

Report from a deviating collaborator

73rd IFLA Conference, 21 August, Durban, South Africa



Monica Hammes

University of Pretoria : Library Services

The University of Pretoria was founded in 1908





Biggest residential
university in South Africa:

28206 Undergraduate
contact students

14136 Postgraduate
students

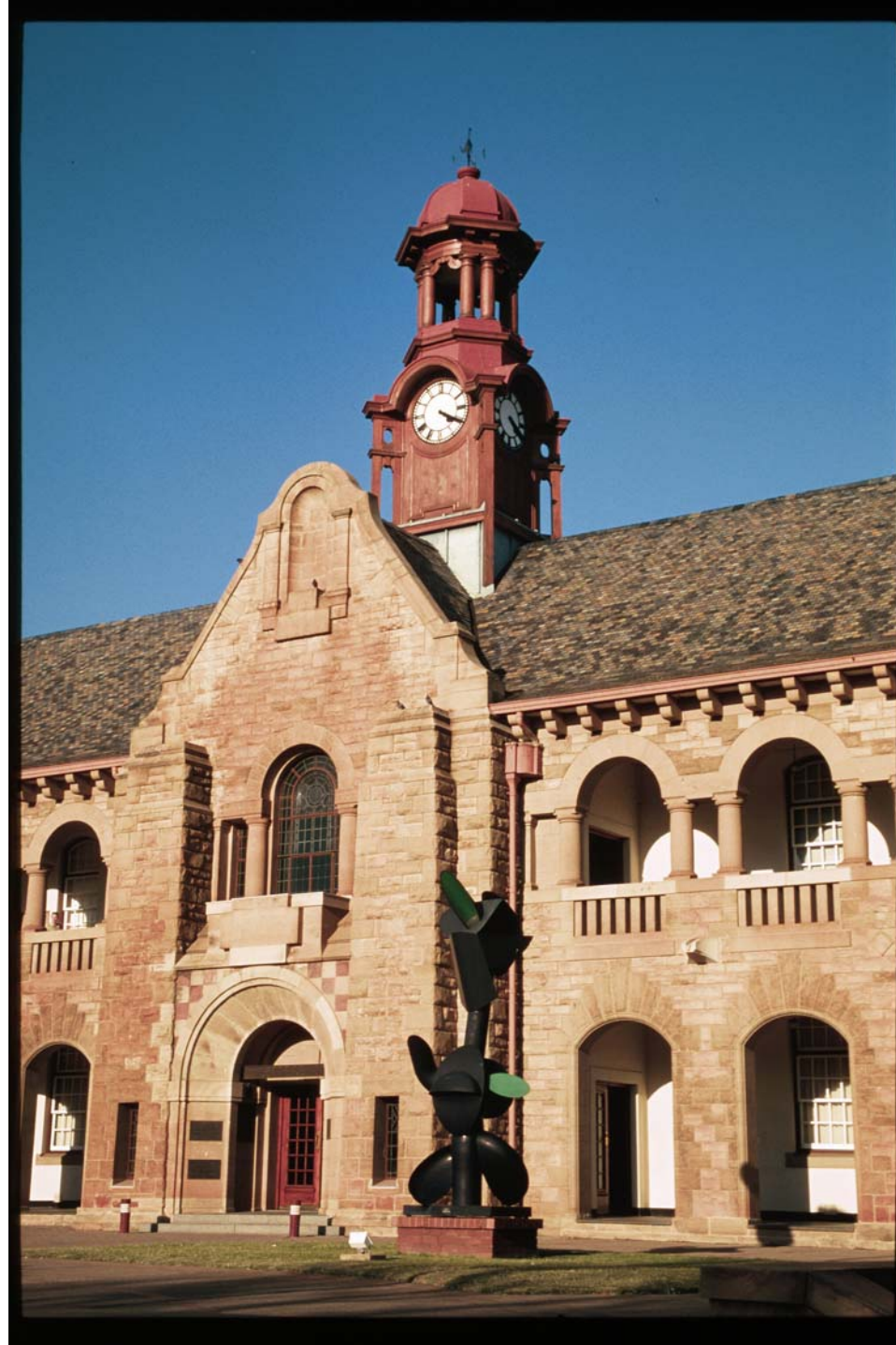
10837 Distance students

2441 International
students

56% Female 44% Male

53% Black 47% White

4000+ permanent staff



Nine Faculties + Business School

Spread over 7 campuses

2006: 1347 postgraduate degrees

2006: 1230 research papers published



Extensive online and physical library service provided in 10 locations

Book volumes: 1,5M

Paper journal volumes: 350K

E-journals: 31 497

E-books: 131 423

E-databases: 176

Annual visits 2006: 2 094 231

Books loaned 2006: 632K

E-articles downloaded 2006: 911K



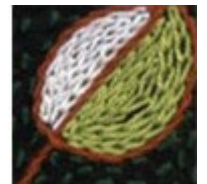
Outline

- Pre-history of Quality Assurance (QA) and the 2003 pilot audit
- Finding our QA feet in 2004
- National initiatives
 - LibQUAL
 - CHELSA subcommittee
- 2007 HEQC audit
- The future



Setting the scene

- The UP Library Service (UPLS) has a reputation for **strategic bravery**, **innovation** and **independent thinking**
- Our quality journey started in earnest in 2002 after realising that we have neglected this very important link in the strategic chain



Pre-history of QA in the UPLS

- **1997** Balanced scorecard: quality as a multi-dimensional concept dependent on the perceptions of many stakeholders
- **2001** SERVQUAL Client Survey : gap analysis, service recovery, service level agreements
- Deterioration and mistrust of MI
- **2002** Recovery: new management information system



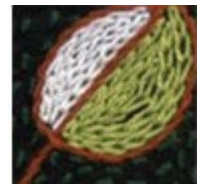
Belly flop: the 2003 Pilot Audit

- Council for Higher Education (CHE) / Higher Education Quality Committee (HEQC) tasked to do national audits of universities
- UP volunteered to take part in pilot
- Support services neglected
- Combined report on Criterion 4 with IT, TEI, CSC and Student Admin!
- Disappointment and disgust



Pulling ourselves together

- **Quality Unit** for the Library
- **Quality Assurance Team** responsible for continuous quality improvement
- Decide to undertake a self review and external audit



2004 Audit

- Audit preparation
- Law and Orr(der)
24-26 October 2004
- Good results
- Advantages inherent in understanding
the nature and benefits of QA
- Informed strategic planning
- At last arrived in the QA community!



In-house Client Surveys

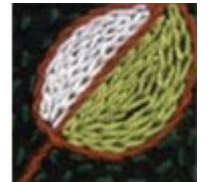
- Annually to establish usage patterns, to gauge level of satisfaction, to gather recommendations and market our services
- **2004+** 50 staff members trained
- Structured questionnaire: one to one conversation and open remarks
- **2005 googlization** included → Google Scholar SFX implementation
- **2006 outside** the library on lawns and in coffee shops; **student surveyors** included





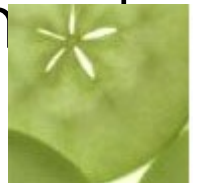
Meta Quality Issues

- Management
- Environmental sensing
- Learning organisation
- Attitude to change
- Attitude to quality
- Leadership
- **Investment in staff**
- Alignment



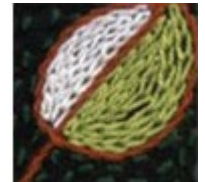
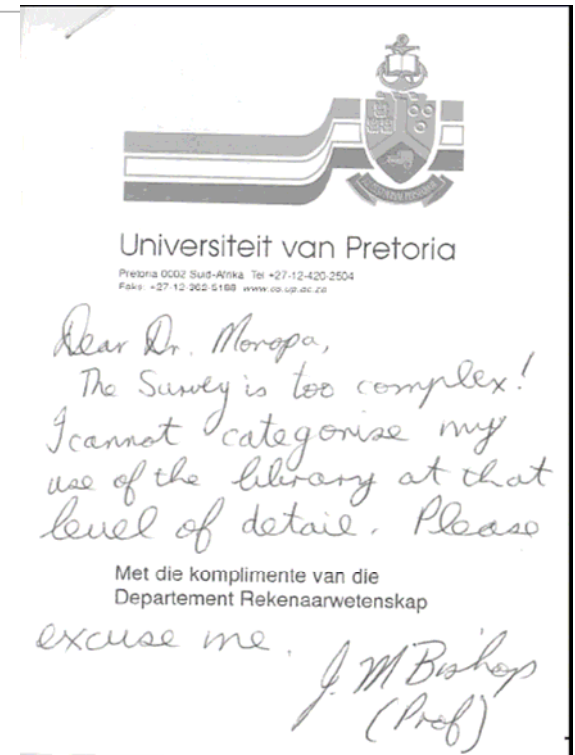
Investment in staff

- **Generally understaffed** and uneven distribution UP= 218; WITS= 165; Rhodes= 147; US= 211; UK & AU= 164; US= 110
- **Lack of career paths:** upgrading 105 posts between 2001 and 2006
- **Performance management**
1996: AIS pilot; 2005 campus rollout
Performance contract has to show contribution to UP excellence
- **Opportunities** for study and development



LibQUAL+®

- 2004 Annual Stellenbosch Symposium: Bruce Thompson
- **Afrikaans translation** with University of Stellenbosch and Northwest University
- 2856 responses, 2471 with comments
- Repeated in 2006
- To be repeated in 2009



Combining results

- **2001** SERVQUAL survey
- **2004-2006** In-house surveys
- **2005-2006** LibQUAL+ surveys
- **2005** Dept. Education Innovation Postgraduate survey
- **2007** General Postgraduate survey

Attention to two problems:

1) Bandwidth

2) Support Unit for postgraduates



CHELSA

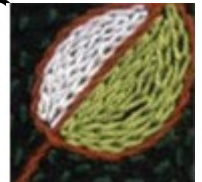
- Libraries co-operating while our universities compete for students
- CHELSA Quality Assurance Subcommittee
- *Measures for Quality*
- *CHELSA Guidelines for Audits*



Guidelines : UP response (1)

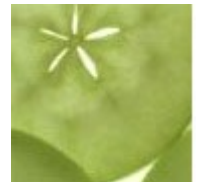
Based on the Brophy and Couling model

- Too linear and one-dimensional to represent the quality concerns of a modern university library
- Organisational model absent
- Building on strengths more important than fixing problems
- We miss knowledge stewardship, research support, open scholarship, digitization



Guidelines : UP response (2)

- **Learning organisation** not adequately catered for: processes inform and influence each other, quick continuous problem solving, change of direction, ongoing benchmarking from visits, conferences, reading etc.
- Leaning toward **traditional** processes and terminology: “user training”??
- Out-dated view of **information resources**



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UP Quality Unit preparing for HEQC AUDIT 2007

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noodwendig die siening van
die Universiteit nie.

NOTICE
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and does not necessarily
portray the views of the University.

VUB
SIC

Quality is DOI
it right WHEN
is LOOKING

Programme
Development

1 UP
strat. plan

5 research
research evaluation

Post-
GRADUATE
EDUCATION

2 Teaching
learning

4 Student assessment
explicit?
Fair?
consistent

Community
ENGAGEMENT

Know the
Criteria
Self-evaluering
ensure a
student
EVERY

Let YOUR voice
be heard!

innovation
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Self-evaluering

Self Review and Audit 2007

- Responsibility: QU and QA Team
- Staff meetings, discussions with UPQU
- Literature
- Audit Task Team
- 12 September 2006 Workshop
- Visits to UCT and WITS
- Participation in UP process
- Auditor training
- Report writing



Using the CHELSA *Guidelines*

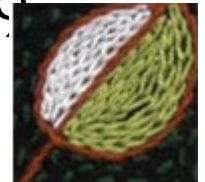
- Useful tool: UPLS committed to co-operation
- Our point of departure: **the audit should be a learning experience for all staff**
- Use the HEQC definition and sloganise it as

DOING THE RIGHT THINGS RIGHT AT THE BEST PRICE



The UPLS Audit Report (1)

- **Part A** Quality as *fitness of purpose*: Library alignment with and impact on UP direction; integration with UP structures and systems
doing the right things 1,2,4,19
- **Part B** Quality as *fit for purpose*: 4 main service aspects:
 1. Creating a gateway to global information
 2. Supporting teaching and learning
 3. Enabling research
 4. People for a professional service**... and doing them right** 4,8,9,15,16,17,19



The UPLS Audit Report (2)

- **Part C** Quality as *value for money*: Library products and services as return on investment (ROI) made by University and parents/students ... **at the best possible price** 2
- **Part D** Quality as *transformation*: role of LS transformation agent in students' lives and social transformation in general 1
- **Part E** Quality as *fit for future*: future success and sustainability



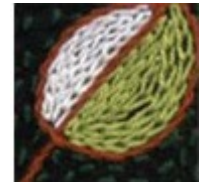
The UPLS Audit Experience

- Site visits to the main and law libraries
- Interviews with Library management team and a group of 10 representative staff members
- Two people included in other interviews
- Generally positive
- Disappointed about their neglecting research issues



What's next for us?

- We have indeed come a long way
- Quality maturity and meta quality issues
- Impact studies
- Quality as a way of life



... and for CHELSA?

- Peer review process
Yes, but not as part of HEQC audits
- Measures for Quality
Yes, and soon, but how?
- **Guidelines for programme accreditation**



***"An apple is an excellent thing –
until you have tried a peach."***



George du Maurier (1834-1896)

Thank you!

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