**LIBRARY QUALITY REVIEW REPORT**

**April, 2006**.

**Review Group Report**

## 1.    The Unit

1.1 Location of the Unit
The library in DCU is located on a single site in a custom built building adjacent to the main mall area. The purpose-built library building, completed in 2000, was designed to facilitate learning and research in all its forms.  It has an advanced technology infrastructure, increased access to information resources and a unique mix of individual and group study spaces. Facilities for users include:

- 10,700 square metres, over four floors;
- 1,100 study spaces, of which 255 are wired for PCs and 46 for laptop use;
- 17 collaborative study rooms where students can engage in group work;
- An Information Commons area which provides a cluster of PCs in a layout which allows individual or group working;
- A Mentoring Suite, located on the ground floor, which supports academic peer-tutoring programmes;
- Two fully equipped training rooms which support the Library's commitment to information literacy training;
- A Research Commons on the lower ground floor which was set up specifically to meet the information and research needs of the DCU research community;
- Information desks – one operational on the ground floor;
- Issue Desk, Information and Reception Desks;
- Photocopying services and microform readers;
- A fully-equipped Assistive Technology Room (in co-operation with the DCU Disability Service).

Staff areas are located on the ground, first and second floors and are organised primarily on an open plan basis. Dublin City University has developed from an institution recognized for the high quality of its undergraduate degrees to a leading research centre hosting world-class projects. The Library has sought to support the changed mission, as expressed in recent DCU strategic plans, by committing itself to ambitious innovative objectives in its own strategic plan, the most recent of which, 2001-2005 has been extended for a further year to allow for feedback from the Quality Review before the creation of a new plan.

In 1993 the University established a formal linkage agreement with St. Patrick's College, Drumcondra, and this was followed in 1999 with a similar agreement with Mater Dei Institute. Arising from this, the Library itself formalised linkage agreements with both institutions. This has resulted in a shared integrated database and a shared library management system both of which are managed by DCU Library.

1.2 Staff
The library staff complement funded from Core Budget and from additional resources is shown in the attached table (Table 1). The total complement is 39.5.

Table 1: Library Complement

| Title | Grade | No | Status |
|---|---|---|---|
| Director of Library Services | | 1 | FT |
| Collection Management Services | | | |
| - Sub-Librarian, Divisional Head | Assistant Librarian II | 1 | FT |
| - Acquisitions Librarian | Assistant Librarian IA | 1 | FT |
| - Cataloguer | Assistant Librarian IA | 1 | FT |
| - Cataloguer | Assistant Librarian I | .5 | PT Temporary |
| - CMS Senior Library Assistant | Senior Library | 1 | FT |
| - Cataloguing Library Assistant | Assistant | 1 | FT |
| - Acquisitions Library Assistant | Library Assistant I | 1.5 | I FT + 1 PT |
| - Periodicals Library Assistant | Library Assistant I | 1.5 | Temporary |
| - Preparation Library Assistant | Library Assistant I | 1 | 1FT + 1 PT |
| | Library Assistant I | | FT |
| | | 9.5 | |
| Information & Public Services | | | |
| - Sub-Librarian, Divisional Head | Assistant Librarian II | 1 | FT |
| - Public Services Manager | Assistant Librarian IA | 1 | FT |
| - Information Desk Senior Library Asst. | Senior Library | 1 | FT |
| | Assistant | 1 | FT |
| - Information Desk Library Assistant | Library Assistant | 1 | FT |
| - Issue Desk Supervisor | Senior Library | 4 | 3 FT + 2 PT |
| - Issue Desk Library Assistant | Assistant | 1 | FT |
| - Business, Law & Government Librarian | Library Assistant I | .5 | PT |
| | Assistant Librarian IA | 1 | FT |
| - Fiontar/Subject Team Librarian | Assistant Librarian I | 1 | FT |
| - HHP*/Oscail/Web Manager | Assistant Librarian IA | 1 | FT |
| - Humanities Librarian | Assistant Librarian IA | 1 | FT |
| - Nursing/Education Librarian | Assistant Librarian I | 1 | FT (Vacant)** |
| - Science & Engineering Librarian | Assistant Librarian IA | 1.5 | 1 FT + 1 PT |
| - IPS Senior Library Assistant | Senior Library | | |
| - Interlibrary Loans Library Assistant | Assistant | | |
| | Library Assistant I | | |
| | | 17 | |
| Planning & Administration Services | | | |
| - Sub-Librarian, Divisional Head | Assistant Librarian II | 1 | FT |
| - Systems Librarian | Assistant Librarian IA | 1 | FT |
| - Systems/MIS Senior Library Assistant | Senior Library | 1 | FT |
| | Assistant | 1 | FT |
| - Senior Library Assistant | Senior Library | .5 | PT Temporary |
| - PAS Library Assistant | Assistant | | |
| | Library Assistant I | | |
| | | 4.5 | |
| | TOTAL FTE | 32 | |

Notes:     *    Health and Human Performance
      ** Permission to fill vacancy arising from leave of absence refused due
         to budgetary constraints

Staff funded from other sources

| Title | Grade | No | Status |
|---|---|---|---|
| SFI/AOIP funded librarians | Assistant Librarian I | 2 | 2 FT Temporary |
| Library Shelving Team (IPS) | Library Attendant | 2.25 | 9 PT |
| Issue Desk Library Assistant (IPS) | Library Assistant I | 3.15 | 1 FT Temporary + 5 PT |
| | | | |
| | TOTAL FTE[1] | 7.5 | |

Note:
[1] FTE total is based on Library Attendants working less than 16.75hrs a week and Issue Desk staff working a combination of 8 month and 11 month part-time contracts.

1.3 Product / Processes.

DCU Library supports the information needs of staff and students through its print and electronic collections, user-centred services and its state-of-the-art physical facilities.

The work of the Library is carried out through three functional divisions:

Information and Public Services (IPS)
IPS has direct responsibility for the development, delivery and promotion of quality user-focussed library services to support and enhance the University's learning, teaching and research goals and activities. Key activities include the delivery of front-line library information and support services, including the library's Reception and Issue Desk services, Interlibrary Loans service and Information Desk service and the provision of dedicated subject support services to individual schools and faculties.

Collection Management Services (CMS)
CMS manages the Library's collections and all processes involved from selection of material to making it available to the end user. It has responsibility for ordering, receiving, and the physical preparation of all library materials and making these available to the university community. CMS also has responsibility for the ongoing care and preservation of library collections. CMS is responsible for the overall management of the library's information resource budget.

Planning and Administration Services (PAS)
PAS is responsible for the overall management and co-ordination of the library budget and for the administration function of the Library including local recruitment and selection and all HR record-keeping. PAS is also responsible for all library systems and for the development of such systems in support of library services. The division is also responsible for the management of the inter-institutional linkage relationships and for the provision of system and system development services to these institutions.

The Organisational Chart (below) shows how the divisions are organised and the associated responsibilities and inter-relationships.

**Organisational Chart of DCU Library**
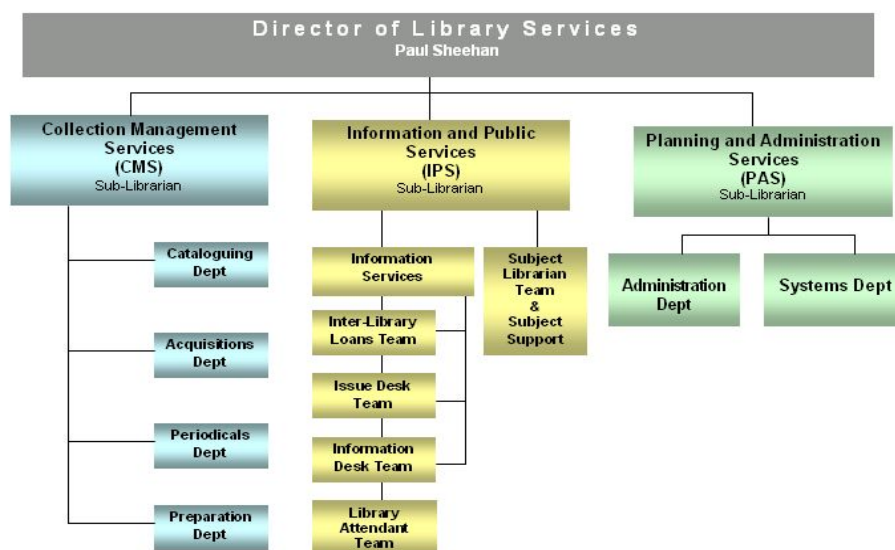


## 2.    The Self-Assessment Process

### 2.1 The Co-ordinating Committee in the Library

In the library there was a specific group given responsibility for overseeing the self-assessment and peer review process.

Carmel Harnett, Assistant Librarian IA, Information & Public Services (Chairperson)
Frances Burke, Library Attendant, Information & Public Services
Christina Byrne, Senior Library Assistant, Collection Management Services
Miriam Corcoran, Sub-Librarian, Planning & Administration Services
Daphne Duncan, Assistant Librarian IA, Collection Management Services
David Meehan, Assistant Librarian IA, Information & Public Services
Mairead Murphy, Library Assistant, Information & Public Services
Daniel Seery, Library Assistant, Planning & Administration Services/Collection Management Services
Paul Sheehan, Director
Margaret Wilson, Senior Library Assistant, Planning & Administration Services

2.2 Methodology Adopted

Summary:
The committee met on approximately 23 occasions between May 2005 and March 2006. Brief notes from each meeting were kept on the library intranet that is available to all staff. Tasks were allocated to committee members based on their areas of interest and expertise. All committee members provided valuable input in relation to the methodology and tasks required to complete the self-assessment review and report.

The Quality Co-ordinating Committee identified three major activities to be conducted in preparation for the review:

1. A full user satisfaction survey of all staff and students
2. A SWOT analysis of the Library
3. A library staff satisfaction survey

In order to obtain users' opinions of the quality and range of services provided by the Library, an anonymous online survey was undertaken for all students, and all academic and university administrative staff. A sub-group was convened to plan and conduct this survey and another to analyse the outcomes.

To ascertain the internal library staff perspective, a number of initiatives were undertaken. An external consultant was employed to facilitate an off-site workshop to examine and discuss issues of concern across a range of themes. Following a review of the issues a sub-group was convened to develop and conduct an anonymous online survey.

Findings from both surveys were presented to all library staff at special meetings by the Chairpersons of each sub-group.

In July 2005 a full day meeting was held to conduct a SWOT analysis of the Library. This activity was facilitated by Gordon McConnell of the DCU Strategic Projects Unit. The full analysis was circulated to and accepted by all library staff and submitted to the Peer Review Group.

During the course of the review, staff within the Library were regularly informed on progress. Committee members had the responsibility of keeping the members of their constituency informed and the Chairperson ensured that a report on activities was given at all Management Team Meetings and all General Staff Meetings.

## 3.    The Peer Review Group Process

3.1 The Review Group

Members of the Review Group with affiliations and roles:

Ms Agnes Neligan
Librarian
National University Ireland, Maynooth,
(External Assessor and unanimously agreed Chair for the Assessment)

Ms Deirdre Ellis-King,
Dublin City Librarian,
Pearse Street .
(External Assessor)

Dr Helen Workman,
Director of Learning Resources & University Librarian,
Oxford Brookes University,
Oxford, England .
(External Assessor)

Dr Mike Hopkins,
Academic Theme Leaders Office,
DCU.
(Internal Academic Assessor)

Prof. Richard O'Kennedy,
School of Biotechnology,
DCU.
(Member of Quality Promotion Committee and Rapporteur)


3.2 Site Visit Programme

A  summary of the timetable of the visit is attached (Appendix 1)

3.3 Methodology

The review group worked together throughout the Quality Review and members were present for all the discussions with the various staff groupings from the library and the focus groups from the university. It was felt that this approach would provide the most coherent and efficient use of time. The schedule, outlined in Appendix 1, was followed so that all groups had sufficient time to give their views and to be questioned by the reviewers. The Rapporteur took notes on all meetings and furnished the group with an edited version of these notes on the following day. These notes, together with the various documents provided by the library, were used by the group in the

formulation of the summary draft report on the final day. The key findings were presented to all the staff of the library in the form of a Power-Point presentation.

3.4 Schedule of Activity

Extensive meetings took place with all the key stakeholders associated with the library and its functions. These were very productive meetings and those present were very open and frank in their views.

There was universal agreement that the library provided an excellent service and that its staff were friendly, attentive, highly committed to the library and its services, keen to improve their service to the DCU community and to use new technologies and approaches to enhance their performance.

It was felt that the replacement some of the old computers and the addition of docking connections in 2005 had markedly improved the IT provision in the library. However, it was clear, both from library staff and users, that there was an ever pressing need to further improve IT facilities. Because of financial constraints there was no programme in place to ensure ongoing replacement of ageing or defective computers. This is seen as a major challenge for the future.

Several groups mentioned a number of problems associated with the library building. These included problems with noise levels in certain areas, the need for more quiet areas for individual study, the need for redecoration of group project rooms and the location of toilet facilities.

However, three major problems were highlighted.

- Firstly, there are major problems with the temperature caused by failures in the Building Management System. For example windows cannot be opened and blinds are mal-functional. This affects both students and staff .The situation poses a major problem for staff as the problems are particularly acute in staff working areas. The Review group witnessed this themselves during their tour of the building. Indeed, the room the reviewers used throughout the review had the same problems resulting in a very poor working environment. This problem must be remedied as soon as possible.

- Secondly, access is also a major recurrent difficulty and was found to be a problem during the actual review. Apparently the swipe card based access system within the building breaks down regularly causing problems for all library users and staff. The situation is particularly problematic for students with disabilities as the operation of the lift is affected which poses major difficulties. The reviewers heard first-hand from a student with disability who privately met them and described in detail the effect it had in greatly hindering use of the library and effectively diminishing independence for such individuals. This was confirmed by the University's Disability Officer. Access via the main library door can also pose difficulties for disabled students as the side–door access is often not available, especially when the access system is defective. This problem should be rectified immediately.

- Thirdly, It also became apparent that the Assistive Technology Room needs some re-design that would greatly facilitate use. This refers to locations and numbers of units and desk space.

Researchers in the sciences/engineering/technology areas were very positive about the on-line availability of research papers through the IREL system. This is not yet available for the Humanities but is about to be rectified. The availability of interlibrary loans was seen to be of great importance by users and library staff though this has budget implications and it may be necessary to recoup some of the costs from users.

The support of the OVPR in providing additional staff for the Library and its activities from Overheads was greatly welcomed and was seen as recognition to the Library of the importance of its activities. However, it was felt by library staff that the substantial work effort associated with the IReL project, both nationally and locally, was not understood by the university community generally.

There was a strong feeling that communications structures need to be improved between central management and the library particularly in relation to budgetary matters and staffing levels. The library provided figures suggesting that their staff complement per head of student was significantly less than that in many other Universities in Ireland and the U.K. The newly introduced system where pay and non-pay budgets were combined was also a concern as this would gradually erode the non-pay budget. Non-replacement or delays in recruiting staff were contributing to a feeling of uncertainty. Library Staff They felt that the situation overall was preventing them providing services such as handling of donations, getting books on shelves quickly, servicing teaching requirements, provision of extended opening hours, introduction of self-issuing and developing other initiatives.

Library management and many users complained of the lack of planning in the implementations of new programmes. While school units were encouraged to start new courses the library wasere often not informed of the developments and were not allocated any additional resources.

It was a general observation of the PRG that library management had put in place a good quality review system. The system is learning centred and clearly focused on the needs of students and university staff while at the same time valuing the needs and aspirations of library staff. The library responds quickly to issues and uses management Based on factual information to create a clear focus on results and to create value for the University as a whole.

The major quality issues which have arisen above generally occur when the library quality system interacts with the rest of the university. While some units in the university have quality procedures in place there appears to be few explicit links between the various quality systems. There was no evidence of tracking and closure of major unresolved issues at senior management level. This caused considerable frustration in both the library staff and library management. There was also no evidence that information gathered within the library as part of its continuing monitoring of quality was used at a higher level in key university management

decisions. There appeared to be little feed back from university senior management on the performance of the unit. While individual members of senior management and the President had made serious efforts to improve communications this was not as effective as it might have been if a more systematic approach were used where information flow was encouraged and used in senior management decisions and strategic planning.

The development of a University-wide quality system and its explicit use in strategic planning would address many of the issues currently causing concern with-in the library.

3.5 Overall Comments on the Visit

The documentation provided was excellent giving a very comprehensive review of the library's activities. The reviewers requested additional information associated with operational manuals for various services, usage figures on resources and reporting of library building faults. These were provided and showed that very good records are kept. The manuals provided were very detailed and comprehensive in scope.
There was excellent liaison between the Peer Review Group and the library staff throughout the visit. The time-table was modified slightly by the Peer Review Group (See Appendix 1).
The liaison provided by the QPU unit both before and during the visit was very satisfactory.

3.6 View of the Self-Assessment Report

The Reviewers were very impressed both by the quality and extent of the self-assessment exercise carried out by the library and the evident commitment of all staff to the process.
The documentation was very comprehensive and provided a very good overview of 'users' responses and the views of library staff.
It was felt that perhaps greater reflection on strategic issues for the future could have been included, particularly since this will have major impact on resource usage issues.
A report on achievements made under the existing library strategic plan would also have been useful.

**4.    Findings of the Review Group**

4.1 Background and Context
A description of the library and its structure/management is was given in Section 1.

4.2 Planning and Organisation
The library is well organised and there is a well developed system of meetings and processes for transfer of information within and between the three divisions. It is very clearly focused on its mission and role in the University. It has a well-established record of planning for development but this appears to be hampered by a lack of clarity in relation to the exact levels of budget available in a timely manner to

maximise forward planning on best use of resources. The funding situation in relation to Oscail students was not clear.

4.3 Functions, Activities and Processes

The primary role of the library is in information provision and supporting the University's teaching, learning and research programme and it is excellent at this. It has scored very highly nationally in a recent (2005) survey of university researchers with 96% of respondents expressing satisfaction with the library service. Satisfaction with online journals rated especially highly.

In national terms the Library has an advanced programme for Information Skills Training. It is the second university in Ireland to introduce an institutional repository for research publications.

A strong feature of the library service is the role of subject librarian which is well established. Staff have good and productive relationships with academic departments and centres.

4.4 Customer Perspective

The findings in relation to customer perspective relate to the self-assessment survey and discussions with focus groups consisting of academics, Heads of Function and students. The survey undertaken had over 2,000 responses from all users indicating that its results are very significant.

Key Findings

The vast majority, 93% of respondents are generally happy with Library services and 87% find staff friendly and helpful.  82% are satisfied with opening hours, and 79% are frequent (i.e. weekly or more) visitors to the Library, which is the preferred place of study for undergraduates (87%). Overall, 72% of respondents felt the Library has enough information resources for their purposes, although 46% of researchers disagreed.

Book borrowing is the largest activity (24% of usage), but 13% of respondents want more books.  Electronic resources are accessed almost equally from home and within the Library, 52% vs. 53%.

Information literacy sessions were attended by 46% of all respondents, 55% of postgraduates and 64% of 1st year undergraduates In many cases such sessions are being incorporated into teaching modules and were widely praised both by staff and students. It is suggested that this should be rolled out across all teaching programmes in the University.

**The top ten problem needs highlighted by users were:**

| |
| --- |
| 1. Improved computer facilities (45% of total) <br> 2. More books (13%) <br> 3. Longer opening hours (11%) |

4. Printing service (4%)
5. Lending policy (3%)
6. Noise (3%)
7. More journals (3%)
8. More study space (2%)
9. Better signage/direction to resources (2%)

Major problem with focus groups
10. Need to address climate and access problems within library building –

The issues related to more books are particularly acute for the Humanities and Business subjects and where class numbers are large. This problem needs significant resources to be adequately addressed.


4.5 Library Staff Perspective

Library staff members are very client orientated and very dedicated to the library to ensure it gives the best service possible. They greatly enjoy working in the library and have an excellent team ethos and are very supportive of each other. There was a very clearly expressed feeling of frustration in relation to lack of resources. Part of this frustration related to lack of communications on this issue.

While staff wish to provide a top-rate service they feel strongly that this cannot be done without more staff. They consider that lack of resources overall is directly impinging on the quality of service that can be delivered.


However, it may be necessary to have a very careful evaluation of staff deployment to maximise effectiveness in view of changes in the pattern of library usage and the need to provide the appropriate service at the appropriate time. The availability of new technologies becoming available should also assist in freeing up staff for more strategic work.

4.6 Management of Resources

It appears that resources given are well managed though there is very great pressure on the budget allocation in all areas and this appears to have become particularly acute over the last three years due to reductions in University budgets generally. The strategy of spending a substantial part of the material's budget on electronic resources is to be commended.

The library has a history of proactively seeking funds from various sources both within the University and externally and this is very praiseworthy and needs to be encouraged. Staffing constraints may impinge on this as it requires significant time inputs from library staff to be successful. The funding allocations related to Oscail students do not equate with their demands on the Library services.

## 5. Overview and Recommendations for Improvement

Key Findings:

1. A huge effort was made to carry out a thorough and honest self-appraisal in preparation for Quality Review
2. Staff were clearly committed and involved in the process and very open in their interactions/discussions with the review group
3. The Library is very client-orientated and provides excellent overall service
4. The facilities are generally very good and replacement of some defective computers was a major advance
5. Improved access to on-line journals was a major boost to all sectors, especially to researchers
6. Staff provide a user-focused service and are friendly and flexible in their approach
7. Discussions with focus groups confirmed findings of user satisfaction survey
8. The embedding of Information Literacy training into course modules is appreciated and is of strategic importance
9. The establishment of an Institutional Repository and the provision of a Research Librarian with support from Research overhead and from OVPR are excellent developments
10. The Library is seen as very important in fostering interaction and cooperation in a positive and supportive manner with sister Institutions e.g. St Patricks, Mater Dei
11. Members of the academic/research community noted that library services have dramatically improved in the last few years and this level of service must be maintained and improved for the future
12. The spending policy must be strategic in terms of collections and staffing levels in view of the limited budget available

Major issue
• University must put in place a basic quality system at senior managment level into which the Library's quality system can feed. This is crucial, particularly to address major unresolved issues. Most of the outstanding issues arise from the lack of this linking of the University's quality systems at the higher level. (P1-U)

General
1. Strategies need to be put in place to address problems relating to the book collection including overall shortage of books; shortage in specific areas in the Humanities; insufficient numbers for large class sizes and the provision of adequate funds to support new courses. Extra resources may be required. (P1-U)
2. The availability through IReL of full-text Humanities journals from 2006 will be of major benefit in addressing the above. (P1-A)
3. The recurrent budget is limited and is unlikely to improve in the immediate future therefore, it is essential to prioritise how it is distributed between

materials, staff and operations so as to continue to give excellent service (P1-A)

5. Oscail students are making considerable demands on the library and budgetary aspects relating to their support need clarification (P1-U)
6. Several areas in technical services e.g. donations, new book/journal processing appear to be suffering from time delays due to staff shortages and need to be addressed. (P1-A)
7. There is an urgent need to enhance University Communication Structures and Processes to better respond to Library issues and give timely information especially in relation to budgetary matters and staffing. This is essential in order for library management to plan properly. (P1-U)

Building and Environment
1. The Building Management System has failed continuously creating temperature/air circulation and associated problems and results in poor student/staff working conditions. This needs to be remedied as a priority (P1-U)
2. The access system within the building has failed and is greatly hindering staff and students particularly those with disabilities. This needs immediate attention (P1-U)The building could be further enhanced by improving the layout to include more quiet areas with computer access; sound proofing the study rooms; more points for laptops or wireless access and some general maintenance such as painting (P2-A)
4. The opening hours should be reviewed to ascertain the need for better access at weekends and evenings during the summer vacation (P1-A)
5. The Assistive Technology area needs some modification to cater for students in wheelchairs (P2-A)
6. Car parking adjacent to library should be examined for library staff working late shifts (P3-A)
7. Provision of even limited catering facilities for those working late or at week ends would be very beneficial and would greatly boost staff morale (P1-U/A)

Strategic approach for Library
1. Staff will need to continually adopt new and imaginative approaches and demonstrate even greater flexibility as the nature and demand for library services changes and to allow for the implementation of new strategic initiatives (P2-A)
2. Staff resources in this new environment will need to be re-assigned to flexi-time and other working practices in a flexible, constructive and visionary manner to allow best use of staff resources (P2-A)
3. Communication processes need to be re-examined to ensure all staff in the Library are fully informed on key issues related to budgeting and resources and their implications (P1-A/P1-U)
4. There is a need to further enhance the interaction between the Library and new Research Centres and to emphasise and publicise the role of the Library as a central service and key part of the University (P1-A)
5. A strategy for both the provision and upgrading of IT needs to be introduced in co-operation with the rest of the University (P1-U)

**Quality Processes and Procedures:**

During this Peer Review assessment issues arose as to the actual mechanisms involved in the Peer Review process and its role as a determinant of Quality. These issues will soon be re-addressed by the QPC itself so it is timely to comment. If a Quality review it is to be most effective in the long-term, it needs to be able to assess how well the procedures put in place by any unit to achieve quality outputs actually perform i.e. it must ensure that the processes are themselves assessed as well as the outputs achieved. The present Peer review system does not do this but focuses on the outputs (or lack of them). It is certainly the case that the present system should take this on board in any reviews of its operation as a priority to ensure better quality within the university.

**Appendix 1:**

Actual timetable details for review, including amendments from original schedule.

22-24 March 2006

| Day 1 Wednesday 22nd March 2006<br>Arrival of Peer Review Group | | |
|---|---|---|
| 14.00 – 15.00 | Meeting of members of the Peer Review Group<br>Briefing by Director of Quality Promotion<br><br>Meet in DG11, Bea Orpen Building, organised by QPU | . |
| 15.00 – 16.00 | PRG agrees final work schedule and assignment of tasks for following two days.<br>Changes to schedule to be co-ordinated via Library Quality Co-ordinator.<br><br>DG11 Bea Orpen Building. | |
| 16.00 – 17.30 | Consideration of Self-Assessment Report (SAR) with Library  Quality Co-ordinating Committee Includes short presentation from the Library.<br><br>DG11 Bea Orpen Building. | |
| 19.30 | Dinner for PRG, Director of Library and members of Library Quality Co-ordinating Committee<br><br>Tower Suite, Clontarf Castle, organised by QPU | |

| Day 2 Thursday 23<sup>rd</sup> March 2006 | | |
|---|---|---|
| 09.15 – 09.30<br><br>09.35 – 10.15<br><br>10.15 – 10.50<br><br>10.50 – 11.20<br><br>11.25 – 11.55<br><br>11.55 – 12.50 | Plenary session with all Library staff<br><br>Meeting with Information and Public Services Division<br>Meeting with Collection Management Services Division<br>Meeting with Planning and Administration Services Division<br>Meeting with Division Heads<br><br>Meeting with Library Director<br><br>Mentoring Suite, Ground Floor, Library | Tea and coffee organised by Library for 11.00<br><br><br>Opportunity given for private meetings with individuals but not requested |
| 12.55 – 13.30 | Extensive Tour of Building | |
| 13.30 – 14.00 | Brief discussion with the director of Quality Promotion followed by<br><br>Working lunch for PRG<br><br>Mentoring Suite, Ground Floor, Library | Sandwich lunch provided by Library. |
| 14.00 – 14.30<br>14.30 – 15.10<br>15.10 – 15.50<br>15.50 – 16.30 | Meeting with Heads<br>Meeting with Academics<br>Meeting with Administrative Staff<br>Meeting with Students<br><br>Mentoring Suite, Ground Floor, Library | Tea and coffee provided by Library for 15.30<br><br>. |
| 16.30 – 17.00 | Meeting with Director of Unit<br><br>Mentoring Suite, Ground Floor, Library | |
| 17.00 – 17.30 | PRG identify remaining issues to be clarified and finalise tasks for following day.<br><br>Mentoring Suite, Ground Floor, Library | |
| 19.30 – 10.45 | Working private dinner for members of the Peer Review Group | Organised by QPU |

| Day 3 Friday 24th March 2006 | | |
|---|---|---|
| 09.30 – 10.20 | Meeting of Peer Review Group to prepare meeting with Senior Management<br><br>Mentoring Suite, Ground Floor, Library | |
| 10.30 – 11.05 | Meeting of PRG with Senior Management:<br>President, Director of Finance, and Vice-President for Research<br>(Director of Quality Promotion in attendance)<br><br>President's Office, Albert College | |
| | | |
| 11.15 – 11.45 | Meeting with Library Senior Management Team<br><br>Mentoring Suite, Ground Floor, Library | |
| 11.45 – 12.15 | Meeting with Library Director to clarify outstanding issues.<br><br>Mentoring Suite, Ground Floor, Library | |
| 12.15 – 12.45 | Brief discussion with Director of Quality Promotion followed by working lunch.<br><br>Mentoring Suite, Ground Floor, Library | Lunch organised by Library |
| 13.30 – 16.00 | Preparation of 1st Draft of Final Report<br><br>Mentoring Suite, Ground Floor, Library | |
| 16.00 – 16.30 | Exit presentation to ALL staff of the Library made by Chair of the Peer Review Group summarising the principal findings of the Peer Review Group<br><br>Training Room 1, Ground Floor, Library | |