- The Library has a structure of committees and working groups that meet at different intervals, involving different levels of staff, to support its work
- Relevant issues are taken to institutional forums where the Library is represented, such as Library Committee, Boards of Faculty, Academic Planning Committee, Research Committee, Quality Assurance Committee, Institutional Planning Committee and Senate

##### *External partnerships*

- The Library is active in the external professional field of Library and information science and contributes to the development of Library and information science and services in society
  - CHELSA (Committee for Higher Education Librarians of South Africa)
  - COSALC (Coalition of South African Library Consortia)
  - LIASA (Library and Information Association of South Africa)
  - esAL (eastern seaboard Association of Libraries)
  - Sabinet Online committees
  - IFLA (International Federation of Library Associations)

### *Quality management*<sup>1</sup>

- Library Director is involved in CHELSA activities pertaining to quality management guidelines, data collection and evaluation guidelines
- Library information and data are collected regularly for reporting purposes
- Quarterly reports feed into an annual Library report
- Reports on the Library are tabled at each meeting of the Library Committee

### **Weaknesses/challenges identified and recommendations for improvement**

| <b>#</b> | <b>Weaknesses/challenges</b>  | <b>Improvements/recommendations</b>   |
|----------|---|---|
| 1        | Mission statement still in draft form   | This needs to be finalised as a matter of urgency   |
| 2        | No strategic plan for the Library; operational plan still in draft form and not broadly consultative  | Plans need to be formulated consultatively and adopted as a matter of urgency   |
| 3        | Library representatives on institutional structures give insufficient feedback to relevant Library structures and groups                      | Mechanisms to be identified which ensure that feedback occurs regularly and effectively; Library staff need to champion Library interests within the institution          |
| 4        | Lack of quality framework for the Library (identification of standards to be used, benchmarks, monitoring and evaluation, policy review etc.) | Develop quality assurance policy informed by a Library strategic plan<br>Plan for regular monitoring and evaluation<br>Regular review of existing policies and procedures |
| 5        | Information and data collected not used consistently for benchmarking, evaluation and planning  | Management to ensure that statistics and data feed into planning  |
| 6        | Improvement plans do not feed through to operational planning and appropriate budgeting processes   | Operational plans to feed into budgeting process  |

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<sup>1</sup> See also 2.4 for additional quality review information  
*DUT Library Self-Review Report October 2006*

## **2.2 The Library adequately supports teaching, learning and research needs, and helps give effect to teaching, learning and research objectives [HEQC 4, 16]**

### **2.2.1 “The Library adequately provides for the needs of teaching and learning, research and community engagement, and helps give effect to teaching and learning objectives. Efficient structures and procedures facilitate the interaction between academic provision and academic support.”**

#### **Practice in place**

##### *Training/user education*

- The Library actively supports the teaching and learning and research of the university
  - By offering training in the access, evaluation and use of information resources at various levels (e.g. basic user education, Foundation programmes, advanced user education, Internet training)
  - By co-teaching information literacy skills in some programmes
  - Guided by Information Services Policy and draft Information Literacy Framework

##### *Information resources and user services*

- An Information Services Policy is in place and is currently under review
- Access to information services and resources is provided in a variety of ways to both on and off campus Library users
  - User friendly online Library portal (iLink) provides access to the Library catalogue, links to electronic resources, and enables Library users to request and renew Library materials as well as check the status of their loans
  - Library website also provides links to the Library catalogue, and to electronic resources, reference services, tutorials and information on Library services and staff
  - A variety of borrowing privileges enables use of resources both in the Library and at home
  - The Library has developed a number of guides and tools to assist users e.g. subject guides, Referencing Guide, iLink tutorial, bookmarks, Z cards (a Library information ‘passport’ for students), some of which are also available electronically
- Each Library site has a collection of books, periodicals, audio visual and electronic resources to support the needs of its users
  - These collections are constantly updated in line with the Collection Management Policy
  - In response to user demand the Library is increasing its full text, on-line electronic resources
- Library hours of access are reasonable, varying from site to site and are informed by the various campus user needs, ratified by the Library Committee, a sub-committee of Senate
  - The services of professional librarians are available during all hours of operation
  - Plans are in place to set up 24 hour study centres at the two main Library sites
  - Book drop bins enable users to return material when the libraries are closed
- Reliable circulation processes, shelving, movement of resources between libraries and stocktaking ensure reasonable availability of Library material
- Short loan collections ensure that all students have access to material that is in high demand, including prescribed textbooks

- An Inter Library Loans (ILL) service exists to source additional resources through the national and international inter Library loans network, using electronic delivery mechanisms where possible
- Users reap the benefits of the Library's membership of the esAL consortium, enabling postgraduate students and academic staff to enjoy reciprocal privileges at other Higher Education libraries in the province; the CHELSA Memorandum of Understanding will make reciprocal privileges available nationally for DUT Library users
- The Library has established a committee to identify Library use and access issues for differently abled users and formulate an implementation plan
  - Frontline staff have received training in communicating with hearing impaired users

#### *Collaboration between Library and academics*

- The Durban Library sites are arranged along faculty lines<sup>2</sup> and a system of faculty subject librarians (SLs) functions as the interface between academic staff, users and the Library
- Selection of material for purchase is coordinated by the SLs with motivation by academics. Deselection (weeding) is done by SLs in consultation with academics
- Some departments work with SLs to structure and develop appropriate Foundation and advanced user education programmes
- Elements of Library involvement in curriculum development/changes exist
- The award of a Teaching Development Grant (TDG) to the Library is indicative of the level of Library involvement in teaching
- The Library collaborates significantly with CHED (Centre for Higher Education Development) on matters relating to user education programmes, curriculum involvement, Foundation programmes etc.
- The Library is represented on Boards of Faculty, Institutional Research Committee, Quality Assurance Committee, Academic Planning Committee, Institutional Planning Committee and Senate

#### *Facilities*

- Each teaching site has a Library<sup>3</sup> equipped with varying facilities:
  - There is provision for different user needs in terms of study space, e.g. quiet study (individual seating), group study<sup>4</sup>
  - Wired networks form part of the institutional network and provide access to the Library catalogue and electronic resources
  - In line with common practice four site libraries have electronic classrooms<sup>5</sup> which are used for both training and individual student research
  - The two large sites (AP and BMP) are equipped for wireless access
  - Audio visual equipment to support a range of formats
  - Photocopiers
- All libraries have a security presence, a health and safety representative, and staff trained in first aid
- Various safety features (e.g. fire extinguishers, emergency exit doors) are in place

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<sup>2</sup> Alan Pittendrigh Library: Faculties of ESBE and Health Sciences; BM Patel Library: Faculty of Commerce; Brickfield and City: Faculty of Arts; the Library sites in Pietermaritzburg serve the programmes offered at those sites

<sup>3</sup> Mansfield/Ritson is not considered a separate site for the purposes of this report

<sup>4</sup> Brickfield does not have group rooms

<sup>5</sup> Brickfield and City do not have electronic classrooms. A classroom is planned for City by end 2006

## Weaknesses/challenges identified and recommendations for improvement

| <i>Training/user education</i>                     |   |   |
|--|---|---|
| 7  | Formulation of the Library's Information Literacy Framework is happening slowly and there is confusion between the policy, plan and framework   | Timeframes to be identified in order to ensure prompt clarification and finalisation of framework and plans   |
| 8  | Information Literacy (IL) not yet fully integrated into academic programmes   | Use TDG to create awareness and understanding amongst academics; Library to plan for adequate staffing to enable IL integration   |
| 9  | <p>The effectiveness of user education programmes is limited by the following factors:</p> <ul style="list-style-type: none"> <li>• not compulsory</li> <li>• not all academics support them</li> <li>• no/little collaboration between SLs and academics in development of appropriate advanced training programmes</li> <li>• limited number and size of electronic classrooms</li> <li>• limited evaluation of effectiveness of programmes</li> <li>• students generally do not see value of the programmes</li> <li>• not making optimum use of new technologies</li> </ul> | <p>Lobby institution for first year user education programmes to be compulsory</p> <p>Use TDG to create awareness and understanding amongst academics</p> <p>Library to plan for appropriate training venues</p> <p>Research by librarians into effectiveness of programmes to be conducted</p> <p>Improved marketing to make students and staff aware of the value of the programmes</p> <p>Incorporate the use of new technologies to make presentations more attractive to users</p> |
| <i>Information Resources and User Services</i>     |   |   |
| 10   | <p>Effective communication with users is hampered by:</p> <ul style="list-style-type: none"> <li>• Inadequate use of available channels of communication</li> <li>• Poor quality of communication</li> <li>• Limited distribution of important notices</li> </ul>   | <p>Website could play considerable role</p> <p>E-mail noticeboards can be used</p> <p>Quality assurance of Library communications should be maintained</p> <p>Marketing committee to recommend plans for Library wide improvements</p>  |
| 11   | Distributed Library system inhibits an effective, holistic Library service  | Consider plans for a central Library in Durban and one Library for Pietermaritzburg   |
| 12   | Library collections are under utilised  | Need additional marketing and training  |
| 13   | Size of DUT Library collections per FTE below international norms   | Formulate plan for systematic growth of collections and ensure appropriate funding  |
| 14   | Pietermaritzburg Library collections insufficient   | Ringfence funding to improve collections at Pietermaritzburg libraries  |
| 15   | Increase access to electronic resources (e.g. e-books, e-journals etc.) to achieve 24/7 access to information, and provide unrestricted Internet access (i.e. no site blocking)   | Continue programme of evaluating new technologies and formulate strategic plan with targets; reassess how we market e-resources; lobby for support of unrestricted Internet access  |
| 16   | Inadequate Library website resulting in inadequate use, lack of ownership, not a good marketing tool  | Re-evaluate and redesign  |
| 17   | Assessment of Inter Library Loan (ILL) service is difficult due to fluctuating use, and users have a negative impression of ILL service (LibQUAL+™)   | Intensive evaluation of service and subsequent marketing of service   |
| 18   | Extend Library hours according to user needs and plan for 24 hour study centres as appropriate  | Staff and space planning to accommodate extended hours/24 hour study centres  |
| <i>Collaboration between Library and academics</i> |   |   |
| 19   | Some academics do not participate actively in selection and evaluation of Library materials   | Library to find strategy to change institutional culture; utilise forums such as Library Committee, Academic Planning Committee etc.  |

|                   |   |   |
|-------------------|---|---|
| 20                | The importance of Library user education programmes and interventions is not sufficiently recognised and supported  | Library to find strategy to change institutional culture; utilise forums such as Library Committee, Academic Planning Committee etc., and improve marketing and awareness   |
| 21                | Not all academics are active Library users and therefore do not promote use of the Library to their students  | Library to find strategy to change institutional culture; utilise forums such as Library Committee, Academic Planning Committee etc., and improve marketing and awareness   |
| 22                | There is insufficient articulation between the DUT copyright officer and the Library  | Plans to be put in place for closer cooperation and communication   |
| <i>Facilities</i> |   |   |
| 23                | Library space is inflexible, insufficient and often not suited to needs, including those of differently abled users.<br>Group rooms, study seating and electronic classrooms are insufficient | Consider plans for a central Library in Durban and one in Pietermaritzburg; Input into institutional policy for differently abled users<br>Library planning must take expansion and provision of such facilities into account |
| 24                | Slow network response times affect service delivery significantly and result in user dissatisfaction  | Constant lobbying of ICT and other decision makers to ensure the Library receives prioritised bandwidth/port utilisation  |
| 25                | Air conditioning and air quality affect health and well being of staff, users and equipment   | Enlist services of appropriate professionals to determine air quality; lobby institution to take appropriate action   |
| 26                | Photocopy system inefficient and no/inadequate printing facilities for users  | Photocopying and printing services to users should be integrated and efficient. Consider outsourcing  |
| 27                | Safety and security is inadequate despite presence of security guards at libraries  | Safety considerations to be addressed with the institution's safety office and protection services  |
| 28                | Wireless access should be expanded to all libraries   | Appropriate CAPEX budgeting and planning required   |

**2.2.2 “The Library is adequately staffed, resourced and has the necessary infrastructure in place. The institution provides development opportunities for support staff to enhance their expertise and to enable them to keep abreast of developments in their field.”**

**Practice in place**

*Staffing*

- The Library structure is a single, co-ordinated Library service across the six DUT campuses
- Organisation of staff is along functional lines, where like functions are grouped together
- The current structure is hierarchical, the intention being to allow for upward mobility
- Placements at the time of merger were based on close fit rather than best fit, and the ramifications of this are still evident
- The Library has 80 posts, 31 of which are professional positions, 11 paraprofessional and 38 support positions
- University policies and procedures inform Library recruitment
- Library has its own IT staff and finance officer
- Various meetings take place at different intervals at sites or across the system, involving different levels of staff
- Time and motion studies have been conducted at the two large sites to determine work loads of circulation staff

*Staff development*

- Training and development opportunities are created for all staff (e.g. workshops, conferences, further study, special interventions)
- Library has a training and development committee
- Staff workshops have been conducted to improve customer care, including TELP II workshops and DUT skills development programmes
- Library staff are using the LibQUAL+™ and TELP II needs analysis surveys to determine areas where intervention is required pertaining to staff development
- All new staff undergo both university and Library induction programmes

*Infrastructure and resources*

- Resource selection and acquisitions, and preparation for access procedures for all formats/types of Library materials, are well developed
  - A Collection Management Policy is in place and is reviewed periodically
  - There is some ongoing quantitative and qualitative evaluation of collection
    - Examples are weeding and age of collection analysis, annual review of journals and databases for renewal of subscriptions
    - This is done in conjunction with academics where relevant
  - The budget for information resources is allocated according to an approved formula and monthly monitoring of expenditure occurs
  - Service level agreements with suppliers are in place
  - The Library participates in national cooperative ventures in joint purchasing of electronic resources<sup>6</sup>
  - Cataloguing, classification and other processes of knowledge organisation take place according to recognised standards
  - Physical processing, mending and binding of Library materials are of a high standard

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<sup>6</sup> Through the offices of the South African Site Licensing Initiative (SASLI)  
*DUT Library Self-Review Report October 2006*

- The Library uses relevant Information & Communication Technologies (e.g. Groupwise and WebCT) to facilitate communication within the Library and the institution
- The Library utilises the latest version of the SirsiDynix Unicorn integrated Library system for all its Library operations and services
  - The Unicorn system was purchased through the auspices of the esAL consortium and is a joint venture involving the DUT, Mangosuthu Technikon and University of Zululand libraries
  - Management of the venture resides with the esAL Steering Committee which is supported by five working groups, three of which are coordinated by DUT Library staff members
- Pentium 4 is the current standard for Library staff workstations
- All staff have access to printing and photocopying facilities
- There is an adequate number of data projectors within the Library system

### Weaknesses/challenges identified and improvement recommendations

| #               | Weaknesses/challenges  | Improvement plans/recommendations   |
|-----------------|--|---|
| <i>Staffing</i> |  |   |
| 29              | The Library structure is too hierarchical and leads to confusion regarding roles and functions   | A flatter, more flexible structure with devolution of authority must be considered  |
| 30              | A new post-merger organisational culture has not yet emerged, where there is buy-in and commitment from all staff                              | The work that has begun on establishing and promoting shared values needs to continue and be expanded to include all staff  |
| 31              | Due to the close fit principle during placement, some staff are not appropriately qualified for their positions                                | The implementation of a performance management system will ultimately contribute to ensuring that staff are appropriately equipped for their positions  |
| 32              | Current staffing structure is inadequate and inflexible to meet demands placed on Library for increased collaboration in teaching and learning | Reassessment of Library structure and appropriate resourcing for teaching and learning  |
| 33              | Staffing at some of the sites is insufficient to offer a quality circulation and shelving (including periodicals) service                      | Library management to consider flexible / creative solutions, e.g. appropriate contract staff   |
| 34              | IT support is compromised due to centralised IT section in a decentralised Library system  | Adequate training of identified staff at sites is required; consider additional skills support and extension of use of software such as Netops to provide support in troubleshooting; IT staff to visit sites regularly |
| 35              | Responsibilities relating to electronic resources are divided among a number of staff, resulting in task confusion and lack of cohesion        | Staff planning/restructuring; utilisation of electronic resource management software  |
| 36              | Staff are recruited on the strength of an interview only   | Skills tests/presentations to form part of recruitment process  |
| 37              | No faculty representation at interviews of SLs   | Faculty representative to be present at interviews of SLs   |
| 38              | Inefficiencies of the HR department have an impact on various Library operations, e.g. staff appointments                                      | Library Director to lobby within the institution to rectify poor HR performance   |
| 39              | While staff are recruited in accordance with (draft) institutional policies, including equity, there is no equity plan for the Library         | Equity plan for Library to be drafted, in consultation with Library staff   |

|                                     |   |  |
|-------------------------------------|---|--|
| 40                                  | Lack of awareness among Library staff of existing (draft) policies, as well as absence of necessary institutional policies  | It is important that Library staff are aware of all institutional policies and that Library management ensures compliance  |
| 41                                  | Internal Library communication (both formal and interpersonal) is inconsistent and haphazard and often open to misinterpretation, possibly arising from unresolved merger issues and hierarchical Library structure | Library management to investigate appropriate solutions and interventions  |
| 42                                  | Some staff feel the library environment is not supportive   | Library management to get more feedback from staff and investigate appropriate solutions and interventions   |
| <i>Staff development</i>            |   |  |
| 43                                  | While a draft Library induction programme for new staff exists this is not always implemented   | Library management must ensure that this is implemented for each new staff member on assumption of duty  |
| 44                                  | Staff are not monitored during probation period; there is no formal probation for existing staff appointed to different positions in the Library  | Regular monitoring must occur during probation including improvement targets (if necessary) and a formal review at the conclusion of probation period  |
| 45                                  | Insufficient appraisal of Library staff performance; no institutional performance management system in place  | Lobby institution to adopt policy and ensure Library implements performance appraisals   |
| 46                                  | While guidelines, procedures, mission statements etc. exist, this does not guarantee an acceptable level of performance   | Ensure that staff understand the 'how' of customer service, not just the 'what'  |
| 47                                  | Workshop and training interventions do not always result in changed behaviours or improved levels of performance  | Clear expectations/outcomes need to be established with regard to resulting behaviours; regular monitoring   |
| 48                                  | Lack of participation by support staff in Library committees and working groups   | Library management to consider all levels of staff when co-opting onto committees so as to empower and develop staff   |
| 49                                  | Staff have requested training on how to conduct interviews  | Library staff who serve on selection panels should receive appropriate interview training  |
| 50                                  | Inadequate/inefficient planning by HR for the skills development programmes affects service delivery as well as attendance by Library staff at training   | Library management should be more involved in planning and scheduling of skills development interventions  |
| <i>Infrastructure and resources</i> |   |  |
| 51                                  | No structures in place to ensure regular holistic evaluation of collections   | Introduce plan for systematic and regular evaluation   |
| 52                                  | Weeding (deselection of material) not undertaken consistently and regularly and not guided by policy  | Weeding policy to be drawn up; regular monitoring  |
| 53                                  | Information Resources budget allocation formula for books and media has not taken Library usage into account because of Library system limitations  | Formula to include usage as per Unicorn statistics to be investigated  |
| 54                                  | The even spending of the IR budget is inhibited by a number of factors, e.g. bottleneck/slow start/first term chaos for both SLs and academics and short budget year  | Solicit assistance/cooperation of deans and heads of academic departments<br>Library to work on building relationships<br>Budget flexibility should not be limited by artificial Finance deadlines |
| 55                                  | Network response times affect productivity  | Constant lobbying of ICT and other decision makers to ensure Library prioritising of bandwidth/port utilisation  |

|    |   |  |
|----|---|--|
| 56 | Lack of strategic direction for use of technology in the Library, including moving from old to new formats (videos etc.) as well as no policy for replacement of IT and other equipment   | Library strategic planning must determine direction; appropriate planning and budgeting necessary in line with emerging technologies; policy to be developed for equipment replacement   |
| 57 | Delays and inefficiencies in payment of invoices by Finance department  | Devolution of finance responsibilities to Library finance officer  |
| 58 | DUT policies relating to the discarding of materials (Board of Survey) inhibit efficiency   | Library to make recommendations to institution to streamline procedures  |
| 59 | Cataloguing on an international bibliographic database (OCLC WorldCat) has highlighted the importance of adhering to recognised standards. Participation in a joint bibliographic database with esAL libraries presents challenges in establishing and maintaining integrity of the data according to those standards | <ul style="list-style-type: none"> <li>• Training/retraining of cataloguers and acquisitions staff</li> <li>• Ensure funding for authority file cleanup (esAL)</li> <li>• Through esAL ensure ongoing quality maintenance</li> </ul> |
| 60 | Working group reports identified a number of other processes and procedures requiring attention/ improvement/ refinement  | Relevant managers to note weaknesses raised in reports and implement a plan to improve procedures/processes; Investigate use of emerging technologies and draft funding proposals accordingly  |

**2.2.3 “The Library regularly reviews the effectiveness of the services it provides in support of the core functions of the institution.”**

**Practice in place**

- The Library regularly gathers information and data which feed into quarterly and annual Library reports
- The Library engages with its users to determine their levels of satisfaction
  - TELP II user needs analysis (2005) and LibQUAL+™ user perception survey (2006) have been undertaken
  - Library suggestion boxes are used to solicit comments and suggestions from Library users
- As part of TELP II project:
  - customer care standards and guidelines were drafted
  - National and international visits were undertaken to establish best practice in libraries. This resulted in a 17 point implementation plan

**Weaknesses/challenges identified and improvement recommendations**

| #  | Weaknesses/challenges   | Improvement recommendations  |
|----|---|--|
| 61 | Information and data gathered are not used consistently for benchmarking, evaluation and planning         | Library management to ensure that statistics and data are used for benchmarking, evaluation and planning                 |
| 62 | Users have negative perceptions of the Library space, services and staff                                  | Ensure feedback from user surveys is acted upon  |
| 63 | Regular user feedback is required   | Planning for regular surveys or other methods of user feedback   |
| 64 | Lack of follow up on surveys /suggestions, insufficient monitoring of improvement plans where these exist | Library management to determine clearly where responsibility lies for implementation and monitoring of improvement plans |

### **3. The way forward**

The Library recognises that a strategic problem such as low throughput rates requires collaborative solutions. Experience has shown that good Library use by academics results in positive role modeling with their students becoming active Library users, to their benefit. The Library is therefore committed to a working relationship with academics that will facilitate tackling, synergistically and efficiently, the challenges that exist in improving student performance and success.

Arising from this self-review report, broad consultation with Library and academic staff should result in an implementation/improvement plan which informs the next cycle of budgeting. Clear monitoring mechanisms must be put in place as part of the plan. The next self-review period is to be identified by Library management and incorporated into Library planning.

October 2006

#### **Annexures**

Six reports from working groups:

|            |                 |
|------------|-----------------|
| Annexure 1 | Integration     |
| Annexure 2 | Resources       |
| Annexure 3 | Human Resources |
| Annexure 4 | Processes       |
| Annexure 5 | Access          |
| Annexure 6 | Service quality |

## **Annexure 1: Integration**

### **1. Introduction:**

The purpose of the DUT Library Integration team is to conduct a self-review exercise to carry out an evidence-based self-reflection in the Library.

The Integration team comprises the following key members:

Roy Raju  
Portia Rakoma  
Camilla Thumbadoo

The Integration team examined the fitness of purpose of the LIS to the Durban University of Technology (DUT) as a major contributor in the South African higher educational institutional landscape.

A self-assessment of the HEQC criterion 1 (CHELSA document: p.13) was conducted to demonstrate the following:

- ❖ integration of DUT Library Services with the institutional goals and objectives.
- ❖ integration of LIS with the core functions of teaching, learning, research and community engagement in DUT.

A quality framework is outlined which focuses on the links between the DUT mission, planning, resource allocation and quality management. The strategic positioning and the framework for LIS is also discussed, in light of promoting accountable and cohesive structures which are value laden for DUT's core business of teaching, learning, research and community engagement.

### **2. Integration comprises three subdivisions:**

- 2.1** Integration with institutional goals and objectives
- 2.2** Integration with institutional structures, systems and financial planning
- 2.3** Quality management

### **Integration with institutional goals and objectives (HEQC Criterion 1)**

#### **1. (Good) practices identified**

- The Library has a mission statement that was drawn up during merger. The new draft still needs to be aligned with that of the parent institution.
- The Library has a strategic plan for the years 2005-2010 which is in its second draft.
- Certain Library activities are evaluated on an ad hoc basis.

#### **2. Weaknesses/challenges identified**

- The mission statement has not been finalised.
- The strategic plan has not been finalised.
- The Library does not undertake systematic, broad-based and integrated evaluations of Library activities.
- Because there is no formal evaluation process, planning cannot be based on evaluation.

#### **3. Quality improvements recommended**

- The mission statement needs to be finalised as soon as possible and be aligned with that of the parent institution.
- The strategic/operational plan as redrafted in August 2006 should be finalised and submitted to the relevant DUT committee.
- A quality assurance policy covering all aspects of LIS needs to be drawn up by the responsible people in the Library.

#### **4. Evidence/data sources gathered**

- 4.1 Old mission statement and the new draft

**Integration with institutional structures, systems and financial planning** (HEQC Criteria 1, 2, 4,19)

**1. Good practices identified**

- The Library is committed to the integrity of the institution, high ethical standards in the management of its affairs, fairness in dealing with relevant constituencies, support for the pursuit and dissemination of knowledge and accountability.
- The Library has effective communication channels, accountability frameworks and cohesive committee structures to support the work of the Library.

**2. Weaknesses/challenges identified**

- There is no evidence to support the statement in the first bullet above.

**3. Quality improvements recommended**

- A system of checks and balances needs to be introduced to ensure commitment to integrity, high ethical standards and fairness.
- Participation in committees or structures by staff should be both productive and committed.

**4. Evidence/data sources gathered**

Policy documents which show commitment to ethics and standards are:

- Information services policy
- Customer care guidelines
- Collection development policy

Policy documents that show that the Library has effective communication channels are:

- Organisational charts e.g. committee structures.

**Quality management** (HEQC Criterion 2)

**1. (Good) practices identified**

- Information and data are collected regularly for reporting purposes.
- The Library Director actively participates in the planning and budgeting processes for Library-related issues only.
- Library Management is involved with and encourages staff development.
- Evaluation of Library performance has begun recently with the LibQual survey.

**2. Weaknesses/challenges identified**

- Information and data collected are not used consistently for benchmarking, evaluation and planning.
- The Quality Assurance Policy is not yet in place.

**3. Quality improvements recommended**

- The Quality Assurance Policy recommended in the second bullet above needs to be implemented as this will ensure regular evaluation of the Library's performance.
- Data collection and data storage need to be improved.

**4. Evidence/data sources gathered**

- Data collection policy known as Statistics for DIT Library
- Annual Reports 2004-2005
- LibQual Report – 2006
- Organisational charts
- Training attendance registers and reports of training attended

## Annexure 2 Resources

### Introduction

The group's task is to review the Library resources, infrastructural and information, in support of the mission and goals of institution. Participants in the Resources task group are Nobuntu Mpendulo, Lindiwe Ntsele, David Thomas and Sarah Khan.

The Durban University of Technology is spread over 6 campuses and each teaching site has a Library. The libraries vary in size and each Library's primary role is to service the needs of users at a site.

### 1. Infrastructure

#### 1.1 Library buildings

Finding a balance in provision of space for users, collections and staff is a challenge for the Library. Most Library buildings are old, and need both expansion and renovations as they cannot accommodate new developments. The impact of information technology and new ways of learning exposes the out datedness of these buildings. With the merger, and relocation of academic departments, smaller sites experienced increase in student populations and this necessitated extensions and improvement of some Library facilities.

#### Good practice

- Every teaching site has a Library facility that meets the basic needs of students and staff.
- Space planning  
Library Management has looked at various buildings to ascertain the requirements of each Library and determine the priorities. An amount of money was budgeted for in the CAPEX 3 year rolling plan for renovations and extensions. Library space has been improved recently and libraries that have been improved include:  
City Campus in 2002;  
Riverside and Indumiso libraries renovated and extended in 2005. The Institutional Planning Committee has approved a sum of R350,000 for air-conditioning of both Libraries  
BM Patel Library space has been reorganised  
Alan Pittendrigh space has been re-organised in 2005; automated entrance and exit doors installed and the 24 hour Study Centre has been provided  
Brickfield Library -there are plans in place to move the Library from 4<sup>th</sup> floor to the Ground floor where there is more space.

#### Weaknesses or challenges

- Current designs of existing libraries limit possibilities of expansion and re-organisation of the space.
- There is a continuous need to rearrange space to accommodate new developments
- The libraries do not have proper infrastructure in place to accommodate differently-abled users.
- Poor air quality in the Library affects staff, users equipment and the Library materials.
- Ageing lifts at BM Patel Library are a safety hazard and do not comply with the Health and Safety Regulations
- Brickfield Library is running out of space

#### Quality improvements recommended

- The institution needs to provide funds/ budget to improve the existing facilities or to build one Library for both SB and ML Sultan campuses
- In designing new Library buildings ensure that form follows function and that space is not wasted
- Need innovative approach to Library design to ensure flexibility and expansion.
- Library to make a conscious effort to move from collection centred approach to user-centred approach

## Annexure 2 Resources

- Input into the institutional policy for the physically challenged to ensure that the buildings and facilities are compliant
- Air-conditioning needs immediate attention as suggested by the outcome of the LibQual+ survey

### 1.2. Facilities

Each building has basic Library facilities and resources such as furniture, Fax machines, Trolleys, kick stools, 3M security machines, sensitisers, cash registers and other equipment to support teaching, learning and research. Library staff are also accommodated in reasonable ergonomical work environments with enabling working tools and furniture. The shortage of facilities for students has become evident in surveys conducted, TELP 2 CQPA – User Satisfaction Survey and the LibQual+ survey.

#### Good practice

- Seating - each Library has seating facilities both for individual study and group study. The total seating capacity of all libraries is 1230. Though the furniture differs in all libraries, seating for students consists of study carrels, tables and chairs.
- Five site libraries except Brickfield have group study facilities
- Four libraries have electronic classrooms (eZone) that double as training facilities and used by students to access electronic resources and the Internet.
- AP, City Campus and Riverside Libraries have Seminar rooms that are used for group viewing of videos and DVDs and for training and demonstrations
- The Library budgets for the repairs and maintenance of equipment and maintenance contracts for all Library equipment and furniture
- In the 3 year rolling plan, the Library budgets for all furniture and equipment
- In making decisions about the CAPEX budget, Library management makes an effort to prioritise on student requirements
- The DIT Library system has 17 student copiers and 5 staff copiers
- The Library has a 5 year contract with KZN Minolta for the supply and maintenance of photocopiers. The idea was that the funds generated from photocopies would be adequate to sustain the service. Each of the 6 sites has been allocated photocopiers based on the number of students and amount of photocopying at the respective sites.

#### Weaknesses or challenges

- The total seating capacity of DUT libraries is 1230 whilst the student population (FTE) is 16,790. The Library can only seat 13,65% of students across all site libraries at any one time. This figure is far below the international guideline that indicates that one third of the student body should be seated at any one time. Poor space planning has resulted in reduced seating capacity at the B M Patel Library by almost 50%, from 710 in 2004 to 361 in 2005. Seating becomes a problem especially during exam time.
- Group study areas  
Whilst there are group study facilities in 5 of the site libraries, there is a constant complaint from students that these facilities are not enough. Due to the demand and lack of adequate group rooms the Library is obliged to restrict time allocated for use.
- Electronic classrooms  
All site libraries with the exception of Brickfield and City Libraries have electronic classrooms (eZones) that double as training facilities. From the surveys conducted, it is evident that these facilities are not sufficient. At City Campus, the need is met by a Faculty Computer Lab located in the Library and 3 PCs in the Library where students can access the Internet and Library electronic databases. The Library does not have control of the Faculty Lab and students have requested that this facility should not be used for Library training from 2007.
- The Capex budget is not always enough to cover all the requirements
- Seminar rooms and the electronic classrooms at all Library sites do not have proper facilities required for training.
- Seminar rooms are underutilised.
- The amount of photocopies made differs from site to site and is on the decline. Issues that contribute to this decline are:

## Annexure 2 Resources

- Bookshops and other vendors offering a similar if not more comprehensive service, including binding at ML Sultan Campus.
- The inconvenience created by the Photocopy Card system that is used in the Library eg non-compatibility with other swipe card facilities used on campus.
- the card system does not accept notes
- the Library does not supply change
- the fact that DUT policy states that the Library should not handle money.
- not all sites have card updaters and therefore pre-loaded cards need to be sent to those sites. When these run out – the service cannot be offered.
- No dedicated staff to manage the service

### Quality improvements recommended

- In any space planning, the Library needs to consider a balance between space for collection and for seating – think strategically and come up with plans that will cater for future needs instead of solving immediate pressures
- Increased budget for all facilities
- Use of flexible furniture and equipment
- Seminar rooms - there is a need to rethink the usage of this space
- Ensure that there are card updaters at every site.
- try to integrate the card system into existing student card system
- Outsource the photocopy section.

### 1.3. Health, Safety and security issues

#### Good practice

- All libraries are equipped with fire extinguishers
- All libraries have emergency exit doors
- All libraries have the 3M security system (book detection system).
- All libraries have security personnel.
- All libraries have a health and safety representative.
- Service and maintenance contracts for the 3M security system are held with CSX.

#### Weaknesses or challenges

- Libraries not fully fire compliant
- Not all libraries have smoke detectors
- Some emergency exit doors are locked- this can pose danger
- No evacuation procedures and plans in place
- Poor lighting in and around libraries
- Libraries are a health hazard due to air conditioners that are not working properly
- Aging 3M machines have to be replaced, but due to the high cost arrangements have been made to upgrade one system a year
- Due considerations was not given during the installation of these systems, like in the case of City Campus Library, as there is continuous interference due to the metal in the air-conditioning units in close vicinity.
- Inadequate patrol by security personnel.
- Locked windows are a health and safety risk.
- Lack of power backup system.

#### Quality improvements recommended

- Safety considerations (in terms of fire and security) to be addressed with the Institutions' Safety office and Protection Services
- Smoke detectors in some libraries
- Emergency exit doors should not be locked but activate an alarm - so that they can be opened at any time when there is an emergency
- Security inside the Library is crucial and the institution should install CCTV cameras
- Improve access control, introduce a swipe card system for security purposes
- Electricity backup system, generators to accommodate varying equipment in the libraries.

## Annexure 2 Resources

- Install dimmer facilities in training venues
- Adequate lighting around the libraries, especially at night.
- Alternative/additional security systems be investigated
- Installations of the 3M system should be better administered and better consultation should take place

### 1.4 IT Environment

The Institution has a central ICT department that provides support for Networking, desktop and , corporate applications such as email. Some departments manage their IT infrastructure within their department and the Library is one such department. The IT department of the Library has three personnel. A Systems Librarian, who manages and co-ordinates IT, a Web & Systems officer who's primary responsibility is to manage the Library web page and a Computer Technician that does desktop support for the 6 Library sites and 71 Library staff. Support is provided during Library normal operating hours and on-call after-hours service is also provided.

Network infrastructure (Backbone bandwidth ML & Brickfield 2.256kb, SB & City Campus 3.552kb, Riverside & Indumiso Campus 936kb).

Computers in the Library are primarily used for academic and research purposes. Users have access to the Library systems OPAC, Internet, databases as well as stand alone CD/DVD's.

The Alan Pittendrigh Library has a Post Graduate Research facility, which is equipped with the appropriate software to enable research.

Desktop software and hardware support service (Total number of students 21730. Number of computers in the Library 108)- need for a %

#### Good Practice

- The Library primarily has wired networks throughout the 6 Library sites.
- Users access the internet computers in the Library for research/search purposes.
- The institutional ICT department is in the process of acquiring software for internet authentication.
- B M Patel Library and the Alan Pittendrigh Library are equipped for wireless networking. Access via user's personal mobile equipment is gained by users registering the mac addresses of their mobile equipment with the ICT department.
- The post graduate lab has printing facilities
- Use of the Internet and computer facilities have to be adhered to, as set out in the guidelines/policies of the DUT Libraries.
- The Library IT team is responsible for all aspects of desktop support in the Library which includes upgrades, implementation and testing, during normal operating hours of the Library.
- Identified staff at the respective site have been given basic computer troubleshooting skills
- Software to remotely manage electronic classrooms, NetOp is being used by the Library.
- The Library will be upgrading all switches to 1gig switches over the next year.
- The Library has a web server with the appropriate software.
- The Library IT team provide basic network support
- The staff and user computers in the Library have standard software installed. Software support and maintenance is carried out using NetOp.
- In 2005, all staff machines were replaced with new Pentium 4 pc's

#### Weakness or challenges

- Due to the current demand for access to electronic resources, the current backbone bandwidth is insufficient. There is no bandwidth management tool in place to effectively manage access to the internet.
- Slow response times for access to online e-resources and the Library System's OPAC has a direct impact on the service being offered.
- Not all libraries have the facility of wireless access.
- Lack of controlled access to the internet for users
- No printing facilities are available for undergraduate students.
- IT support is compromised due to a centralised IT section in a de-centralised Library system.
- No policy for replacement of computers and related equipment .

## Annexure 2 Resources

- Limited budget to update technology in the Library.

### Quality improvement recommended

- Additional software has been purchased to prioritise and manage the bandwidth allocated for the Library.
- The Library has requested for additional dedicated backbone bandwidth to ease the slow response times.
- The Library has budgeted for wireless devices for all site libraries
- Aim to give students a total user experience from access to research to printing.
- More IT staff to be employed and increase staff capacity to handle basic support.
- Create more wireless access points soon in the libraries. Introduce mobile technology for users.

## 1.5 Audio Visual Equipment

### Good Practice

- The Library has a host of audio-visual equipment, to support the use of material in various formats, which include slide projectors, Microfiche Readers, OHP, Telemonitors, VCR's, DVD Players, Light-tracing tables.

### Weakness or challenges

- Some of these are old technology and usage of these services has declined in the past few years.
- It is difficult if not expensive to repair / replace some of this equipment.
- Usage of these services varies, depending on the collection housed at the respective site and whether the disciplines being serviced have made provision for audio visual material in the Library.

### Quality improvements recommended

- Systematically replace old technology with new technology
- Purchase more DVD formats rather than VCR formats in respect of equipment

## 2. Information resources

### 2.1 Print collection

The DUT Library has the following print information resources:

- 172071 print volumes
- 2943 periodicals titles, 19115 periodicals volumes and 13 titles of newspapers
- Printed examination papers
- 4795 titles of reference collection
- Multiple copies of textbooks

#### **Material to support teaching, learning and research**

The development of the DUT Library collection is governed by the Collection Management Policy. The bulk of DUT Library collection is in the print format. Though the Library collects a variety of material to support teaching, learning and research, textbooks are also purchased in support of undergraduate students. A formula is used to determine the number of multiple copies of items that could be purchased.

DUT Library provides access to previous examination papers in print form. The papers are supplied by the examination department..

DUT Library has 4795 titles in the reference collection. The reference collection is mainly available in print format.

The DUT Library has subscriptions to 13 print newspapers which are South African publications.

### Good practice

- DUT Library has an annual budget for the purchases of Library material

## Annexure 2 Resources

- Purchase of Library material is governed by the Collection Management Policy.
- Each site ensures that the site collection adequately meets the needs of the users.
- Purchase of Library material is carried out in consultation with the academic ambit.
- To ensure currency and relevancy of collection, regular weeding takes place, based on guidelines agreed upon.
- DUT Library provides access to previous examination papers in print form
- An analysis was done in respect of the age of the reference collection and a plan was implemented to update this collection.
- The Library subscribes to a variety of local and national newspapers for current news and information

Weaknesses or challenges (info used for comparisons to be included)

- Based on national and international norms, DUT is found lacking:
  - Number of volumes per FTE: 10.25 books (2005), whilst the international norm is 16 books per FTE.
  - Total expenditure on Information resources per FTE is R400.53 (2005)
  - Total expenditure on Books & Media per FTE: R126.56 (2005)
  - Total expenditure on periodicals per FTE: R202.02 (2005). This includes print and electronic journals.
- Based on the above, Library materials budget is inadequate.
- The Academic Departments do not supply the list of prescribed and recommended texts for the following year, timeously.
- The Library does not have a weeding policy.
- The Library is dependant on what papers the examination department supplies, in some cases papers are not supplied
- Printed exam papers are subject to abuse
- Usage of exam papers is subject to the number of copies available.
- Some reference materials are out dated.
- The bulk of reference materials are in a printed format.
- There is no separate budget for reference materials.
- Delays in the delivery of newspapers to the respective site libraries due to non-payment of invoices by the DUT Finance department as well as location of some site libraries.

Quality improvements recommended

- It had been recommended that the academic departments should submit the list to the Library by the end of August of each year.
- Increase materials budget.
- The collection needs to be analytically assessed with respect to recency and relevancy.
- A weeding policy is required.
- Exam papers should be available electronically.
- E-reference materials should be purchased to increase accessibility
- A separate budget for reference materials is required.
- Increase bandwidth and provide additional computer facilities
- The payment of invoices for newspapers should be done by the Library
- Online newspapers should be investigated which would include international subscriptions.

## 2.2 Video Collection

Good Practice

- Some of the libraries have a decent sized video collection, which cover subject areas that are serviced by the department at that respective site whilst others are poorly resourced.

Weaknesses or challenges

- Some of these videos are well used, which result in damage to the tapes and subsequently poor quality videos and some not very well used

## Annexure 2 Resources

- Some titles are outdated
- Some sites do not have proper display shelves for the video collection

### Quality improvements recommended

- The collection needs to be marketed better.
- The collection needs to be weeded on a continuous basis.
- DVD formats should be purchased rather than videocassettes
- Proper shelving needs to be sourced
- Duplicate copies for heavily used videos, should be considered.
- Consider international standards in respect to compatibility of formats.
- Issues of quality control are to be addressed in respect of selection of videos, CDs and DVDs.

## 2.3 Electronic Resources

### Databases and e-journals

There is a trend for access to researched or scholarly information electronically. In light of this the Library has acquired databases that cover a wide range of relevant subject areas offered by the institution. Most 'big deals' are negotiated by the SASLI(South African Site Licencing Initiative) office, whilst others involve a subscription agent.. In keeping with current trends, the Library has moved away from Information databases that are dependant on CD-Rom technology, and prefer those using Internet technology. Clearly this has other implications like bandwidth and number of workstations.

### E-journals

The trend of obtaining free access to the online version when you subscribe to the print journal is fast becoming a thing of the past. Increasingly packages are available with print + e or e-only. The Library has acquired combinations of these options depending on the subject coverage as well as the print holdings. In addition there are individual title by title subscriptions, some of which include donations (approx 355 titles and growing)

### E-books

In 2006, the Library embarked on a project of considering E-books to supplement the reference collection. Various packages from variety of platforms were looked at. These investigations are ongoing.

### Good Practice

- The Library is continually expanding its range of databases. Every attempt is made to ensure that there is an equitable spread of databases, in respect of content coverage, that adequately support the various faculties of DUT.
- Over the past few years, it has become evident that the users prefer Full Text Database as opposed to Abstract and Indexing databases. The Library is making advances in this direction.
- The Library also subscribes to Abstract & Indexing databases like SABINET (Magnet) and EiVillage (Compendex)
- Access is available onsite or remotely.
- Databases are evaluated and assessed on a regular basis.
- DUT currently subscribes to 2 packages of ejournals namely Springerlink package(1544 publications) which focuses on STM(Science, Technology and Medicine for mainly researchers and scientists and the SAe Publication package (228 publications- South African journals). The Library has acquired 2 indexing and abstracting databases whose content support Research.. Training was offered to the researchers at the University.
- Usage of these resources is the indicator which is used to motivate/justify subscription /renewals. On a quarterly basis, the total number of searches per database within that set period is collated. A cost per search analysis is conducted to establish how much each search is costing.

### Weaknesses or challenges

- Statistics show that the usage of these resources leaves much to be desired.
- Students, especially undergraduates prefer using Google.
- Users tend to loose interest when they have to search through too many resources for information.

## **Annexure 2 Resources**

- The Library restricts access to 1 hour session to be able to deal with the demand.
- Internet access is slow and this tends to frustrate the user.
- Subject Librarians tend to compartmentalise information relative to their areas of responsibility, rather than giving the user the fuller picture.
- Staff don't provide adequate training, instruction or support in the use of these resources
- There isn't a benchmark in SA to measure or compare usage of electronic resources.

### Quality improvements recommended

- For the future the Library will need to investigate acquiring a federated search engine to better manage and market these resources.
- Staff needs to promote these resources through vigorous marketing and training.
- Considerations should be given to federated search engines to better manage e-resources and boost usage.
- Increase the number of computers
- Increase bandwidth for the Library
- Consider the use of proxy servers
- E-resources are not given enough attention for evaluations.

### **Evidence**

- 3 year rolling plan (2004-2006)
- Capital expenditure (CAPEX) and Operational expenditure budgets (2003-2005)
- Annual Reports- 2003-2005
- Minutes of IPC meetings
- Minutes of Space Committee meetings
- Minutes of Materials Selection meetings
- Minutes of Library Management minutes
- Asset lists for all sites
- Library space plans
- LibQual+ Survey
- Photocopy statistics

## **Annexure 3 Human Resources**

### **Introduction**

The task of the group is to review all aspects of the Human Resources of the Library in terms of:

- Identifying policies, procedures and guidelines related to recruitment, selection, appointment and induction of Library staff
- An adequate number of staff members to provide appropriate service to all users
- Appropriately trained staff to support the Library's mission, goals and objectives
- Highly motivated and appropriately qualified staff for the tasks required of them
- Development opportunities for staff to grow in their profession.

Members of the Human Resources Task team are the following:

Lucille Webster – team leader; Philani Zulu; Anushie Moonasar; Nozipho Majola

The Durban University of Technology has six (6) teaching sites, each with a site Library. These libraries vary in size and in terms of the human resources needed to staff them.

### **1. DIT Library structure**

The Library structure was an attempt to balance the changing role of academic librarianship and the realities of the merger. To that end the Library structure is a single, co-coordinated Library service across all six campuses within the DUT. The distribution of services among the site libraries follows the faculty distribution e.g. BM Patel Library services Commerce Faculty and Alan Pittendrigh the Faculties of Engineering Science and Health. The Library service points at Pietermaritzburg serve the programmes offered at the two teaching sites. The above model ensures that staff are close to the end user and able to fulfill their roles in empowering Library users. The faculty rationalisation has informed the distribution of Library staff across teaching sites.

In following the National Plan for Higher Education, the HR structure attempts to minimize duplication of certain functions. Organisation, as far as possible is along functional lines, where like functions are grouped together. There is thus no centralised media/av department, where the functions of these are largely distributed between acquisitions, cataloguing, processing and the sites. The current Library structure is thus hierarchical, which allows for upward mobility. The literature shows that in times of great change and upheaval, hierarchical structures are usually required to give clear lines of authority and decision making.

The placement exercise which took place after merger was based on *close fit* rather than *best fit*. The ramifications of this exercise can still be felt today and contributed to the negative climate that exists in some sections of the Library.

### **Weaknesses /challenges identified**

- The Library structure is too hierarchical and leads to confusion regarding roles and functions
- The current structure does not enhance communication
- Some staff feel the Library environment is not supportive of their needs due to the nature of the structure
- Due to the close fit principle during placement, some staff are not appropriately qualified for the tasks required of them

### **Recommendations**

- The current Library structure has served its purpose and the time has come for the Library to look at a flatter Library structure with devaluation of authority
- An increase in information professionals in the Library to support teaching, learning and research.
- The implementation of the performance management system will ultimately contribute to ensuring that staff are appropriately qualified for the tasks required of them.

### **2. Policies, procedures and guidelines in terms of recruitment, selection, appointments and induction**

## **Annexure 3            Human Resources**

### Good practices identified

- Staff are recruited in accordance with the established University policy and in line with the relevant legislation of the country, i.e. Equity and Affirmative action. (At the time of writing this report however, many of the policies are still in draft form. The only policy that is ratified is the Conditions of Service which was ratified in October 2005.)
- Policies, procedures and guidelines serve as a vehicle to contribute to the diversity of the staff complement
- Policies and operational guidelines related to the Conditions of Service are available to all staff via the staff Intranet
- Information relating to policies and procedures may be sourced via the Staff Intranet.
- Induction of new staff in the Library takes place since 2006 and will now routinely take place.
- Induction to the University for new staff takes place every six months
- An induction programme is in place for all student Library assistants who work after-hours

### Weaknesses/challenges identified

- Several of the key documents pertaining to staff selection and employment are still in draft form and yet to be ratified by Council. The documents in question are the following: Employment Equity Policy (draft form), Sexual Harassment Policy (draft form) Policy for students and employees with disabilities (draft form), DUT Change Management Policy (draft form)
- Exit interview – this procedure is used together with a questionnaire to seek information about employment conditions as well as to monitor employee satisfaction levels. Although the above was in place at the former Technikon Natal and ML Sultan, it is not in place at the DUT.

### Recommendations

- It is recommended that during the Interview process a test is used to determine skills levels accurately e.g. a formal presentation by professional librarians or stack attendants are given materials to shelve
- A representative of the Faculty participates in the interview of faculty librarians
- Management staff who serve on the selection panel to receive appropriate training from the University
- Staff are reviewed at the end of their probation period to ensure that they are meeting agreed objectives and have acquired the necessary knowledge to successfully perform their roles

### Evidence

- Conditions of Service (ratified)
- Employment Equity Policy (draft form)
- Sexual Harassment Policy (draft form)
- Policy for students and employees with disabilities (draft form)
- DUT Language Policy (draft form)
- DUT Change Management Policy (draft form)
- Orientation Programme: New Library Staff (draft)
- Annual Reports of the Library

## **3.            Performance appraisals**

Performance appraisal is a fundamental part of any supervisor/manager's duties. Performance appraisal as a tool is used to recognise and improve the contributions and skills of the staff member of the Library as well as to enable management to plan for the future. Other benefits of the performance appraisal are as follows:

- It promotes communication between employee and supervisor about the employee's work performance, policies and practices within the unit which affect that performance, and means by which that performance might be enhanced.

### **Annexure 3 Human Resources**

- Should be used as a forum to establish goals and expectations for the next year, identifying ways in which the employee can develop his/her skills, and for encouraging such development.
- Should also be used as an opportunity to make any changes to the employee's job description so that it accurately reflects the duties and responsibilities performed by the employee.

#### Good practices identified

- The DUT has system wide human resources policies with regard to performance appraisals and skills development.
- The DUT has an Employee Assistance Programme (EAP) in existence

#### Weaknesses/challenges identified

- The Performance Appraisal Management system policy is in draft form.
- Performance appraisal has not taken place in the Library since merger

#### Recommendations

- That the Durban University of Technology speeds up the finalisation and ratification of the performance management system policy.
- The Employee Assistance programme should be widely advertised to managers. It is important that managers are fully aware of how and when this form of assistance comes into play.
- The Library should consider the introduction of change management principles and practices in work areas where major changes has occurred or is likely to occur

#### Evidence

Draft Policy Performance Appraisal Management System  
DUT Change Management Policy (draft form)

### **4. Training and staff development**

#### Good Practices identified

- Training and Development of Library staff takes place and is coordinated by a Library Training and Development Committee. When necessary external service providers are used for the training of staff.
- The training and staff development initiatives are to ensure that services are delivered at the appropriate professional level.
- In-house training outside the Human Resources parameters takes place to develop staff members in various work related skills and knowledge
- Staff is trained to assist with all aspects of using LIS
- Customer Care Service orientation of all frontline staff; the Library provides customer care service training for staff members to equip and empower them with the necessary skills, knowledge and behaviour where Library users services are concerned.
- A customer Care Standards document was formulated to drive the process of customer care in the Library.
- Student Library assistants are trained on the fundamentals of customer care and personal conduct when they receive induction at the beginning of each year
- The existing DUT policy on Recognition of Prior learning (RPL) serves as a conduit to motivate staff who has accumulated work related experience over the years but lack educational and academic qualifications for upward mobility.
- Staff development funds are managed through a central Staff Development HR committee
- A funding proposal for the training of managers and middle managers was drawn up and submitted for funding.
- The DUT Library makes use of the Skills levy to support training initiatives for the Library staff
- Staff are encouraged to study further and they have access to the reciprocity agreements which allows them to study free of charge at certain institutions

### **Annexure 3 Human Resources**

- Staff are encouraged to deliver papers at local and national conferences, receive financial support (in various degrees) and are granted leave to attend these conferences and workshops
- Staff are encouraged and supported when they require study leave
- Staff are encouraged to join the Library and Information Association of South Africa (LIASA) and other related organisations such as esAL , CHELSA and COSALC
- Several staff are involved in activities related to these organisations and hold positions on both a local and national level.
- By attending workshops, conferences, etc, staff broaden their knowledge of professional practices and are able to network widely.

#### Weaknesses /challenges identified

- Library management or Director does not have input in the management of the central staff development funds with HR
- There is a lack of sufficient funding to support a comprehensive middle management training programme
- Skills development matrix from human resource department is problematic. The procedure is not clear on how staff members are selected for training. Often the timing for training seminars organised by the department clash with staff members' core working hours. Library management and hod's are not informed timeously of the training initiatives if at all.
- Although student Library assistants are provided with basic training customer care service during their induction, they are not included in general training initiatives, in particular customer training, which permanent frontline staff are exposed to.

#### Recommendations

- The skills development training which is offered by Human Resources should be maximised to the benefit of all staff. Appropriate guidelines and logistical procedures should be worked out together by the Library and Human resources.
- The Library should formulate a procedural policy based on secondments and rotation for staff members in order to empower them with necessary skills and knowledge on various positions as a means to build enough capacity within the Library human resources thereby improving staff retention.
- A staff mentoring scheme should be developed.
- More attention in terms of training should be paid to the student Library assistants who staff the libraries after-hours.

#### Evidence

- Telp Funding proposal for training for management and middle management
- Skills Development Policy
- Recognition of prior learning policy
- Conditions Governing Tertiary Education Staff Assistance
- Reciprocity agreement between DUT, Mangosuthu Technikon, University of Zululand, University of KwaZulu Natal and University of South Africa
- Extracts from the Library Annual reports with regard to further studies of staff, internal and external workshops, conference attendance.
- Customer care standards
- Video cassette recording of training for student Library assistance

### **5. Equity**

As a result of apartheid and other discriminatory laws and practices, there are disparities in employment, occupation and income within the national labour market. These disparities create such pronounced disadvantages for certain categories of people that they cannot be redressed simply by repealing discriminatory laws. To that end, employers must draw up an Employment Equity plan, setting out the steps they intend taking to achieve employment equity. To do this, they need to analyse their workforce profile as well as their employment practices and policies. In drawing up the plan they

### **Annexure 3 Human Resources**

must consult with unions and employees to get consensus around it. The Employment Equity Act also protects people with disabilities against unfair discrimination and entitles them to affirmative action measures. A policy was drawn for DUT in 2004, however, this policy is still in draft form.

#### Good Practices identified

- Staff are recruited in accordance with the established University policy and in line with the relevant legislation of the country, i.e. Equity and Affirmative action
- A Policy for students and employees with disabilities is available albeit in draft form.
- The Library has submitted a response to the Equity office in terms of access to the libraries for students and staff with disabilities
- The Library has identified access to the Library for the disabled students as one of its priorities. A committee is in existence to drive the process.
- Frontline staff have received training in communicating with the hearing impaired.
- Each Library has a computer workstation that is fully accessible for a wheelchair bound patron

#### Weaknesses /challenges identified

- DUT does not have a ratified Equity policy
- Equity plan – the Library does not have an Equity plan accessible to all staff and this leads to inconsistencies when it comes to the recruitment of new staff
- The Library does not have a policy in terms of employing disabled persons and how they will be accommodated
- One of the site libraries is not accessible to the disabled as there is no lift or chair lift available to access the collection on the first floor.
- Library material and Library systems not accessible for the visually impaired
- Current shelving and furniture arrangement of the site libraries not conducive for easy access for the disabled.

#### Recommendations

- An Equity plan for the Library should be used to ensure that the Library is able to determine the numerical goals or targets for improving demographic profile of staff at each occupational level and category.
- The Equity plan should state the objectives to be achieved each year
- Procedures should be in place to monitor and evaluate the implementation of the plan
- The plan should not be shorter than one (1) year or longer than five (5) years
- Record keeping on the implementation and effectiveness of the employment Equity initiatives must be kept
- Communication must take place with all staff from the onset to allow them to voice their concern, fears or approval of the Equity plan
- The Library should be supplied with a listing from Student Services with regard to the number of disabled Library users on each campus and the type of disability.
- The Library must provide voice activated OPACS to assist the visually impaired when accessing the Library database

#### Evidence

- Employment Equity Policy (draft form)
- Sexual Harassment Policy (draft form)
- Policy for students and employees with disabilities (draft form)
- DUT Language Policy (draft form)
- DUT Change Management Policy (draft form)
- Change Management Policy (draft form)
- Orientation Programme: New Library Staff (draft)

### **Annexure 3 Human Resources**

- Library response to the draft policy on Disabilities

#### **6. Communication**

The DUT Library is spread over six (6) campuses and communication can be a challenge.

Good practices identified

- General staff meetings are held once a month when all staff are required to attend the meetings
- A newsletter via the email is produced by the Specialists relaying relevant information and happenings in the Library to all the staff. This is done on an adhoc basis.
- Various meetings take place on weekly, fortnightly or monthly basis at sites or across sites involving different levels of staff
- The Library WebCT (intranet) serves as a repository of information which can be accessed by all staff in the performance of their duties.

Weaknesses/challenges identified

- The current general staff monthly meetings are being reviewed as it is felt that it does not fulfill the purpose
- Staff at servicing points such as issue desk staff and stack attendants find it difficult to access email, especially when important information is relayed via the email

Recommendation

The Library to produce a newsletter, either in e-format or printed copy once a semester for staff relaying important decisions and reports

#### **7. Safety and Security**

Good practices identified

- Fire alarms are installed in all six site libraries
- All libraries are equipped with fire extinguishers
- All libraries have emergency exit doors
- Some Libraries have smoke detection systems
- Public address systems are installed in all the libraries
- Each Library has a Health and Safety representative who attend training workshops approximately twice a year.
- Library staff (including the Health and Safety reps) are regularly trained in first aid and other aspects of safety
- Protection Services personnel are stationed in each Library.
- Protection services staff based at the Library are issued with printed list of duties particular to the Library
- The Library ensures a pleasant and productive environment for study and research for all users. The guidelines for maintaining this atmosphere are outlined in the Student Rule Book which is issued and updated on an annual basis.
- Protection Services personnel have the right to request identification from any person who wishes to enter the Library.
- All libraries have the 3M security system.
- Mutilation, damage or destruction of Library materials are taken seriously and persons committing these acts are subject to a fine or a disciplinary hearing as outlined in the Rule book

### **Annexure 3 Human Resources**

- All Library material are protected with an anti-theft device
- Library users are not allowed to enter the Library with food and drink.

#### Weaknesses /Challenges identified

- Currently no evacuation procedures in place
- Not all libraries have smoke detectors
- Students still manage to mutilate material. Security cameras should be installed in all libraries
- Evening staff feel vulnerable because the Library does not have a security staff member that remains in the Library for the duration of the evening. The security member patrols the perimeter of the building and can be absent from the Library for long periods.
- After hours staff are not trained in emergency procedures nor is a Health and Safety representative available after hours.

#### Recommendations

- Emergency communications systems, fire alarms, evacuation drills and safety inspections should be tested on a regular basis.
- During an emergency when people need to be directed to another area within the Library or evacuated from the building, certain duties need to be performed by each department. Below are possible scenarios that could be followed by the Library:
- Departments will be responsible within office areas for notifying patrons to evacuate and for making sure staff are evacuated.
- Staff will not be responsible for removal of patrons, only for making sure staff are evacuated. This should be handled by Protection Services. They will take control of areas not occupied by Library staff, areas used as classrooms, the toilet facilities, the Computer Labs, and the Group rooms.
- Departments will issue their own procedures for securing valuables and for proper handling of electrical equipment.
- In all cases personal safety is the primary concern.

### **8. Language Policy**

#### Good practice identified

- Language is a powerful cultural symbol and the University should ensure that the policies/regulations and manuals are written in gender neutral language

#### Weaknesses/challenges identified

- English is the only official language within the DUT
- Policy available only in draft

#### Recommendation

- DUT to consider multilingualism

### **9. Sexual harassment policy**

#### Weaknesses/challenges identified

- Policy is in draft form

#### Recommendation

*DUT Library Self-Review Report October 2006*

### Annexure 3 Human Resources

- Staff to be made aware that the draft policy is available and their comments are invited
- Reporting structures and procedures to be put in place
- Management to drive the process in the Library

#### 10. Human Resources

The Library human resource consists of 79 staff. The following is a breakdown of the posts  
Current posts in the Library

| Library posts  | Total | percentage |
|--|-------|------------|
| Managers(including director and Specialist)            | 6     | 7%         |
| Professional Posts (1 vacant – Media Librarian)        | 25    | 32%        |
| Paraprofessional posts                                 | 11    | 14%        |
| Support staff (include secretaries and 4 vacant posts) | 37    | 47%        |
| Total  | 79    | 100%       |

#### Breakdown of posts

| Posts   | Total     | Percentage  |
|---|-----------|-------------|
| Managers  | 6         | 7%          |
| Professional vacant posts   | 1         | 1%          |
| Support vacant posts  | 4         | 5%          |
| No. of Professional staff in Professional posts                           | 21        | 26%         |
| No. of staff in Professional posts without appropriate qualifications     | 3         | 4%          |
| No. of Paraprofessional staff in Paraprofessional posts                   | 8         | 10%         |
| No. of Professional staff in paraprofessional posts                       | 2         | 3%          |
| No. of staff in Paraprofessional posts without appropriate qualifications | 1         | 1%          |
| No. of Professional staff in support posts                                | 3         | 4%          |
| No. of Paraprofessional staff in Support posts                            | 6         | 8%          |
| No. of support staff with Matric in support posts                         | 17        | 10%         |
| No. of support staff with lower than Matric                               | 5         | 6%          |
| No. of Support staff with other qualification                             | 2         | 3%          |
| <b>TOTAL</b>  | <b>79</b> | <b>100%</b> |

#### Race group totals

| Race      | Male | Female | Total | Percentage |
|-----------|------|--------|-------|------------|
| Blacks    | 17   | 18     | 35    | 47         |
| Coloureds | 1    | 2      | 3     | 5          |
| Indians   | 10   | 16     | 26    | 35         |
| Whites    |      | 10     | 10    | 13         |
| TOTAL     | 28   | 46     | 74    | 100        |

## **Annexure 3 Human Resources**

### Good practices identified

- The management team consist of a satisfactory gender and racial balance
- A diverse grouping of staff
- 47% of staff are black and 35% are Indian which very closely reflects the demographics of the region.
- The gender breakdown is 38% male versus 62% female which is in line with the recommendation of equity for women in the workplace
- There are 37 % professional posts (including management) and 47 % support staff. 14 % is made up of paraprofessional staff

### Weaknesses/Challenges identified

- No Employment Equity policy is available.
- The institutions Employment Equity policy is still in its draft format.
- Gender inequality in positions.
- Professional staff are not utilised to their maximum.
- Policies are not easily accessible to staff.
- Average age of staff cannot be determined as staff were reluctant to reveal their birthdates

### Recommendations

Management should embark on succession planning

Racial and gender groups to be improved, coloured males and females in professional posts;

White and Indian males in professional posts

### **11. Workload**

When the two institutions merged in 2001, it was decided by the Library management that the two larger Library sites, BM Patel (ML Sultan campus) and Alan Pittendrigh Library (Steve Biko) sites should consist of equal number of staff. However, it soon became clear that the Alan Pittendrigh Library produced more than double the number of transactions on a monthly basis. Staff complained of being overworked and understaffed. In 2005 it was decided by management to procure the services of the Operations and Quality management department to conduct a time and motion study to assist the Library in terms of planning. The time and motion study was conducted in August of 2006 and the results are not yet available at the time of writing the report.

### Good practice

- A time and motion study was conducted in August at the two main Library sites.

### Weaknesses

- Although it may be ideal to have equal number of staff at the 2 main sites, one would need to look at the workload as well before a decision can be made.

### Recommendation

- Time and motion studies will assist with future planning.

Percent of LIS budget spent on staff – according to the Director of the Library, salaries come out of a separate basket and he is not rather than from the LIS budget.

The ratio of FTE LIS staff members per FTE student – the recommendation is that one divides the number of students in this case 20 000 with the number of staff, 79 which gives one the total of 253.16455. Unfortunately one has not been able to determine what the benchmark is in terms of this equation. I am still investigating.

## **Annexure 4            Processes**

The DUT Library employs processes and procedures that ensure efficient administration and running of all LIS activities.

Critical success factor 4: Processes

### **Introduction**

The Processes Working Group consisted of: Louise Cloete, Materials Organisation / Collection Manager. Kogie Naicker, Circulation Coordinator. Anitha Shah, Subject Librarian – Health. Karin Herbert, Materials Acquisitions Coordinator / Periodicals Librarian.

Each of these staff members was allocated responsibility for a number of indicators and then gathered evidence and documents from many other staff all over the Library about those indicators. Original documents found were sent for placement on the Library WebCT. Each then wrote up their sections in a report and sent it to Karin Herbert who put the Processes group report together. The Group met regularly for formal minuted meetings and communicated weekly via a Friday morning e-mail report back on progress for the duration of the information gathering exercise.

This report uses 9 numbered indicators in the processes CSF as headings and under each the standard subheadings as requested by Nicky Muller: good practices identified, weaknesses/challenges identified, quality improvement recommendations (short, medium and long term), evidence/data/documents gathered including interviews.

### **1. DUT Library allocates its materials budget and monitors materials expenditure effectively in order to be able to acquire a collection and provide accessible resources that meet DUT Library users' teaching, learning and research needs.**

#### **Outline**

Materials Organisation / Collection Manager draws up the annual materials budgets requests with input from Acquisitions and Periodicals staff and DUT Library reports and statistics. This manager then allocates the approved budgets granted by DUT Finance using a formula as set out in the Collection Management Policy. These allocations are then entered into the Unicorn Acquisitions module by Acquisitions and Periodicals staff.

#### **Good practices identified**

##### Budget distribution

- The book and media budget is allocated according to a formula which takes into account top slice - funds allocated to service departments; funds for site libraries for general works and reference works; a contingency fund; funds for new courses. The remainder of the allocation is then divided by department, taking into account the number of fte's (full time equivalent students) and the average price of books.
- The periodical budget is divided into faculty allocations based on faculty fte's and average prices of periodicals within those subject areas (from 2006). 60% of the budget available for new material is set aside for print and 40% for databases.

##### Monitoring of expenditure

- The regular Library Finance meeting which includes Library Management (plus Finance Officer) discusses all expenditure including materials.
- Monthly expenditure reports are prepared for discussion at Materials Selection Committee meetings using data from the Unicorn system. These include information on encumbered, invoiced, still to be placed and available funds.
- Acquisitions staff report to Manager when departments are over-encumbered.
- Collection Manager and Site managers with input from subject librarians are responsible for re-distribution of funds to departments within faculties from Jan-Aug. Re-allocation of remaining funds takes place in September so that budgeted funds can be allocated and placed before the end of the DUT financial year.
- Since 2004 periodicals cost analyses have been prepared which look at how the funds for the year have been expended and calculate average prices in different subjects and materials, price increases, proportion of total spent on electronic etc.

## **Annexure 4 Processes**

### **Weaknesses/challenges identified**

- Formula does not take usage into account. Departments with large student numbers get the most funds but may not need large amounts due to the nature of the courses
- Funds for electronic journals and databases are not adequate
- Subject librarians need to monitor their departmental expenditure through the year so as to avoid situations where none of the annual departmental allocation has been spent and entire allocation has to be spent in a very short period.

### **Quality improvement recommendations**

- Take Library usage into account when devising formula for books and media
- Revise the periodicals budget to allocate more funds for electronic journals and databases
- More even spending of budget throughout the year would enable a more even through flow of material from Central Services.

### **Evidence / data / documents gathered**

1. DUT Library. Collection Management Policy. 2004
2. DUT Library. Materials budget (books and media) 2006: departmental allocations
3. DUT Library. Materials budget (periodicals) 2006 allocation
4. DUT Library. Materials Organisation. Quarterly report, Jan-Apr 2005. No 3: Collection development
5. DUT Library. Materials Organisation. Quarterly report, Jan-Apr 2006. No 4: Collection development
6. DUT Library. Materials Selection Committee Meeting minutes, 23 Feb. 2006. No 6: Budget
7. DUT Library. Materials Selection Committee Meeting minutes, 30 March 2006. No 7: Budget
8. Various E-Mails to Managers re re-distribution of fund
9. Periodicals cost analysis 2004, 2005
10. DUT Library Finance Meeting minutes 2004-2006

## **2. Efficient acquisitions management ensures that material selected for acquisition is correctly acquired in the quickest and most cost effective manner.**

### **Outline**

Acquisitions processes are carried out by 3 staff for books and media and 2 staff for periodicals, all under the supervision of the Materials Organisation Manager.

### **Good practices identified**

#### General

- Policy documents are in place to guide decisions and processes
- Acquisitions, as part of Central Services, has staff who can be and have been called from other sections to help when there is a need. Eg. High volume placement of textbook project orders 2006.
- Library has Finance Officer who acts as liaison / intermediary between Library and DUT Finance
- Acquisitions staff check all requisition cards to ensure they are completed in full, that selection policy been followed and the orders are correctly authorised
- DUT Library Database is searched before orders are placed to ensure that orders are not duplicated
- Bibliographic records are downloaded from OCLC WorldCat into Unicorn via SmartPort to create complete bibliographic records on the Library database and the order is then attached to this record.
- Orders are created and e-mailed the same day. Suppliers are asked to acknowledge receipt of orders. Urgent items can be fast-tracked
- Upon receipt all items are checked and the invoices are checked and passed for authorisation by Library management and then passed on to Library Finance Officer for transmission to DUT Finance for payment
- Acquisitions work is divided to ensure consistency and accountability.

#### Books and media

- Book and media orders are the responsibility of two Library assistants, each responsible for a group of three Library sites. The 3<sup>rd</sup> member of this team, the Assistant Librarian:

## **Annexure 4 Processes**

Acquisitions, checks and receives the items and passes the invoices for authorisation and payment

- DUT has signed Service Level Agreements with its approved suppliers.

### Periodicals

- Periodicals, databases and standing orders are divided between two Assistant Librarians: Acquisitions; one responsible for print and print with e-access journals and the other for electronic only journals, e-databases and standing orders
- Periodical subscription agents are used as suppliers to ensure stream-lined, cost effective processes (overseas suppliers can often pass on significant discounts). The Library uses consolidated delivery services for periodicals where possible and carries out regular claiming on periodicals not received.
- The Library makes use of national consortial purchasing and licensing agreements via SASLI

### **Weakness / challenges identified**

#### Books and media

- Users are not specifically advised of items ordered (eg. quarterly printouts) although all on order items are identified on the Library database
- Claims and cancellations are not done regularly
- Feedback to suppliers is not done on a regular basis
- Evaluation of suppliers is not done regularly according to the Service Level Agreement

#### Periodicals

- The current division of tasks between the E-Resources Librarian and the Periodical Acquisitions e-resources Assistant Librarian in relation to database suppliers prevents efficient contact with e-resource suppliers and affects the acquisitions process.

#### General

- Delays in payment of invoices (often extreme such as 6 months to a year), misplacing of invoices sent, failing to send remittance advices with payments etc by DUT Finance causes many problems and affects acquisitions turnaround times
- Delays in placement of information by DUT Finance on their computer system (ITS) means Library cannot verify payments
- Slow speed on computer system (bandwidth) affects turnaround times in acquisitions

### **Quality improvement recommendations**

- Books and media: Institute regular procedures to deal with cancellations, claims, feedback to vendors and reports to users
- Evaluate suppliers more critically to ensure good service
- Periodicals: Allow Periodical Acquisitions e-resources Assistant Librarian more freedom in dealing with e-resource suppliers.
- Investigate setting up EDI direct placement of orders online with suppliers via Unicorn
- Something has to be done to improve the payment of invoice procedures in DUT Finance
- Speed on computer system (bandwidth) needs to be improved

### **Evidence / data / documents gathered**

1. DUT Library Collection Management Policy. 2004
2. DUT Library Service Level Agreement between DUT and suppliers [2005]
3. DUT Acquisitions assistants (books and media) responsibilities [2006]
4. DIT Library basic outline of book ordering / acquisitions procedure [2005?]
5. DUT Periodicals acquisitions assistant librarians: electronic and print periodicals division of work. January 2006
6. DUT Library: New periodical orders procedure / checklist [not dated 2005?]
7. Process flow for periodicals at DIT. November 2003
8. DUT Library Periodicals claiming procedure for issues not received [draft / E. Steyn, 2006]
9. DUT Materials Selection Committee Meeting minutes. Monthly – 2005-06
10. Tracking study of orders (for books/media and periodicals) – In progress 2006
11. Central Services Quarterly reports – Managers and Coordinators versions 2004-2006
12. Unicorn Acquisitions manual
13. Electronic resources responsibilities 2006

## Annexure 4 Processes

### 3. Effective management of print and electronic journals ensures the provision of journal resources that meet the needs of the divergent range of users.

#### Outline

Periodicals are managed by a separate section in Central Services with 4 staff members (looking after Periodicals acquisitions and electronic access 2, Periodicals receipting and dispatching to sites 1, Periodicals Binding and Current awareness 1, Periodicals cataloguing and coordination 1, under the supervision of the Materials Organisation manager

#### Good practices identified

##### General

- Periodicals staff work as a cooperative team and have regular informal meetings to sort out problems. Members of the periodicals group can undertake each others work so an absence does not mean that there is no-one to do a specific periodicals task.
- Periodicals acquisitions staff assist with periodicals evaluation procedures such as obtaining sample copies of new print journals, finding information for those proposing new periodical orders at the monthly Materials Selection Committee meetings

##### Receipting

- All periodical issues are receipted and recorded on a Kardex record by a member of the periodicals staff who ensures that there is a turnaround time of 3 days from time of receipt of issue to dispatch and receipt at Library sites. This record enables Library staff and users to keep track of what has arrived and where issues should be in the Library system

##### Electronic access

- All periodicals are investigated for electronic access and regular registration of electronic access to journals and updating of access for existing e-journals and databases is undertaken to provide added value to acquired items for users

##### Updating changes

- Periodicals acquisitions staff monitor all changes in periodicals and pass these on to the specialist Periodicals cataloguer who then updates the bibliographic record regularly so that users of the OPAC have the most current information, for example, to help them access e-journals, find titles that may have changed, locate holdings in the Library that may have moved to another site etc

##### Information

- Periodicals staff compile and send out lists and reports on subsets of data of interest and use to subject librarians, managers, Library users especially in relation to current periodical titles. These are sent to Library staff and are also made available on the Library website eg Current periodical titles, Updated e-journal registrations to assist all users.

##### Binding

- Binding is carried out on most periodicals so that they are strengthened for more use and also so that they can be taken out on loan overnight. Only bound periodicals are allowed out on loan.

##### Current awareness

- A current awareness service for academics is run by the periodicals section providing table of contents type information from new periodical issues as they arrive.

#### Weaknesses / challenges identified

- The slowness of the speeds on DUT computer system affects turnaround time on many aspects of the management of the periodicals collection and also the usability of these resources.
- Creation of Serial Control Records (electronic Kardex) on Unicorn still needs to be completed
- The Library still uses a manual claims system for outstanding periodical issues.
- The current allocation, division, separation of certain acquisitions tasks between Electronic resources librarian and Periodical acquisitions e-Assistant librarian is restrictive and not helpful for periodicals and database management.
- Very slow handling of electronic resource licenses by DUT Finance affects user access to electronic periodicals.

## **Annexure 4 Processes**

- Site libraries (and especially the two main sites that have most periodicals) have difficulty maintaining the order of the print periodicals collections on the shelves, they are in disarray, thus reducing their usefulness
- Steve Biko Campus Library needs to find more shelf space for periodicals so they do not have to be stored in the basement which is largely unavailable to users.

### **Quality improvement recommendations**

- Create an electronic Kardex (Serial Control Records) for all current periodicals on Unicorn system and make use of automatic online claiming procedure (these are linked).
- Introduce SISAC barcode scanning receipting of new periodical issues directly into the Unicorn Serial Control Record.
- Investigate and budget for some automated assistance for the checking and updating or maintenance of e-journal access
- Speed on computer systems (bandwidth) needs to be improved
- Dedicated staff and a systematic method needs to be found so Library sites can maintain the order of the print periodicals on the shelves.
- Federated search engines and link resolvers, need to be investigated and implemented in order to manage electronic periodicals including databases more efficiently and provide users with a one search interface to access electronic periodicals (and other) resources. The Library's current Unicorn system has several options that could be investigated (SingleSearch, Sirsi Resolver, Open URL linking technology).

### **Evidence / data / documents gathered**

1. Periodicals Quarterly Reports 2002-2006
2. DUT Library Periodicals Current Lists 2002-2006
3. DUT Library E-journal registration lists 2006
4. Time Study of turnaround from new periodical order to first issue at Library site Ongoing 2006
5. Time Study of binding turnaround time from sending of binding to bound volume back at Library site Ongoing 2006
6. K.Moodley Report on workshop attendance July 2006 An integrated approach to E-content.
7. Periodicals workflow
8. Electronic resources responsibilities 2006
9. Unicorn Serials Manual

## **4. Efficient cataloguing and indexing processes make new materials promptly available.**

### **Outline**

Cataloguing at DUT is undertaken by a dedicated section with 6 staff members. 1 is a specialist media cataloguer, 1 is the coordinator and has responsibility for authority control. The other 4 cataloguers divide up the book material according to subject areas with 2 working on commerce, 1 on science engineering and health and 1 on arts and humanities. An additional specialist cataloguer for Periodicals is attached to the Periodicals section. The cataloguers come under the supervision of the Materials Organisation Manager.

### **Good practices identified**

- DUT Library downloads high quality bibliographic records from the OCLC WorldCat database into its own online public access catalogue (OPAC). These records are then amended and modified to add local holdings and information. This speeds up the process of cataloguing.
- Original cataloguing (not based on a downloaded record) carried out at DUT is checked "by another set of eyes" – another cataloguer in the section.
- The staff in the DUT Cataloguing section share new information and engage in joint problem solving in regular weekly and other meetings within the section.
- The Library subscribes to services that add value to the online catalogue such as graphics of book covers.

### **Weaknesses / challenges identified**

## **Annexure 4 Processes**

- Sharing of a bibliographic database within a consortium that any cataloguer at any institution in the consortium can amend or modify or add to, provides unique problems that have to be dealt with
- The current merged esAL bibliographic database requires major authority control work done on it to improve its searchability for users.
- The international world of cataloguing is currently undergoing major change and it may be that in future the high standard records currently available for downloading will not be available, cataloguing rules are changing radically and may mean cataloguers have to undergo major re-education.
- Inequality in job grading of all cataloguers
- Slowness of the computer system at M.L. Sultan Campus where Central Services and the cataloguers are all situated radically affects cataloguing turnaround time

### **Quality improvement recommendations**

- Funding needs to be found to fix the authority control records in the bibliographic database. Then dedicated staff time is required to modify and adjust those records not fixed by this project.
- Investigate a solution to cataloguing in a joint database
- Look at further ways to modify and amend the catalogue for added benefit to users who are increasingly familiar with search engine keyword type searching and full text electronic access to information. Increase links to full text.
- Speed on computer system (bandwidth) needs to be improved

### **Evidence / data / document gathered**

1. Cataloguing Quarterly Reports 2004-2006
2. Periodicals Quarterly Reports 2004-2006
3. Library of Congress Professional Guild website on the future of cataloguing <http://www.guild2910.org/future.htm> viewed 4 Sept 2006
4. Karin Herbert and Camilla Thumbadoo document June-August 2006 on Cataloguing
5. esAL Steering Committee minutes 2004-2006
6. esAL Cataloguing manual 2005-2006
7. Unicorn Cataloguing manual

## **5. Cataloguing, classification and other processes of knowledge organisation take place according to recognised standards.**

### **Outline**

All DUT Library cataloguers are working with the latest and most up to date international standards and tools and their skills are continually being refreshed by training and professional interactions.

### **Good practices identified**

- DUT Cataloguing, classification indexing etc is undertaken using the most recent editions and versions of standard tools (in print and online) that are also used internationally by cataloguers worldwide.
- The cataloguing skills of the staff in the DUT Cataloguing section are kept up to date and at a high standard by having training organised for them and being encouraged to attend training, by being encouraged to and participating actively in professional cataloguing activities including training efforts in the KZN Region and in South Africa nationally. The staff in the DUT Cataloguing section are also encouraged to and have presented papers at meetings and conferences, some of which have been identified for publication.

### **Weaknesses / challenges identified**

- New staff will still have to come up to level of expertise of existing staff in the current systems and standards
- The AACR II (Anglo American Cataloguing Rules) is due to change to a different set of internationally devised and approved rules quite shortly (2008 - RDA: Resource description and access).

## **Annexure 4 Processes**

- It is possible that further changes will need to be made dependent on what happens internationally, for example, proposals at the Library of Congress to move away from maintenance of Library of Congress Subject Headings, changes to the implementation of MARC21.
- DUT currently shares a database with two other academic institutions. All cataloguers with varying skills and experience at 3 different institutions are adding to and amending this database. An esAL solution needs to be found to the issue of ensuring that consistent high standards are maintained across the consortium.

### **Quality improvement recommendations**

- Staff development funding for training is required on a regular basis for cataloguers.
- Regular budget funding is required to purchase updated cataloguing references and databases.
- esAL consortium needs to find a solution to maintenance of consistent cataloguing standards in all 3 institutions.

### **Evidence / data / documents gathered**

1. Cataloguing Quarterly Reports 2004-2006
2. Periodicals Quarterly Reports 2004-2006
3. Library of Congress Professional Guild website on the future of cataloguing <http://www.guild2910.org/future.htm> viewed 4 Sept 2006
4. Karin Herbert and Camilla Thumbadoo document June-August 2006 on Cataloguing standards used at DUT
5. esAL Cataloguing manual 2005-2006
6. esAL Steering Committee Minutes 2004-2006

## **6. Active and ongoing collection management and development keeps the information stock and resources up to date and relevant for teaching, learning and research.**

### **Outline**

Collection management and development involves a number of processes including selection, evaluation, usage analysis and weeding which is carried out by the Information Services Unit, the Materials Selection Committee and the Acquisitions and Periodicals Sections of Central Services.

### **Good practices identified**

- DUT has a Collection Management policy that has been approved by the Library Committee (which incorporates DUT Executive Management, Library Management, Subject Librarians, Students, Deans and Academics). This policy shows the Library's support of the university's mission of teaching, learning and research. Amendments to this policy are debated at the Materials Selection Committee and then forwarded to the Library Committee for approval.
- The Materials Selection Committee which comprises Library managers, subject librarians, e-resources, periodicals and acquisitions librarians, meets on a monthly basis and ensures that collection development is active.
- Materials selection, evaluation and weeding procedures are cooperative involving Library managers, subject librarians, periodicals, acquisitions and e-resource librarians and academics.
- Library staff involved with selection are continually alerted to the availability of new material and titles from a variety of sources including, acquisitions and periodicals and e-resources staff, Library suppliers and agents, publishers, exhibitions, conferences, online sources, trials, demonstrations.
- Weeding takes place at every site according to guidelines set out in the Collection Management Policy. In 2005 a concerted effort was made by subject librarians at all sites to weed the Reference Collection and new titles and updated editions of titles were selected and ordered.
- Book Fairs and Exhibitions are organised annually.

### **Weaknesses / Challenges identified**

## **Annexure 4 Processes**

- Weeding is not conducted regularly enough
- Need a more straightforward (automatic?) way to identify material for weeding
- Very few academics actively participate in Library materials selection or attend Book Fairs and Exhibitions
- In some instances Library material is acquired without following procedures set out in the policy
- Inadequate IT infrastructure at DUT to support acquisition of more electronic resources, particularly reference material.
- Smaller sites have inadequate collections, resources
- Development of collections largely dependent on the discretion of subject librarians
- No benchmarking of reference collection with other academic libraries
- The discarding process at DUT is extremely involved and this means old, out of date material has to be stored and kept for some time after discarding process.

### **Quality improvement recommendations**

- Formal procedures need to be instituted to ensure that all academics are proactive in collection development
- Collection Management policy needs to be adhered to without exceptions
- IT infrastructure to be improved/expanded/upgraded so materials selection is not restricted by not being able to order material in certain standard formats
- Development of collections at smaller sites should be considered as a special project
- A more specific and detailed weeding policy needs to be drawn up.

### **Evidence / data / documents gathered:**

1. DIT Library Collection Management Policy 2004
2. Book Order Procedures
3. Library Requisition Card
4. Periodical Selection & Cancellation Procedure Document 2004
5. Periodicals Evaluation Form
6. Periodicals Cancellation Form
7. Periodicals Cancellation Agreement Form
8. Material Selection Committee Minutes 2005-2006
9. Library Committee Minutes 2005-2006
10. Database Evaluation Form
11. Periodicals Cost Analysis 2004, 2005
12. Periodicals and Electronic Databases 2005
13. Analysis of the Library Collection (Age / Publication date of books) 2006
14. Information Services Policy
15. Budget Allocation 2005-2006
16. Usage Statistics 2005-2006

### **7. DUT Library has a continuing and effective program to evaluate collections, resources and online databases, both quantitatively and qualitatively.**

#### **Outline**

Evaluation of resources, collections and databases is conducted by the information services unit and managers. Evaluation of material takes place before individual items are purchased; evaluation of different collections are conducted for the purposes of weeding and updating collections; evaluation of periodicals, some reference material and databases are conducted annually while considering the renewal of subscriptions and take into account electronic usage analysis statistics.

#### **Good practices identified**

- The Library generates regular reports on the nature of its collections.
- Library requisitions or orders require a motivation from the academic as to why the item should be purchased. Periodicals and Databases proposed for order have to be accompanied by a detailed completed evaluation form which has to be completed by Subject Librarians and Academics

## **Annexure 4 Processes**

- Annually subject librarians and academics re-evaluate periodical and database subscriptions and standing orders at the time of renewal using information provided by the periodical acquisitions librarians.
- The Periodicals cancellations procedure is quite rigorous to avoid cancellation of a title used by other departments.

### Evaluation of the book collection, including reference books

- In 2005-2006 an analysis of the age of the stock per site was conducted. This analysis indicated that the reference collection needed updating and subject librarians then weeded the reference collections and ordered new items or updated editions of items or electronic formats of some items.

### Evaluation of the Periodical Collection

- The Periodicals section produces a cost analysis of annual expenditure on periodicals including both print and electronic and databases by department and Faculty. (2004, 2005)
- The Specialist Director prepared a document at the end of 2005 (Periodicals and Electronic Databases) with input from the Periodicals section outlining the academic reasons for subscribing to periodicals and electronic databases and comparing the DUT expenditure on periodicals and databases with other libraries expenditure on these materials.

### Evaluation of Databases

- New databases proposed for order are evaluated against internationally recognised criteria using a database evaluation form which is completed by subject librarians and academics.
- The databases to which the Library subscribes are evaluated annually at the time of renewal and are also reviewed on an ongoing basis as they change in what is termed "Project E-Collection".

### General

- All electronic, expensive or unusual material goes through a particularly stringent evaluation process and has to be approved by the Materials Selection Committee.

## **Weaknesses / challenges identified**

- Not enough interest and cooperation from academics in evaluating the collections in their particular subject areas. Many of them are not sufficiently aware of what the Library has in their subject field and they are very reluctant to discard books.
- Although the Collection Management Policy sets out guidelines for the evaluation of collections, there are no structures in place to - a) ensure evaluation of collections occurs regularly, and, b) ensure involvement of academics
- Evaluation conducted by individuals, either academic or subject librarian, tends to be subjective
- Analysis of collections is not regular or systematic
- There is no specific policy for development of the Reference Collection
- Usage statistics for electronic materials are not generated and circulated regularly enough
- The accuracy and completeness of in-house usage of print material that does not go out on loan, eg. Reference material, Loose periodicals, is doubtful

## **Quality improvements recommended**

- Devise a strategy/plan to get more academic involvement in collection development and evaluation
- Introduce program for systematic and regular evaluation of collections eg. WorldCat Collection Analysis
- Need education of subject librarians, academics, managers to ensure more objective evaluation of resources and collections
- Devise and implement process for generating accurate and meaningful in-house usage statistics
- Set up a system for holistic evaluation of e-resources in relation to the print collection
- Use more criteria from the very detailed SASLI form when evaluating databases.

## **Evidence / data / documents gathered**

1. Information Services Unit Minutes 2005-2006
2. Central Services Quarterly reports 2004-2006

## **Annexure 4 Processes**

3. Circulation Quarterly reports from sites 2005-2006
4. Materials Selection Committee minutes 2004-2006
5. DIT Collection Management Policy 2004
6. SASLI Evaluation of databases form
7. DIT Database evaluation form
8. Periodicals cancellation form
9. Periodicals renewal and cancellation procedure

### **8. Copyright is respected and copyright issues are communicated to users.**

#### **Outline**

A Copyright Office exists at DUT to provide a copyright management service across all campuses in order to ensure the University is compliant in terms of the Copyright Act.

Staff Compliment of 2: Copyright Manager, Copyright Assistant.

The Copyright Manager reports to the Director of the Library

#### **Good practices identified**

##### Policy

- DUT's policy on Copyright is determined by the **Copyright Act 98 of 1978** and its subsequent amendments. Procedures have been set up to try and ensure DUT and its entire community remains copyright compliant at all times in terms of the Act.
- A new Copyright policy for DUT is in the process of being formulated.

##### Information

- Copyright information is communicated by means of an annual workshop organised by the Copyright Office.

##### ISBN allocation

- The Copyright Office is responsible for the allocation of ISBNs to DUT publications. A copy of the publication also has to be sent to the Legal Deposit Library = National Library of South Africa.

##### Marketing and sales of DUT publications

- The Copyright Office also generates some income from sales of publications that DUT holds the rights to.

#### **Weaknesses /challenges identified**

##### Copyright infringement

- The Copyright Office has strategies to control copyright infringement only if the individual complies with the procedure. However if an individual is determined to infringe there are simple means to doing so, eg. photocopying of notes on departmental photocopiers instead of sending to Duplicating Dept/Printing Dept is a means of by-passing the Copyright Office. The Copyright Office only seems to pick up infringements when duplication is sent to Duplicating Dept.

##### Education and awareness

- Not all DUT staff and students are fully aware of Copyright and intellectual property issues.

#### **Quality improvement recommendations**

##### Copyright compliance

- Copyright law needs to be better enforced by HOD's even when photocopies are made within the department.

##### Education and awareness

- Further education needs to be given to DUT staff and students on copyright and intellectual property issues and their implications.

#### **Evidence / data / documents gathered**

1. Copyright Policy
2. Copyright Application Form
3. Copyright Warning
4. General Guidelines

## **Annexure 4 Processes**

5. Procedure for Applying for Transactional License.
6. Background to Copyright in SA
7. What is Licensable?
8. Marketing Advert
9. Invoice for sale of publication
10. ISBN Allocation

**9. Secure and reliable Circulation processes ensure online issuing, returns, renewals, reservations, holds as well as stock management at the sites such as shelving turnaround is carried out efficiently so Library materials are circulated and used effectively.**

### **Outline**

Circulation staff at all Library sites perform circulation functions online via the Unicorn computer system according to DIT circulation rules and regulations and agreed procedures. Circulation staff at sites are also responsible for placement of new material on the shelves, maintaining the order of the material on the shelves, the return of used or loaned material to the shelves as well as stocktaking.

### **Good practices identified**

#### Communication and contact

- Circulation staff at all DUT site libraries are in frequent contact with each other. There are regular meetings to ensure that staff are kept informed of new decisions as well as forums for staff to make suggestions and be able to express different viewpoints, thoughts or opinions.
- Other sections in the Library as well as the DUT community are kept informed of changes and new developments by means of notices, e-mails, electronic institutional notice-board.

#### Unicorn Library system

- Regular updates about new processes and procedures on the Unicorn Library system are forwarded to all sites and departments.
- The Library system allows users to work from anywhere, ie. from their offices or at home. Users can request borrowed Library material and view their loans from iLink.

#### Training

- The Circulation staff are involved in ongoing staff development training to enhance their capabilities and experiences, eg. Ongoing Unicorn training, Customer Care training, Conflict Management training, Sign Language training.

#### Visitors

- The Library forms part of the esAL / esATI consortium which allows for reciprocal borrowing from other institutions. Alumni and outside users can also become Library members.

#### Statistics

- Circulation departments at all sites generate statistical reports from the Unicorn system on a monthly, quarterly and annual basis and these show the circulation of Library materials and how much of the Library stock is in active use as compared to the actual number of items in the Libraries. (These statistics include ratio of Library stock to annual circulation, circulation (total loans) per FTE student, number of reserve collection loans per FTE student, in-house usage).
- Manual statistics of items not on the Unicorn system are also provided
- Each of the six site libraries are automatically emailed with the results of the statistics via the system.
- Overnight loan material has been moved out of the Academic reserve / Short Loans collection at five out of the six site libraries which has brought about a decrease in the loan activities for the reserve collection section. This has however increased the loan activities in the main collection section.

#### Stock taking

- The Libraries across all sites are involved in annual stocktaking where the number of items that have gone missing for that period is determined as compared to the number of items originally on the shelves at the beginning of that period.

#### Annual reports

- Library Management circulates annual reports to the DUT community which includes annual circulation statistics to keep them informed.

## **Annexure 4                      Processes**

### Shelving

- As soon as Library material is returned at issue desks, the book trolleys are rough sorted which assists the stack attendants in moving the returned material much more speedily to the shelves.

### Division of shelving responsibilities

- The stack attendants are allocated specific shelving sections, which speeds up the shelving turnaround time.

### Shelf reading

- All staff across all sites participate in shelf reading (checking of the order of the material on the shelves) every week for one hour to try and ensure that shelves are kept in order.

### Book drop

- At most sites Library material can be returned quickly by users even when the Library is closed or the issue desk is busy. The book drop is cleared regularly on a daily basis.

### Assessment of busy sites

- A time and motion study is being conducted to determine workflows and how busy sites are.

## **Weaknesses / challenges identified**

### Unicorn Library system problems

- With the new Unicorn system, there are some problems that have not yet been resolved, for example, the A and B barcodes on many Library books have proven to be a cause of delay and complications at the Circulation point of issue, return, renewals, reservations and holds.
- Placing reservations in the Unicorn Academic reserves section has also proven to be a problem.

### Insufficient staff

- The staff complement at some of the sites is not sufficient to offer the best possible circulation or shelving service. Some sites do not have dedicated stack attendants and are reliant on the circulation desk staff or student Library assistants for shelving. These matters lead to poor shelving turnaround time.

### In-house usage statistics

- The statistics of in house usage of material is difficult to calculate accurately. It is difficult to determine in house usage of reference items and loose periodicals when users re-shelve the items that they use in the Library by themselves.

### Unused material

- It is not possible to generate reports from Unicorn of books, titles or copies that are not currently being circulated, in other words "stagnant" items.

## **Quality improvement recommendations**

### Additional staff

- Consider employment of additional staff for some of the circulation desks to ensure a more effective and efficient service. Alternatively, consider movement of staff from quieter sites to busier sites on a rotational basis or at peak times. Circulation statistics must be used to determine which are the busy sites.
- Consider employment of student Library assistants on a continuous basis whose duty would be to work with stack attendants in the sorting out of material for the shelves especially in busy periods.

### Self-service checkout

- Consider a self service checkouts/discharge point for users to check out and return their own Library material.

### Identifying unused material

- Consider technology that can identify Library material that is not being used. Alternatively, employ students or outside bodies to embark on a special project to identify all Library material that is not being used.

### Unicorn

- Resolve the Unicorn problems (A and B barcodes, Academic Reserves)

### In-house usage

- A better way of accurately calculating in-house usage of material that does not go out on loan eg Reference books, Loose periodicals – needs to be devised and implemented.

## **Annexure 4            Processes**

### Shelf-reading

- A more effective control of the shelf reading process needs to be found in order to maintain the order of the material on the shelves in the face of heavy demand and use by students.

### **Evidence / data sources / documents gathered**

1. DIT Circulation Rules and Regulations. 2004 - 2005
2. Minutes of Circulation meetings (Jan 2005 – 2006)
3. Unicorn Circulation manual. 2005
4. Circulation Statistics. 2004 – 2005
5. DIT Annual reports. 2002 - 2005
6. DUT circulation processes Draft compiled by K. Naicker. 2005
7. DUT circulation statistics processes Draft compiled by K.Naicker
8. DIT Collection Management Policy 2004
9. DUT Stocktaking Process Draft
10. Shelving turnaround time study August 2006
11. Book drop turnaround time study August 2006

## **Annexure 5            Access**

### **Introduction**

The purpose of the access team is to conduct a self review exercise to carry out an evidence-led-reflection by Durban University of Technology Library in response to the following imperative:

Prompt and efficient access to all Library and information services ( LIS ) resources both physically and electronically whether local or remote and including users with disabilities and access to document delivery services ( local, consortia and national ) that provides access to resources not owned or accessible by the LIS

### **The access group comprises of the following members:**

Phumelele Mhlongo  
Vuyani Mayela  
Yogasthrie Govender  
Siza Radebe ( Convener )

### **Critical service factors ( CSF's ) for access**

A principle of close fit was used to identify members to action the following pertinent CSF's ( page 19 of the CHELSA document )

- A user friendly website providing fast and easy access to all the electronic databases and other LIS resources
- A functioning and user friendly catalogue, reflecting all the resources held by the LIS constructed according to the international standard
- A reserve collection ( also known as study or short loan collection ) providing prescribed reading for undergraduate students in compliance with copyright legislation
- Adequate inter Library loans facilities to supplement the shortfall in reading material
- Access to Library facilities and information resources are available outside normal working hours and over weekends
- Hours of access consistent with reasonable demand
- Equivalent and appropriate LIS provision to of-campus and distance learners

Statement of CFS

Team members reviewed documentation and indicators of access as outlined below:

#### **1 A user friendly website providing fast and easy access to all the electronic databases and other LIS resources**

##### **Good practice identified**

- The Library catalogue appears as link on the main page
- The color scheme is easy on the eye
- The layout and graphics allow for fast loading of the page
- The fonts are standard and easy to read
- You will be able to access any information in not more than two clicks
- The design is consistent through the entire site
- There is a 'contact us' link should the user experience difficulties within the site
- The Library appears as a link from the institutional website

##### **Weaknesses or challenges**

- Site not accessed often enough
- Staff not taking ownership of the site
- The site is not used adequately to market the Library
- The information under site libraries is not sufficient.

##### **Quality improvements recommendations**

## **Annexure 5            Access**

- Updates need to be given priority
- Library staff need to take ownership of the site and feed into it more often
- The site should be used as a marketing tool
- The layout of databases could be made easier for the user

### **Evidence**

- Database access document – compiled by E-acquisitions ( Web CT )
- Computer hardware specification list – compiled by Coordinator IT & Systems ( Web CT )

## **2    A functioning user friendly catalogue, reflecting all the resources held by the LIS    and constructed according to international standards**

### **Good practice identified**

The DUT Library catalogue access to the book, media and serial collection housed in its six site libraries via its online public access catalogue ( OPAC ). The integrated Library system used by DUT is the SirsDynix system, Unicorn, which provides access to OPAC on its Web portal, iLink. iLink offers a range of e-Library components that add value to the traditional OPAC, eg. Text summaries and abstracts, book covers, table of content, advance search techniques and keyword searching capability, as well as links to e-databases and Z39.50.

The OPAC itself is constructed according to the current international standards, viz Anglo American Cataloguing Rules, Dewey Decimal classification, Library of Congress Headings and MARC 21. Evidence that cataloguing and classification take place according to latest version of these standards, is covered in the section covering CSF 4 ( Processes ).

### **Weaknesses or challenges**

- Barcode numbers ( item ID's ) do not display on the OPAC
- Dewey numbers are not brows able across all site libraries
- A keyword search on subject retrieves records, not a list of brows able subject headings. The browse search on subject retrieves in an alphabetical list of headings starting with the heading entered – it excludes headings that include the subject but begin with a different alphabet.
- It does not have a suitable unique bibliographic record number ( BRN ). This is expected to come with the conversion to the latest version of unicorn, GL 3.1
- Hypertext searching of certain access points has been customised. This can be done by the cataloguers

### **Quality improvement recommendation**

- Mark all option: ability to mark all items in the navigation tool bar, as is the case in databases, rather than marking one by one for e-mailing purposes
- Message box: it would be ideal to have a subject message box installed
- Rejected e-mail: when an incorrect e-mail address is entered, the system gives a message that the search results were mailed instead of giving a message that the e-mail address was incorrect
- Item ID / barcode numbers: to display on OPAC

### **Evidence**

- Unicorn implementation task groups reports

## **3    A reserve collection ( also known as study or short loan collection ) providing prescribed reading for undergraduate students in compliance with copyright**

### **Good practice identified**

- Reserve collection housed separately from other collections
- Purchase of Library material is governed by the Collection Management Policy
- Purchase of this material is carried out in consultation with the academic departments

## **Annexure 5            Access**

- Two hour and overnight loan system in place ensuring fast turn around
- Records can be accessed from OPAC
- Duplicated or downloaded materials are copyright compliant

### **Weaknesses or challenges**

- Closed collection and does not allow browsing
- Fast turn around results in materials being overused and need to be replaced
- Inadequate current awareness material ( notes ) supporting prescribed books that should be provided by lecturers
- Some prescribed titles are used by more than one departments
- The Library relies on online catalogue, problems in case the internet is down
- Lack of cooperation from academic department to assist Subject Librarians in reviewing the collection
- Absence of weeding policy
- Reliance on the examination department on the provision of examination papers
- Printed exam papers are subject to abuse

### **Quality improvement recommendations**

- Academic department should work closely with the Subject Librarians in reviewing this collection at least once a term
- Academic department should submit the list of prescribed textbooks for the following year by august / September to the Library
- Informed weeding practiced should be put in place
- Printed list of prescribed items should be provided quarterly
- Exam papers should be made available electronically
- Printing solution for Library users should be finalised

### **Evidence**

- DUT Library annual report 2004
- DUT Library annual report 2005
- Collection management policy
- List of prescribed books ( last amended Aug 2006 – Web CT )
- Copyright warning ( Web CT )
- Student grievance: Library responses to the Acting DVC: Academic
- Library committee minutes
- Library finance committee minutes

## **4    Adequate interLibrary loans facilities to supplement the shortfall in reading material**

### **Good practice identified**

- Member of Sabinet online request system
- Collaborate with the state Library to request articles from overseas libraries
- Consortial collaboration in place in relation to the following:
  - Five day turn around time on monograph requests
  - Three day turn around time on article requests
  - Member libraries do not charge each other
- Upgraded ariel / scanner used to send and receive articles
- Two full time staff located in two big sites to provide this service
- ILL staff are members of LIASA ( ILL interest group ), take active participation in regional and national ILL matters
- Eradication of esAL ILL task group

### **Weaknesses or challenges**

## **Annexure 5 Access**

- No dedicated bandwidth that gives priority to interLibrary loans traffic as a result the system is very slow
- Failure of member libraries to regularly update SACat and add their holdings
- Lack of accurate, fast and efficient shelving shelf-reading of the returned items impacts badly on the ILL services
- Incorrect / incomplete bibliographic details transactions cluttering the system
- Increased access to electronic information impacts badly on ILL statistics

### **Improvement recommendations**

- Aggressive marketing of interLibrary loan services
- Dedicated bandwidth that will give priority to ILL traffic
- Updating of SACat
- Technical upgrade to the Ariel to be capable to receive articles even if the system is off
- Acquisition of digital workflow management ( shelving management component )
- Follow up of the strategic planning recommendations ( November 2005 )
- Implementation of user needs analysis ( Telp ) recommendations
- Implementation of Libqual + survey findings

### **Evidence**

- DUT Library annual report 2004
- DUT Library annual report 2005
- Information services policy
- Libqual+ survey report
- Telp: user needs analysis report

## **5 Access to the Library facilities and information resources are available outside normal working hours and over the weekends**

### **Good practice identified**

- Library and information services ( LIS ) has sufficient user license for its electronic resources that accommodates both on-site and remote users outside normal working hours
- iLink is web-based Library catalogue that can be accessed online both on-site and remotely even outside normal working hours
- DUT is currently trialing a software package called Ezproxy which enables remote access to our subscribed databases
- Subscription to full text databases in the recent years has been increased as opposed to abstract and indexing databases.
- DUT subscribes to two packages of e-journal, viz Springerlink and SAe Publication
- DUT is currently trialing a software package called Ezproxy which enables remote access to the subscribed databases

### **Weaknesses or challenges**

- Statistics show poor attendance to training session, thus users are not sufficiently equipped to utilise the electronic resources
- Internet access is slow and frustrate the users
- Limited bandwidth
- Limited e-journal subscription
- Non existence of e-books
- Non-existence of institutional repositories
- Slow pace in finalising the proposed e-unit

### **Improvement recommendations**

- DUT is in the process of purchasing Ezproxy
- Increase bandwidth for the Library
- Acquisition and installation of SIRSI rooms
- Project e-collection ongoing
- Evaluation of e-resources should be given priority attention

## Annexure 5 Access

### Evidence

- Materials selection minutes
- Project e-collection reports ( David Thomas )
- Information services unit meeting
- Collection Management policy
- Library committee minutes

### 6 Hours of access consistent with reasonable demand

DUT Library are as follows:

#### BM Patel & Alan Pittendrigh Libraries

| Days        | Non-vacation period                    | Vacation period |
|-------------|--|-----------------|
| Mon - Thurs | 07:30 – 21:30                          | 07:30 – 18:00   |
| Friday      | 07:30 – 16:30                          | 07:30 – 16:30   |
| Saturday    | 09:00 – 17:00                          | 10:00 – 14:00   |
| Sunday      | closed<br>Exam period ( 10:00 – 14:00) | closed          |

#### City, Brickfield and Riverside

| Days        | Non-vacation period | Vacation period |
|-------------|---------------------|-----------------|
| Mon - Thurs | 07:30 – 16:30       | 07:30 – 16:30   |
| Friday      | 07:30 – 16:30       | 07:30 – 16:30   |
| Saturday    | closed              | closed          |
| Sunday      | closed              | closed          |

#### Indumiso Library

| Days        | Non-vacation period                   | Vacation period |
|-------------|---------------------------------------|-----------------|
| Mon - Thurs | 08.00 – 21:00                         | 07:30 – 16:30   |
| Friday      | 08.00 – 15.00                         | 07:30 – 16:30   |
| Saturday    | 09:00 – 14.00                         | closed          |
| Sunday      | closed<br>exam period (10.00 – 14.00) | closed          |

### Good Practice identified

- Study conducted indicate that DUT Library opening hours are reasonable compared to other institutions of higher learning
- DUT Library hours vary from site to site with the exception of the two big sites
- DUT Library hours are informed by the varying campus user needs
- DUT responded positively to student grievances regarding extending Library hours
- Library hours are approved by Senate, thus every stakeholder take part in the decision making process.
- 24 hour study centre has been opened at Alan Pittendrigh Library, to provide study space during and after working hours
- Book drop bins are provided in all sites to return materials after hours

### Weaknesses or challenges

- Urgent need to extend Library hours on Friday for the two big sites, viz Alan Pittendrigh and BM Patel Libraries
- Institution policy that prevents Library staff to receive overtime payment

### Improvement recommendations

- Plans are in place to set up another 24 hour study centre in BM Patel Library

## **Annexure 5            Access**

- Plans to extend Library hours to 20:30 ( Mon – Frid ); 18:00 ( Frid ) and on Sundays are in place
- Appointment of Library Assistant: After-Hours for Indumiso Library

### **Evidence**

- Capex rolling plan ( 2004 – 2007 )
- Student grievances: Library response to the Acting DVC: Academic
- 17 point plan report ( Telp )
- IPC minutes
- Library committee minutes
- CQPA: students satisfaction survey 2004
- Library management report ( higher education libraries comparative study conducted by Nicky Muller )

## **7            Equivalent and LIS provision to off-campus and distance learners**

Durban University of Technology is not a distance teaching institution, though it does have few programmes across faculties that have distance learners, namely Post graduate Nursing, Pulp and Paper and Business Studies.

### **Good practice identified**

- iLink can be access remotely
- Databases covering teaching areas with off campus and distance learners have remote access
- Distance learners / remote users can place holds off campus
- Distance learners / remote users can forward inter-Library loan requests using e-mailing system
- Subject Librarian can be reached telephonically and also electronically to provide the range of information services

### **Weakness and challenges**

- No book delivery system in place as in the distance teaching institutions
- Non-existence of online Library instruction programme
- iLink chat room facility not yet functional

### **Improvement recommendations**

- Operationalisation of chat room facility
- Acquisition and operationalisation of sirsi rooms

### **Evidence**

- Materials selection minutes
- Project e-collection report
- Information services unit minutes

## **Annexure 6            Service quality**

### **1.            Introduction**

The purpose of the service quality team is to conduct a self review exercise to carry out an evidence-led self reflection by the DUT Library.

The Service Quality team is comprised of the following key members:

Shirlene Neerpath  
Nicky Muller  
Trish Gierke  
Claire Spershott  
Joyce Myeza

### **2.            Critical Service Factors for Quality Service**

Members were identified to action the following pertinent CSF's (page 21 of the CHELSA document):

- a)** LIS are concerned with user satisfaction and monitors it regularly, for example with an internationally benchmarked system such as LibQual+ **(Nicky)**
- b)** Staff is trained to focus on user satisfaction **(Trish)**
- c)** Staff is trained to assist with all aspects of using LIS **(Trish)**
- d)** There is an Information Literacy Policy for the University **(Claire)**
- e)** There are active and continuing programs of Library orientation **(Joyce)**
- f)** There is active and continuing instruction in accessing, evaluating and using information at different levels **(Joyce)**
- g)** Such programs are developed collaboratively and supported actively by academic staff, librarians, deans and other information providers **(Shirlene)**
- h)** Subject librarians and academic staff collaborate in developing collections, curricula and in teaching. **(Shirlene)**

### **3.            Statement of CSF's a-h**

Team members reviewed documentation and indicators of service quality as outlined below:

#### **3.1          Statement (a):    The Library is concerned with user satisfaction and monitors it regularly.**

##### **Practice identified**

- TELPII user needs analysis
- LibQual+™ user perception survey
  - Total quality perception tool
  - Identifies adequacy gaps
  - Opportunity for users to comment as well as indicate minimum level, desired level and perceived levels of service
  - Able to restrict to particular user categories if desired
  - Able to add local questions
- Library suggestion boxes
  - Usually one identified person per site to work through the suggestions; at some sites these are discussed at a meeting for appropriate responses
  - Suggestions and responses are usually posted up on a display board for users to read
  - This is one way of finding out what our users want
  - The user can remain anonymous
- TELPII best practice visits to libraries nationally and internationally
  - 17 point implementation plan drawn up from best practices identified
  - Progress tracked well in 2005

##### **Weaknesses/challenges identified**

- Lack of follow up on TELPII user needs analysis
- Library suggestion boxes
  - suggestions seldom feed through to Library planning (operational/strategic)

## Annexure 6 Service quality

- Library responses are not always timely
- Library staff find it difficult sometimes to respond briefly without a really long reply being posted
- Sometimes the suggestions/ comments are bizarre and difficult to respond to
- There is not consistent practice across the Library system regarding the handling of the suggestion boxes
- LibQual+™ - still too recent to comment on follow through
  - Student e-mail addresses not part of student life yet
  - Student 'survey literacy' problematic
  - Network response times a barrier
  - Student unrest during survey period
- TELP II best practice visits to libraries nationally and internationally
  - Progress not tracked well in 2006

### Improvement recommendations

- Library management to determine clearly where responsibilities lie for implementation of improvement plans
- Survey results to be carefully analysed and operational plan put into place
- Operational plans to feed into budgeting process
- Constant cycle to be implemented for surveys such as LibQual+™ and monitoring, giving sufficient time for improvement to be made between surveys
- Suggestions from suggestion boxes to be tied into operational planning and decision making at sites
- Monitoring of improvement plans and progress needs to be ensured

### Evidence gathered

TELP II user needs analysis  
TELP II best practice report  
17 point implementation plan  
LibQual+™ survey report  
LibQual+™ summary  
Suggestion boxes - e-mails from various site staff

## 3.2 Statement (b): Staff is trained to focus on user satisfaction

### Practice identified

- "Fish" movie viewing
- TELP II User Needs Analysis & Best Practices Visit
- TELP II customer care workshop – George Momogos
- DUT HR skills development customer care workshops, 2005 and 2006
- Personal Empowerment for Change Workshop – Nadia Minty
- Customer Care Workshop – Manet Slabbert
- LibQual+ User Perception Survey

### Weaknesses/challenges identified

- Policies and Plans do not guarantee delivery
- Danger of "false advertising" [Customer Service Guidelines, Mission, Vision etc.]
- Library continues to be under-resourced in key points of user need
- Users have negative perceptions of the Library space, services and staff
- Library is desperately in need of a major champion within the institution

### Improvement recommendations

- LIS staff to be trained in frontline customer care in the "how" not just the "what"
- [*"It's not what we do, it's the way that we do it, that makes us no. 1"*]
- The "**demeanor**" factor.
- LIS staff to be equipped to provide efficient & effective information services
- The "**competence**" factor
- Library users to be involved in regular evaluation of customer care/services
- [*Are we doing what we say we will do?"*]
- The "**responsiveness**" factor]

## **Annexure 6            Service quality**

- Be seen by users to have “upped” the game & “added value” to the space/place    The “**appearance**” & “**well resourced**” factors
- More & better equipped e-zones [staff, printers]
- Improved staffing of front-desks
- Space/place face-lift for unattractive areas
- Inviting Enticements [stationery sales, lunch-time courses, video viewings]
- Careful implementation, monitoring and ongoing evaluation of all aspects of Customer Care Guidelines, Information Services Policy and Marketing Plan in order to incorporate and articulate these into ensuring improved User Satisfaction & ultimately, Customer Loyalty!!
- Engage the support of a major champion in order to secure budget/advocacy

### **Evidence gathered**

- “Fish” video recording
- Library Customer Service Guidelines
- Library Marketing Plan
- Information Service Policy
- TELPII Reports
- TELPII customer care workshop –report
- DUT HR skills development customer care workshops, 2006 course outline and attendance registers
- Nadia Minty’s report on Change Workshop
- Manet Slabbert’s report on Customer Care Workshop
- 17 Point Implementation Plan
- LibQual+ Survey Report

### **3.3        Statement (c): Staff is trained to assist with all aspects of using LIS**

#### **Practice identified**

- User education/Orientation programs for DUT staff and students
- Subject librarian workshops on delivery and assessment of user education?
- TELP User Needs Analysis & Best Practices Visit
- LibQual+ User Perception Survey

#### **Weaknesses/challenges identified**

- No definitive monitoring of Information Services Policy
- No finalisation of Information Literacy Framework
- Inadequate signage and informative/explanatory posters and brochures
- Poor impression of LIS by users, both staff and students
- Insufficient evidence to support/recognition of LIS efforts by academics
- Insufficient evidence on collaboration between LIS and Faculties in student learning
- Insufficient training of LIS staff
- Insufficient assessment of LIS staff performance – no performance appraisal system
- Lack of means for determining impact of LIS on student learning

#### **Improvement recommendations**

- Relevant policies to be completed and endorsed by all stakeholders via:
- Library Committee
- Representation on Faculty forums
- Seek out opportunities for greater collaboration between LIS & Faculties
- Improvement of signage and informative/explanatory posters and brochures
- LIS staff to be trained to train
- LIS staff to be trained to help
- LIS staff performance in the above to be monitored and assessed
- Training programs/manuals to be continually under revision
- Demonstrable assessment of impact of Library’s programs on student learning

#### **Evidence gathered**

- Information Services Policy
- Information Literacy Proposed Framework/Plan

## **Annexure 6            Service quality**

- esAL User Education Standards
- DUT Teaching, Learning and Assessment Strategy
- Teaching Development Grant Plan
- TELPII Reports
- 17 Point Implementation Plan
- LibQual+ Survey Report

### **3.4        Statement (d): There is an Information Literacy Policy for the University**

#### **Practice identified**

- There is an Information Literacy Proposed Framework (Draft 5)
  - A need for an Information framework was identified, both in terms of SAQA cross fields outcomes and for students to progressively be able to use a wide range of information skills.
  - A draft Information Literacy Framework was put forward at ISU meeting 18 February 2004. The policy was drafted by N Muller and N Mpendulo and subject librarians were asked to comment.
  - This document was used to plan and implement appropriate strategies at DUT
- Information Literacy Plan (Draft no.4)
  - Discussions held around the information literacy component of the Foundation Programs and the need for a common Information Literacy program identified
  - Meetings and workshops, facilitated by CHED, were held to work on a plan, resulting in the formulation of the Information Literacy Plan
  - Draft plan sent to stakeholders (Deans, Library Committee for comment)
  - Subject librarians divided into groups to work on lesson plans
- Information Literacy for Academic Staff
  - Teaching Development Grant Proposal made in order to create partnerships between academics and Library which in turn will promote information literacy to the academics as an integral part of the academic program
  - Teaching Development Grant plan drawn up and submitted to Library Director. Plan to focus on 3 main areas i.e. plagiarism, copyright and referencing methods

#### **Weaknesses/challenges identified**

- No Information Literacy Policy
- Information Literacy Policy Framework in Draft
- Confusion between policy, plan and framework
- Formulation of plan happening very slowly
- Not enough buy in from academics
- Not integrated into academic program

#### **Improvement recommendations**

- A proper Information Literacy Policy to be written up
- Time frames to be identified for Information Literacy Policy and Plan
- Cooperation and closer working relationships with academics
- Information Literacy to be integrated into academic program

#### **Evidence gathered**

- Information Literacy Proposed Framework Draft # 5, 19 October 2005
- Information Literacy Plan draft 4
- ESAL user education standards (1999-2002)
- ISU meeting 18/2/04
- Meeting of ISU, 28 Jan 2005
- ISU minutes 15 March 2005
- Information Literacy Workshop 9 June, Agenda for information literacy course design
- Document "Program Outcome" 1 – 3.2
- ISU meeting 22 November 2005
- Information Services Policy

## **Annexure 6            Service quality**

- DUT Learning, Teaching and Assessment Strategy
- Library Committee Meeting
- Teaching Development grant proposal
- Teaching Development grant plan

## **Annexure 6            Service quality**

### **3.5        Statement (e): There are active and continuing programs of Library orientation.**

#### **Practice identified**

- Library orientation programs are divided into General orientation for first year students of DUT,
- Subject specific (Advanced) orientation for 3<sup>rd</sup>, BTech, Mtech and Dtech students of DUT,
- One on one orientation takes place from the beginning of the year till the end of the year.
- Qualified subject librarians liaise with their departments on when the above orientation should take place.

#### **Weaknesses/challenges identified**

- Library orientation is not compulsory.
- Not all academics give full support of the orientation programs.
- Small electronic classrooms are a limiting factor.

#### **Improvement recommended**

- Orientation should be compulsory at DUT.
- There should be two big labs available for compulsory orientation at the beginning of the year.

#### **Evidence gathered**

- Orientation slides for basic and advanced orientation available on the webct.
- Library staff profile
- Information Literacy Framework

### **3.6        Statement (f): There is active and continuing instruction in accessing, evaluating and using information at different levels**

#### **Practice identified**

The following programs are offered by subject librarians, evening librarians and Library staff when assisting Library users:

- Basic orientation for first years
- Advanced orientation for senior students
- One on one instruction takes place whenever necessary for all students.
- Information literacy for foundation students
- Library staff possesses a wealth of experience and are adequately qualified to provide the necessary support to both students and staff.

#### **Weaknesses/challenges identified**

- Lack of evaluation programs
- Library orientation is not compulsory
- Not all academics have full support to the orientation programs or are convinced of their importance
- Lack of facilities e.g. number and size of classrooms

#### **Improvement recommendations**

- Integration of the Information literacy plan on the Academic programs.
- Compulsory evaluation tool must be in place.
- More and larger electronic classrooms
- Recommend training librarian
- Suggest improvements to how we evaluate our programs

#### **Evidence gathered**

- Library staff profile
- Library policies
- Orientation evaluation copy available in webct
- Orientation slides available in webct
- Information literacy with the ISU working group
- Orientation evaluation form

## **Annexure 6            Service quality**

### **3.7        Statements (g) and (h):**

**(g)    Such programs are developed collaboratively and supported actively by academic staff, librarians, deans and other information providers.**

**(h)    Subject librarians and academic staff collaborate in developing collections, curricula and teaching.**

#### **Practice identified**

- DUT information services policy and collection management policy has been approved by DUT Management and relevant stakeholders in the institution. These benchmarks with international best practice.
- The Library subscribes to a Customer Services Guideline which adds value to the teaching and learning experience at DUT. Training is complemented with the DUT Human resources department.
- Information services orientation programs and the information literacy framework subscribes to collaborative efforts of the DUT information professionals, Deans, academic representatives, CHED and student input.
- Funding for the Teaching Development grant has been effected and endorsed by the Institution which further supports the development of collaborative efforts of LIS in the provision of adding value to teaching and learning in the institution.

#### **Weaknesses/challenges identified**

- The programs need to be mainstreamed into curricula and research programs.
- The information services plan ought to be timeously planned and constantly evaluated to ascertain the impact of user needs.
- Orientation programs need to be better timed with assignment writing and research needs. DUT orientation programs are mass planned especially for first year students.
- Programs are not innovative and technologically driven which facilitates learner involvement and interest in the Library. Students do not perceive the value of LIS to their success at DUT.
- Policies are not reviewed regularly to ascertain their relevancy to the institution's changing needs. The institution migrated from a Technikon to a University.
- A good communication strategy need to be devised by the Library and formalised through the University's structures for approval from all stakeholders.
- Subject librarians are not recognised as academic peers but looked upon as administrative staff. This perception affects the contributions and value of information professionals to enhancing throughput in the institution.
- While there is some degree of collaboration in developing collections, curricula and teaching, closer collaboration as well as integration between information professionals and academics in planning for curricula and research need to be fostered.

#### **Improvement recommendations**

- Mainstreaming information literacy into curricula and research.
- Orientation programs and foundation courses can benefit from a varied teaching approach which accelerates learning. The use of new technology such as WebCT, video technology, graphics, internet and music driven technologies enhances learning and arouses the learner's interest in curricula.
- Review the time that orientation programs are conducted for first year students at DUT.
- Deans to support Library orientation programs as compulsory in curricula.
- Review the staff induction programs in line with advertising the value of the Library for personal academic growth and increasing through-put at the University.
- Policy and proactive planning for a quality service provision need to be embedded into the Library Short term plans.
- This plan must be collectively worked with all stakeholders to enhance ownership and lend impetus to the value of the Library in teaching, learning and research at DUT.
- Address staff problems and be solutions driven, which encompasses advancing the goals of the Library.
- To drive customer care as stated in the guidelines, create a culture of nurturing for success in the workplace and individual advancement.
- Devise a good communication strategy to market the Library and their products. Branding is an important component of this communication strategy.
- Evaluate the Library infrastructure and buildings which fosters a climate of efficiency and dedicated service to its users. Is the Library creating academic value?

## **Annexure 6            Service quality**

- Information professionals workloads need also be evaluated to ascertain how much time one can afford to give off one's best to an academic department.
- Continuous and ongoing collaboration and networking between information professionals, Library management, academics and students need a marked attention which would foster a culture of ownership in service excellence at DUT. This would result in the maximum utilisation of resources as a spin-off.

### **Evidence gathered**

- Collection Management Policy
- Information Services Policy
- Information Literacy Framework
- Library Committee Minutes of Meeting 2006
- Teaching and Learning Strategy
- Customer Care Guidelines
- Orientation and advanced orientation programs

## **4.            Conclusion**

The commitment to quality is a strategic imperative in the DUT Library Services. It is therefore essential that the quality of services be continuously monitored with a view to ongoing enhancement.