



# **Self-Evaluation Report**

of

*(GMIT Library)*

Date: 11<sup>th</sup> February 2019

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## 1. Executive Summary

The fundamental strategy of the library is to enhance and improve the library service for all its stakeholders but predominately for students. The student is central to all the library's operations. To that end the library strives to provide the same level of service across the campus libraries subject to infrastructure and resourcing issues.

Galway campus library, Centre for Creative Arts and Media Library (CCAM) and the Moore Library in the Mayo campus all report to the Institute Librarian. For the purposes of this review the Letterfrack library is not included as it reported to the Head of Campus in Letterfrack. Reporting protocols changed in September 2018, it now reports to the Institute Librarian but as this is a review of the past five years it was outside the scope of this review.

Following the overview in section two, section three describes the methodology used to compile the report while section four documents in detail the functions of the library service. Statistics are provided where necessary to give an overview of the extent of the service provision. The organisational structure of the library is available in the appendices and discussion of the overall management and organisation of the library is explained. Details of staff development is also included as well as an explanation of how the library conducts its business and the methods of communication used.

A progress report since the last review in November 2007 is available in section five together with a detailed outline of the level of internal and external stakeholder engagement carried out as part of this review.

Leading on from stakeholder engagement the library carried out a PESTLE analysis in section six which led to a SWOC analysis. Based on the extensive consultation and data analysis gathered, the library produced a five-year strategic plan. As there was no GMIT strategic plan in place, the library aligned the five-year plan to the compact document 2018-2021 between the Higher Education Authority (HEA) and GMIT, documented in section nine of the report.

While the library's key strengths revolve around engagement, regional activities, support for research, a cohesive library structure and a highly professional library staff, the library also shows a particular weakness in relation to resourcing and an uneven degree of infrastructure across the Institute. Financial difficulties during the recession has also resulted in a reduction of academic information resources.

Opportunities exist with the expectation of a Technological University and the infrastructure available in the Galway campus. This is still very much a flagship building that provides a much more extensive service than hitherto. The library staff, having received a resounding vote of confidence from all stakeholders continue to be the library's greatest asset. The importance of library as a space and a very professional library staff are considered to be vital to the existence of the library service. Finally, there are many challenges to be faced particularly around the area of

staffing levels, General Data Protection Regulation (GDPR), Information Literacy, Google, infrastructure, security, academic liaison and uncertainty around the future of specific programmes and the agility of the library to keep up with these changes.

There is much that can be done, and the library will continue to strive to make the library a better place for all its stakeholders.

## **2. Galway-Mayo Institute of Technology: An Overview**

### **2.1 Introduction to GMIT**

Galway-Mayo Institute of Technology (GMIT) is one of 14 Institutes of Technology in Ireland. It was established in 1972 as Galway Regional Technical College. In January 1993, it became an autonomous institution of higher education under the Regional Technical Colleges Act 1992. The Institute was legally designated an Institute of Technology in January 1998 and renamed the Galway-Mayo Institute of Technology.

The Regional Technical Colleges Act 1992 specified that the principal function of a college is 'to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State with particular reference to the region served by the college' (Regional Technical Colleges Act 1992: section 5.1).

GMIT is a multi-campus, multi-discipline, multi-award Institute serving a diverse student body with over 6,500 registered students across all campuses. It is a student-centred organisation with a primary focus on learning and teaching informed by research. It operates across a wide geographical area with campuses in Galway City (Dublin Road and Centre for Creative Arts and Media), Mayo (Castlebar), Letterfrack (National Centre for Excellence for Furniture Design and Wood Technology), and Mountbellew (Agricultural College).

The Institute delivers both accredited and customised programmes ranging from apprenticeship to PhD awards, and is involved in research, commercial consultancy and community activities. The Institute has delegated authority from Quality and Qualifications Ireland (QQI) to make awards up to level 9 and for level 10 awards in the disciplines of aquatic science and mechanical engineering.

The Institute is proud of its identity and the recognition that it has achieved at sectoral, national and international levels as a higher education institution of repute. It is held in high esteem by its stakeholders, who consider the diversity, quality and innovativeness of staff, students, programme offerings, and learning and teaching resources to be key attributes in its ongoing development. A broad range of applied programmes are offered, on a number of campuses, to a diverse

student body, and employers highlight the employability of GMIT graduates. Students refer to the 'student experience' in a positive way and actively support the ongoing development of academic offerings, services and facilities through their participation in all aspects of the Institute. GMIT also actively engages with the wider community through a variety of formal and informal initiatives, is considered to be a significant entity in the future development of the region, and a facilitator of social inclusion and cohesion. GMIT, as an Institute of Technology, is confident that through its strategic vision and mission it will continue to pursue its distinctiveness in Ireland's higher education sector and serve the needs of all its stakeholders.

## 2.2 Vision, Mission and Values

### The Vision of GMIT

GMIT will provide our students with a transformative university experience, empowering our graduates to fully contribute to the social, economic and cultural betterment of society. We aim to invest in excellent applied learning, teaching and research environments reflecting the real needs of business, enterprise and the professions in our region. We aim to be a preferred partner for research and an enterprise innovator that attracts, supports and encourages students and staff from all over the world enabling them to reach their full potential.

### The Mission of GMIT

GMIT is a nurturing institution maintaining positive staff-student interactions that help to foster the capabilities and creativity of a diverse student and staff community in their intellectual, personal and social endeavours. In providing students with this transformative university experience GMIT:

- Enables access and opportunity for a diverse student community (individual);
- Attracts, supports and encourages highly talented staff (individual);
- Maintains positive staff-student interactions (community); \* Invests in innovative research and applied teaching and learning (community);
- Collaborates with government, agencies, enterprise and the community (impact);
- Develops confident, professional, knowledgeable and skilled graduates equipped to contribute as global citizens (impact).

These six strategic objectives map into three strategic pillars of individual, community and impact.

### The Values of GMIT

The core values underpin the ethos of GMIT and they guide our thinking and actions. These are the values against which we judge ourselves. We are:

- Nurturing;
- Innovative;
- Impactful;
- Respectful;
- Egalitarian;
- and we act with Integrity.

## 2.3 Profile of the Institute

A portrait of GMIT today reveals a vibrant, agile, student-centred organisation which:

- Is a multi-campus Institute, with each of its five campuses having distinctive strengths and programme offerings;
- Has an enrolment of approximately 6,300 undergraduate and over 500 postgraduate students, admitting nearly 1,700 students in 2017/18;
- Has approximately 55% of its students studying STEM programmes;
- Has over 1,000 students studying on a flexible basis;
- Has 342 core academic staff (56% of total staff) and 268 core support staff (44% of total staff) with 46 contract staff (HEA 2014/15 profile);
- Draws 73% of its students from the Institute's county and bordering counties.
- Offers a diverse range of applied programmes with a vocational and professional orientation, congruent with its mission statement, from apprentice to Level 10 on the NFQ;
- Offers a range of access routes, covering standard and non-standard entry, and progression on all programmes leading to Level 8 awards on the NFQ, with exit awards embedded where appropriate;
- Has HETAC delegated authority (DA) to maintain the research degree register at Level 9 in a broad range of disciplines, and up to Level 10 for aquatic science and mechanical engineering;
- Has consolidated its research activity in line with the desire for regional focus, the national policy on research prioritisation, and the delegated authority disciplines, and has developed research activities across a spectrum of individuals, groups and centres;
- Has established two Innovation in Business Centres (iHubs) providing a range of incubation resources and facilities for high potential start-up enterprises, along with enterprise formation training and mentoring;
- Embeds an international dimension in its programmes, and has numerous links with institutions abroad;
- Has established the Centre for Educational Development (CED) to promote pedagogic and learning technology development, and operates a funding programme for higher education degrees, short courses and conference attendance, to assist staff to upgrade their qualifications, particularly in higher education and pedagogy;

- Has, at the core of its business, teaching that is research-informed, practice-led, and community-engaged, with work placement forming an integral part of many programmes;
- Prepares first-year students for their academic life and programme engagement by offering a First-Year Experience (FYE), consisting of inter alia: A Learning and Innovation Skills module and a Peer Assisted Study Skills (PASS) programme;
- Provides support for students through its Student Services department including learning support to enhance the student learning experience;
- Emphasises reflective teaching strategies to encourage learners to explore further and reinforce their initial learning;
- Responds with alacrity to the needs of industry and aids regional development;
- Is actively involved with external bodies, complementing its initiatives in lifelong, life-wide and community-based learning;
- Fosters a culture of research and scholarship;
- Encourages academic staff to engage with professional bodies, facilitating accreditation of the Institute's programmes by external and professional bodies;
- Has long experience of collaboration with regional stakeholders, institutions and organisations;
- Produces versatile, flexible, adaptable, and enthusiastic graduates, who have a sound knowledge of their chosen field and are technologically advanced;
- Benefits from integrated and effective governance, with strong academic leadership, and engages in practices reflective of modern management.



### 3. Central Support Services in GMIT

#### 3.1 Quality Introduction

#### 3.2 Scope of Quality Review

The scope of this review covers the following three campuses:

1. Dublin Road campus library
2. Centre for Creative Arts & Media (CCAM) library
3. Moore Library, Mayo Campus

Letterfrack campus is not included because at time of the review the library reported to the Head of Campus in Letterfrack and not the Librarian in GMIT. However, from 3<sup>rd</sup> September 2018 the Letterfrack library will report to the Librarian and it will be included in future library reviews and strategic plans.

#### 3.3 Terms of Reference

The terms of reference for the review process is outlined below. The review process shall consider the following:

- Organisation and management of the Function: resources, roles and reporting structures shall be evaluated to determine whether they are fit for purpose, viable and support the activities and role of the Function. Standard operating procedures shall be reviewed and evaluated with any gaps identified and addressed. Staff development shall also be evaluated and the importance of quality and quality assurance in the Function culture shall be evaluated.
- Functions and services supporting internal and external stakeholders: each Function will describe the aims and objectives of the Function and determine and detail the user experience of the Function, both internal and external.
- Evidence based decision making: The decision-making process utilised by the Function shall be evaluated, information gathered and stored shall be reviewed, the information used to make decisions shall be identified and the quality and source of information shall be reviewed.
- Institute wide engagement: The Function's contribution to the Institute's Function shall be reviewed to include items such as participation in GMIT committees, reviews etc. Each Function shall also detail how it engages with relevant external agencies and its contribution to external bodies.
- Integration of all Function users: Each Function shall review how it ensures the integration of and equity of support for, for example International, Life Long Learning, Mayo and Letterfrack campuses.

- Communication and information systems: Internal communication systems within each Function and between the Function and other academic units, departments, management structures and other Function's shall be reviewed. Information management systems and communication tools shall be reviewed to determine whether they are fit for purpose. Each Function shall ensure that they collect, analyse and use relevant information.
- Quality assurance: Compliance with GMIT quality systems and institute policies shall be determined. Existing Function specific policies and procedures shall be described, and their effectiveness reviewed and detailed.
- Specific functions: Review of specific areas or functions unique to the particular Function.
- Strategic plan for the Function: Each Function shall develop and detail their strategic plan and evaluate its alignment with the GMIT Strategic Plan 2017-2022 and its implementation targets.

### 3.4 Methodology of Review Committee Process

#### 3.4.1 Consultation and Data Gathering

In January 2018 the Librarian requested volunteers to form a team to work on the library review. The following members came forward to form the library review team:

- Bernie Lally
- Catherine McTigue
- Colette Harlowe
- Johannah Duffy
- Kathryn Briggs
- Maura Stephens
- Shirley Wrynn.

The team was chaired by the Librarian, Margaret Waldron.

At its first meeting on 31<sup>st</sup> January 2018 it was decided to engage in an extensive data gathering exercise. The following is a summary of how the data was gathered. It included three campuses: Dublin Rd, CCAM and the Mayo Campus. Set questions were used for the focus groups and the individual questionnaires. They are available in appendix 1.

- **Focus Groups:**
  - Undergraduate students
  - Postgraduate students
  - Academic staff
  - Professional, management and support staff
  - IHub/Research centre staff
  - External members
- **Individual Questionnaires:**
  1. Senior Management Staff
  2. Executive Board
  3. Central Services Managers
  4. Heads of Departments
  5. Galway Community School
- **Library Staff**
  1. Online form (questions are available in appendix 27)
  2. Brainstorming session (28<sup>th</sup> March 2018)

- **Surveys:**

1. Student Survey January 2018 (questions in appendix 2)
2. Staff Survey May 2018 (questions in appendix 3)

The library review team met eight times on the following dates. Minutes are available if required.

<b>Date</b>
31 <sup>st</sup> January 2018
12 <sup>th</sup> February 2018
19 <sup>th</sup> February 2018
21 <sup>st</sup> March 2018
18 <sup>th</sup> April 2018
2 <sup>nd</sup> May 2018
12 <sup>th</sup> Dec 2018
19 <sup>th</sup> Dec 2018

### **3.4.2 Data Analysis**

Data was analysed in excel to generate quantitative data and qualitative data was noted and documented in the final analysis.

### **3.4.3 Report preparation**

Once the SWOC and PESTLE was completed the Librarian started populating the template based on the feedback of the library staff after 2<sup>nd</sup> May meeting.

### **3.4.4 Panel visit**

## 4. GMIT Library

### 4.1 Introduction, Aims and Objectives of the Function

#### 4.1.1 Introduction:

GMIT Library consists of four campus libraries:

- Dublin Rd
- CCAM
- Mayo Campus
- Letterfrack Campus

The KOHA library management system integrated with Ebsco's Electronic Discovery Service provides access to numerous electronic information resources available on a 24/7 basis. Complemented with over 130,000 print items the library operates a very efficient interbranch (between campuses) and document supply service (external libraries) ensuring optimisation of the collection.

The library in Galway has an area of 4,086 sq.m, accommodates 509 readers and offers a range of specialist facilities. Networked computers are installed in 25% of study places. The remainder of the study areas are wired for laptops. Special rooms include IT room, Training room, Silent Study room, Independent Learning room, an Archive room and a Copy room for copying, scanning and printing. The library also has a suite of fifteen group study rooms which are available for booking by students for student group work. Wireless access is also available.

The diversity in library services ensures that all users are catered for, both novice and knowledgeable. Ongoing promotion is maintained through the regular marketing channels and newsletters and guides are available online via the library webpage.

Library study rooms, designed for study groups, are very popular for project work. The Silent Study Room is used for quiet individual study. Training in online information retrieval, database coverage and reference software is carried out in the IT Training room. The Training room is also used for library induction, Learning and Innovations skills, Information Skills training and for general study when not in use for training. An Academic Writing Centre and Maths Centre are also available in the library in the Training room at various times during the week. The Information Skills module developed by the library staff in Galway is embedded in the Learning and Innovation Skills module to support first year students. Users with special needs make extensive use of the Independent Learning Unit. This room is equipped with specialist hardware and software for students with visual, reading or physical disabilities.

The library also publishes online help and support guides via LibGuides (42) for subject-focused library information services at: <http://libguides.gmit.ie>. The institutional repository, Research@THEA, available at: <https://research.thea.ie/> contains over 355 full text items based on GMIT research output.

CCAM library was constructed in 1998 within the confines of the CCAM building and therefore subject to flexibility issues associated with old buildings. CCAM formerly belonged to the Redemptorist order of Catholic priests having set up house there in 1938. GMIT purchased the building in 1995. Courses on offer in CCAM consist of Contemporary Art, Design, Film & Documentary, Design in Textiles, Fine Art and Creative Art Practice. The library measures 442sq.m. and provides 90 study spaces. It is a vertical space, housed over five floors, and with limited accessibility. It has computing facilities, printing and study spaces.

The Moore Library in the Mayo campus occupies 515 sq.m. and provides seating up to 119 spaces. It is on two floors with computing facilities, printing, study space and one study room occupying the first floor. The library was set up in 1994 with the establishment of the Mayo campus.

The library in Letterfrack measures 246 sq.m. and provides 26 study spaces. It is accessible via a staircase and shares a space with the public library.

#### **4.1.2 Aims & Objectives:**

- To provide a library environment conducive to study and catering for the diversity of the library user. Library as a space.
- Support the learner by providing up to date relevant learning materials both in print and electronic format.
- Continue to develop and enhance the Information skills module to underpin teaching and learning in the Institute.
- Support the research interests of the Institute by the promotion and fostering of the Research@THEA repository and the provision of advanced eResources and referencing.
- To support the regional remit of the Institute.
- To provide a welcoming and supportive space and service to international students.

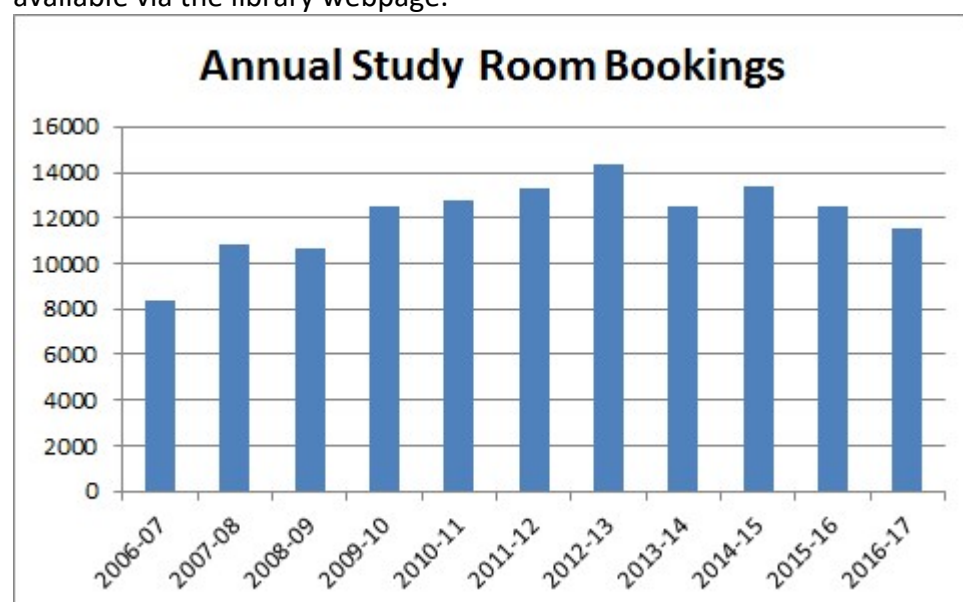
## 4.2 Functions, Activities and Processes

Functions of the GMIT Library Service include:

### **Library as a space:**

A critical function of the library is to provide a conducive study environment for all library users across all campus libraries. Study facilities are provided to support the teaching methodologies of the Institute. The Dublin road campus and Mayo campus libraries provide study rooms for group study and individual study spaces are provided in every library. The Dublin road library has a suite of fifteen group study rooms and the Mayo library has one group study room that is also multi-functional. There are no group study rooms in the CCAM library or Letterfrack library.

The following chart indicates the level of usage of study rooms in the Dublin road campus library. Students book the study rooms via the online booking system, LibCal available via the library webpage.



Printing, copying and scanning is available in all libraries and it is provided by computing services using the Pcounter platform.

There is a self-service unit in the Dublin road campus but none available in any of the other libraries as of yet due to funding restrictions.

Wifi is available institute wide and the majority of seating is wired for BYOD usage. There are eight laptops available for lending for the study rooms in the Dublin road campus and the library would welcome the addition of more to cater for demand.

Results of the library student surveys of 2017 and 2018 reveal that students predominately use the library as a space to borrow material, as a quiet space to study and read and to use the computers and printing. Figures to support this are available in appendix 2 with a brief summary as follows:

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

Year	To borrow material	Quiet space to study	Use computers & printers
2017	57%	82%	60%
2018	53%	78%	59%

Staff on the other hand use it predominately for borrowing material (28.77%), online searching (16.44%) and consulting with library staff (13.70%) based on 2018 staff library survey. Results of the staff survey are available in appendix 3. This suggests that students value the space of the library to support their learning while staff do not use the physical library as much but do so to consult with library staff.

The library endeavours to provide access to the library relative to demand but users frequently cite opening hours as being insufficient particularly in the Dublin road campus. Since 2010 with the addition of extra porters the library has extended the opening hours to 9am in the morning with porter only service until 9.30am and in the evening from 9.30pm to 10pm Monday to Thursday. On Fridays the library opens from 9am until 5pm during term time. The library opens on Saturdays from 10am to 1pm on four weekends before Christmas to cater for exams. The library is currently piloting opening Saturdays before the Christmas exams until 5pm having secured approval for overtime. The library already opens until 5pm in the third term.

Opening hours in CCAM have changed from:

Mon & Wed 9.30am - 7.30pm, Tues, Thurs and Friday 9.30am-5.00pm to:

Mon-Thursday 9.30am - 6pm and Friday 9.30am - 5.00pm.

Opening hours in the Mayo campus have been curtailed due to staff shortages where a staff member was transferred from the library. Rostering of staff is more limited as a result and opening hours during term time are as follows:

Mon-Wed 9.30am - 7.00pm

Thurs 9.30am - 6.00pm

Friday 9.30am - 5.00pm

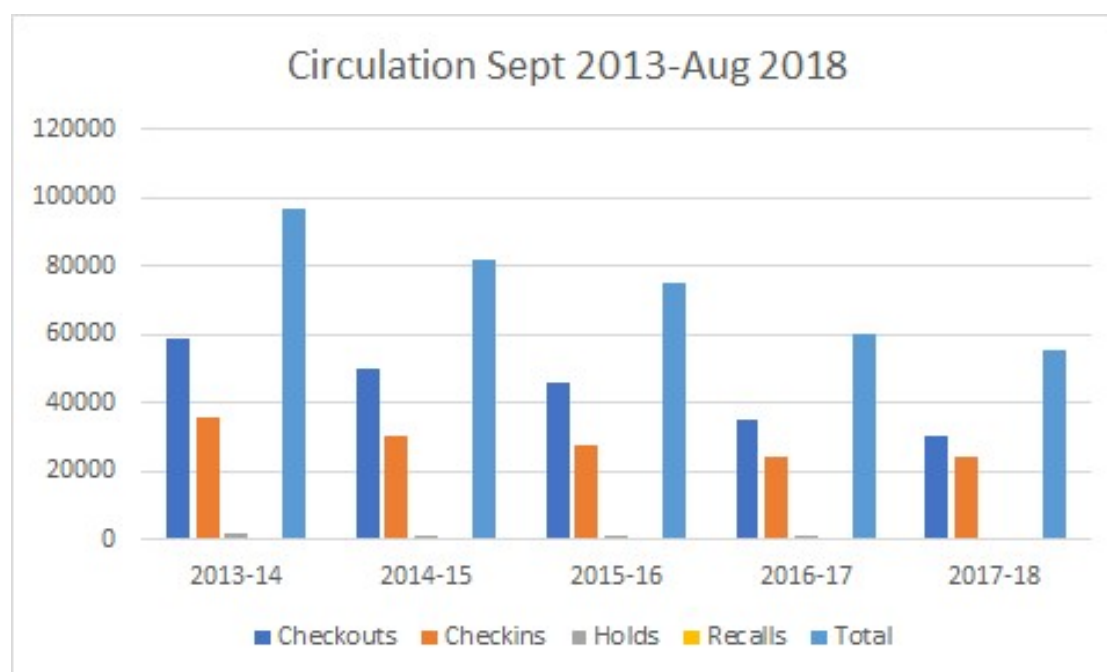


**Library Services:**

Circulation of library material is a critical function of the library to all our users. All formats are lendable apart from print journals and reference material. The following are the patron categories and the lending period for each:

Patron Category	Max. Checkouts allowed	Lending Period
Adult Ed Student	5	14
Alumni	5	14
Campus Companies	5	14
CUA Student	5	14
Distance Learning Student	5	28
External	5	14
GMIT Library Staff	15	28
GMIT Staff	10	28
Interlibrary loans	10	28
Learning Support	5	14
Postgraduate Student	10	28
Professional	5	28
Undergraduate Student	5	14

The following illustrates the circulation statistics for all campus libraries from September 2013-August 2018:



A downward trend in print borrowing is indicative of trends globally as electronic resources become more prevalent and as academics embrace learning management systems. Moodle is the learning management system in use in GMIT. Interestingly, the Mayo campus is showing an increase of 26% in transactions in 2018 in comparison to 2017.

**Charges:**

Membership is free for all registered students and staff.

External borrowers are charged an annual membership of €50 or €25 for six months.

Alumni are charged €30 per annum.

Corporate membership is priced at €200 per year for five named staff.

Fines are charged at .20c per day overdue for general lending stock. Desk reserve material is issued for three hours and is charged .50c per hour overdue.

**Inter-branch lending:**

As GMIT is a multi-campus institution the library operates a very efficient inter-branch lending service between all campus libraries. Library users request items in person or via the library webpage and material is delivered to the appropriate library for pickup. This service ensures that the library collections are fully utilised to satisfy users' needs. The following figures indicates the level of interbranch circulation over the last five years in the Galway campus:

2013-14

Inter-Branch Loan Statistics									
2013	Requests Sent to Castlebar	Requests Sent to Cluain Mhuire	Requests Sent to Letterfrack	TOTAL Requests SENT to other Campuses	Requests Recd from Castlebar	Requests Recd from Cluain Mhuire	Requests Recd from Letterfrack	TOTAL Requests FROM other Campuses	Main Campus Requests
September	64	2	0	66	13	3	3	19	50
October	63	17	3	83	19	12	2	33	87
November	57	7	2	66	16	5	9	30	100
December	11	2	5	18	10	4	2	16	78
<b>Sub-Tot End 2013</b>	<b>195</b>	<b>28</b>	<b>10</b>	<b>233</b>	<b>58</b>	<b>24</b>	<b>16</b>	<b>98</b>	<b>315</b>
2014									
January	37	5	1	43	15	8	0	23	37
February	49	6	5	60	25	7	0	32	53
March	27	7	5	39	15	5	1	21	45
April	20	4	4	28	10	3	3	16	61
May	9	2	2	13	12	0	2	14	38
<b>Sub-Tot End May 2014</b>	<b>337</b>	<b>52</b>	<b>27</b>	<b>416</b>	<b>135</b>	<b>47</b>	<b>22</b>	<b>204</b>	<b>549</b>
June	5	1	1	7	3	0	0	3	1
July	2	1	0	3	3	0	0	3	0
August	5	2	1	8	0	2	0	2	0
<b>Total</b>	<b>349</b>	<b>56</b>	<b>29</b>	<b>434</b>	<b>141</b>	<b>49</b>	<b>22</b>	<b>212</b>	<b>550</b>

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

## 2014-15

2014	Requests Sent to Castlebar	Requests Sent to Cluain Mhuire	Requests Sent to Letterfrack	TOTAL Requests SENT to other Campuses	Requests Recd from Castlebar	Requests Recd from Cluain Mhuire	Requests Recd from Letterfrack	TOTAL Requests FROM other Campuses	Main Campus Requests
September	43	7	1	51	16	3	1	20	28
October	62	5	4	71	19	6	1	26	87
November	26	6	10	42	10	5	2	17	82
December	15	6	3	24	12	2	0	14	62
<b>Sub-Tot End 2014</b>	<b>146</b>	<b>24</b>	<b>18</b>	<b>188</b>	<b>57</b>	<b>16</b>	<b>4</b>	<b>77</b>	<b>259</b>
2015									
January	32	2	2	36	16	5	2	23	28
February	49	2	1	52	12	2	0	14	37
March	16	2	4	22	16	7	1	24	24
April	15	4	0	19	5	7	0	12	33
May	12	3	4	19	7	2	0	9	30
<b>Sub-Tot End May 2015</b>	<b>270</b>	<b>37</b>	<b>29</b>	<b>336</b>	<b>113</b>	<b>39</b>	<b>7</b>	<b>159</b>	<b>411</b>
June	6	0	0	6	2	2	0	4	1
July	4	0	3	7	2	2	0	4	0
August	5	0	0	5	2	1	0	3	3
<b>Total</b>	<b>285</b>	<b>37</b>	<b>32</b>	<b>354</b>	<b>119</b>	<b>44</b>	<b>7</b>	<b>170</b>	<b>415</b>

## 2015-16

2015	Requests Sent to Castlebar	Requests Sent to Cluain Mhuire	Requests Sent to Letterfrack	TOTAL Requests SENT to other Campuses	Requests Recd from Castlebar	Requests Recd from Cluain Mhuire	Requests Recd from Letterfrack	TOTAL Requests FROM other Campuses	Main Campus Requests
September	28	3	5	36	11	2	5	18	12
October	36	5	3	44	17	4	3	24	66
November	29	9	3	41	15	0	1	16	50
December	11	4	1	16	11	2	0	13	28
<b>Sub-Tot End 2015</b>	<b>104</b>	<b>21</b>	<b>12</b>	<b>137</b>	<b>54</b>	<b>8</b>	<b>9</b>	<b>71</b>	<b>156</b>
2016									
January	25	8	1	34	9	10	1	20	19
February	33	9	3	45	11	3	0	14	30
March	21	7	2	30	11	4	0	15	16
April	17	4	0	21	11	5	1	17	65
May	5	1	0	6	3	1	2	6	29
<b>Sub-Tot End May 2016</b>	<b>205</b>	<b>50</b>	<b>18</b>	<b>273</b>	<b>99</b>	<b>31</b>	<b>13</b>	<b>143</b>	<b>315</b>
June	6	3	0	9	2	0	0	2	4
July	5	0	0	5	3	0	0	3	1
August	2	0	0	2	1	0	1	2	4
<b>TOTAL</b>	<b>218</b>	<b>3</b>	<b>0</b>	<b>289</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>150</b>	<b>324</b>

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### 2016-17

2016	Requests Sent to Castlebar	Requests Sent to Cluain Mhuire	Requests Sent to Letterfrack	TOTAL Requests SENT to other Campuses	Requests Recd from Castlebar	Requests Recd from Cluain Mhuire	Requests Recd from Letterfrack	TOTAL Requests FROM other Campuses	Main Campus Requests
September	18	10	3	31	7	3	0	10	45
October	19	7	6	32	9	3	1	13	74
November	25	9	2	36	10	2	4	16	51
December	12	2	0	14	3	0	1	4	27
<b>Sub-Tot End 2016</b>	<b>74</b>	<b>28</b>	<b>11</b>	<b>113</b>	<b>29</b>	<b>8</b>	<b>6</b>	<b>43</b>	<b>197</b>
2017									
January	17	8	0	25	7	3	0	10	16
February	24	2	2	28	14	7	1	22	23
March	20	5	0	25	17	12	2	31	29
April	8	2	2	12	12	2	1	15	8
May	4	3	0	7	7	2	0	9	18
<b>Sub-Tot End May 2017</b>	<b>147</b>	<b>48</b>	<b>15</b>	<b>210</b>	<b>86</b>	<b>34</b>	<b>10</b>	<b>130</b>	<b>291</b>
June	4	0	0	4	4	1	0	5	0
July	2	0	0	2	2	0	0	2	0
August	1	0	0	1	3	1	0	4	1
<b>TOTAL</b>	<b>154</b>	<b>48</b>	<b>15</b>	<b>217</b>	<b>95</b>	<b>36</b>	<b>10</b>	<b>141</b>	<b>292</b>

### 2017-18

2017	Requests Sent to Mayo	Requests Sent to CCAM	Requests Sent to Letterfrack	TOTAL Requests SENT to other Campuses	Requests Recd from Mayo	Requests Recd from CCAM	Requests Recd from Letterfrack	TOTAL Requests FROM other Campuses	Main Campus Requests
September	12	2	0	14	10	3	2	15	16
October	15	1	1	17	10	3	6	19	31
November	19	5	1	25	6	3	1	10	32
December	17	1		18	22	7		29	32
<b>Sub-Tot End 2017</b>	<b>63</b>	<b>9</b>	<b>2</b>	<b>74</b>	<b>48</b>	<b>16</b>	<b>9</b>	<b>73</b>	<b>111</b>
2018									
January	17	11		28	17	2	1	20	17
February	19	8	1	28	17	4	1	22	34
March	15	7	2	24	16	6	4	26	32
April	14	6	4	24	7	2	1	10	16
May	9	15	4	28	22	17	1	40	12
<b>Sub-Tot End May 2018</b>	<b>137</b>	<b>56</b>	<b>13</b>	<b>206</b>	<b>127</b>	<b>47</b>	<b>17</b>	<b>191</b>	<b>222</b>
June	4	3	0	7	1	1	0	2	1
July	5	1	0	6	15	4	0	19	1
August	1	3	0	4	6	0	0	4	1
<b>TOTAL</b>	<b>147</b>	<b>63</b>	<b>13</b>	<b>223</b>	<b>149</b>	<b>52</b>	<b>17</b>	<b>216</b>	<b>225</b>

There is a notable decrease in print inter lending between campus libraries indicative of print lending generally and again the proliferation of electronic resources and ebooks may account for this trend.

**Document Supply:**

As it is impossible to satisfy the information needs of all users, the library operates a document supply service. To ensure value for money, GMIT is part of a partners collaborative arrangement with the THEA library sector where members agree to lend to each other on a free basis. If material cannot be sourced in this way then GMIT sources material from the most economically advantageous channels that encompasses public libraries, university libraries, special libraries, Subito and finally the British Library.

The following is a breakdown of year-end figures for the past five years. A further breakdown by Institution is available in appendix 4.

<b>Academic Year</b>	<b>Ills rec'd from THEA</b>	<b>Ills sent to THEA</b>	<b>Ills rec'd from other institutions</b>
2013-2014	36	68	252
2014-2015	64	46	212
2015-2016	30	40	146
2016-2017	34	38	153
2017-2018	31	17	112

The majority of Interlibrary loans' received from other Institutions came from the following. A more detailed breakdown is available in appendix 5.

<b>Year</b>	<b>British Library</b>	<b>Subito</b>	<b>TCD</b>	<b>E-resources</b>
2013-2014	31	143	15	11
2014-2015	29	124	16	6
2015-2016	17	39	27	22
2016-2017	4	40	34	8
2017-2018	2	49	29	0

**Document supply charges:**

In order to off-set costs the library charges undergraduate students €4 for a journal article and €8 for a book if the request cannot be satisfied in the THEA sector.

Postgraduates are entitled to thirty interlibrary loans free of charge and the charge thereafter is €2 per item.

Staff are entitled to interlibrary loans free of charge in accordance with fair use policy.

The following is a breakdown of charges from the British Library and Subito:

<b>Supplier</b>	<b>Book</b>	<b>Journal article</b>
British Library	€21.60	€12.00
Subito	€13.00 + return registered mail	€6.00 (1-20p) additional charge of €5.00 per 20 pages after that
Irish Universities	€11.25 + €1.20 handling fee	€9.00 + €1.20 handling fee
British Universities	Vary between €13.00 and €21.00 + €1.20 handling fee	€8.00 + €1.20 handling fee

**Reciprocal Borrowing arrangements:**

GMIT Library has reciprocal borrowing partnerships with the following:

1. Connacht Ulster Alliance (CUA) comprising GMIT, Sligo IT and Letterkenny IT
2. Athlone Institute of Technology
3. Marine Institute
4. NUIG for current staff and research postgraduates only.

The following table indicates the number of users availing of this service to access GMIT:

<b>Year</b>	<b>CUA</b>	<b>NUIG</b>	<b>Marine Institute</b>
2013		4	
2014		1	
2015		1	
2016		2	
2017	9 Sligo	7	1
2018	5 Sligo, 1 LYIT		

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### Number of GMIT users requesting access to NUIG:

Year	Number
2013	17
2014	8
2015	9
2016	7
2017	3
2018	15

As part of its regional remit GMIT offers library membership to external members and alumni for a small fee.

### Number of external and alumni members:

Year	Number	External	Alumni
2006	50	31	19
2007	38	33	5
2008	42	32	10
2009	22	14	8
2010	34	22	12
2011	37	21	16
2012	29	22	7
2013	26	12	14
2014	41	24	17
2015	42	19	23
2016	47	34	13
2017	53	31	22

External members and alumni are entitled to free guest wifi on their own devices while onsite in GMIT libraries.

### The number of external users availing of this service is indicated in the table below:

Year	Number
2013	25
2014	31
2015	44
2016	14
2017	1



### Learning & Teaching Support:

One of the core functions of the library involves support for Learning and Teaching. This involves:

1. Library induction for all first years
2. Information skills module embedded in the Learning and Innovation skills module and comprising the following elements:
  - a. Information sources
  - b. The online library
  - c. Citation/referencing
  - d. Plagiarism/Copyright
3. eResources training for all users
4. Bibliographic referencing for all users

Sessions are booked by academics but also by students, the Student Union and drop-in sessions are offered. The following table indicates the number of sessions delivered by the library staff over the last five years.

Learning to Learning/Learning & Innovation Skills						
Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-17	2017-18
Introduction to the Library/Information Sources	9	30	23	24	24	31
Webpac	25.5					
Databases	5		19	23	25	29
Citation/Referencing	16.5	27	19	27	37	23
Copyright/Plagiarism	15	9	18.5	20	21	9
Online Library		38	26	35	44	51
Citation/Referencing/Plagiarism						25
Plagiarism						3
Google/Academic Writing						1
<b>Total</b>	<b>71</b>	<b>104</b>	<b>105.5</b>	<b>129</b>	<b>151</b>	<b>172</b>

A further breakdown indicates the number of sessions per school:

Schools	2013-2014	2014-2015	2015-2016	2016-17	2017-18
Business Studies	13	9	31	28	42
Engineering	21	35	27	32	31
Film & TV	3	2.5	4	3	6
Hotel & Catering	35	38	34	48	28
Humanities		3	2	1	
Science	25	13	27	35	51
Springboard	3				
Letterfrack	3		2	1	1
Drop in sessions	1	5	2	2	3
Pop up library				1	
Evening					1
Galway Community School					2
Postgraduates					2
Staff					1
Staff/postgraduates					1
Technology Day					1
Blank					2
<b>Total</b>	<b>104</b>	<b>105.5</b>	<b>129</b>	<b>151</b>	<b>172</b>



**Moore Library Mayo Campus statistics 2013-18:**

<b>Mayo Campus Moore Library</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
<b>Student/Induction sessions</b>	23	27	28	23	30
<b>Student/Online library, eResources: introduction and advanced</b>	18	26	22	16	19
<b>Student/EndNote</b>	2	2	2	0	2
<b>Staff Induction, eResources and EndNote</b>	1	2	4	2	2

**Online tutorials and podcasts**

The library continues to develop online tutorials and podcasts to support the learning and teaching of GMIT particularly online/distance education students. These resources are available on the library website at:

<https://library.gmit.ie/support/tutorials/> . A full listing is available in appendix 6.

**YouTube Videos**

There are sixteen GMIT Library YouTube videos available and a full listing is detailed in appendix 7.

**Help Zone**

In order to further support the learning and teaching of GMIT, the library set up a service known as the Help Zone to provide a more personalised information service for the library user. A dedicated space is available at the library information desk for one to one consultation and it is staffed from 9.30am until 5pm Monday to Friday. A google form captures the nature of the information queries dealt with filled in by staff. The data is analysed to inform and develop the service.

A google form is available for all campus libraries. A dedicated space is not available in the other campus libraries as the space is much smaller and already lends itself to a more personalised service.

Analysing the data in the CCAM library highlighted issues with printing and general IT issues. This information in combination with feedback from annual surveys was brought to the attention of the IT manager and a series of enhancements were carried out that led to an improvement in service. The number of PCs increased from nine to twenty-one. An extra multifunctional device was installed in early 2018. Problems highlighted with printing images was also rectified by restricting the size of the image and by documenting a procedure demonstrating the manipulation of an

image to alleviate printing problems. Analysis of the google forms for each campus are available in appendix 8 while the feedback from annual surveys are available in appendix 2.

### **Subject Librarians**

Subject Librarians for each school are available to help identify and meet the information needs of all users to deal with in-depth reference questions and to support the informational needs of all users.

### **Academic Writing Centre (AWC) and Maths Learning Centre (MLC)**

The library strategic plan 2013-16 highlighted the need for an AWC. This formed one of the initiatives of the library plan and the library spear headed the establishment of this centre in 2014. The librarian approached a member of the academic staff with expertise in this area and it was decided to progress this initiative with the Registrar. Emanating from these meetings, the library agreed to provide the space in the library for the AWC as well as providing the online booking system so users could book the service on a self-service basis. A webpage for the AWC was created in collaboration with the academics delivering the service.

After the establishment of the AWC it was highlighted that a Maths Learning Centre should be considered. The library agreed to host the MLC in the library and it collaborates with the MLC in a similar fashion to the AWC. While the AWC were the first to commence deliberations, the MLC delivered its first session on 29<sup>th</sup> Oct 2014 and the AWC delivered its first session on 12<sup>th</sup> Jan 2015.

Sessions for the AWC are on a half hourly pre-booked basis while sessions for the MLC are two- hourly sessions.

For 2014-15 there were two sessions per week and that increased to three sessions for 2015-16.

Similarly, the number of sessions for the AWC increased from twelve in 2014-15 to sixteen in 2015-16.

The following tables indicates the level of usage (number of hours delivered) of both the AWC and MLC since their inception:

<b>Year</b>	<b>Academic Writing Centre</b>	<b>Maths Learning Centre</b>
2014-15	88	82
2015-16	177	162
2016-17	184	156
2017-18	202	162

**Moore Library Mayo Campus AWC statistics delivered in half hour sessions since September 2016:**

<b>Year</b>	<b>Academic Writing Centre</b>
2016-17	36
2017-18	27.5

**Research**

As research is an area of growth in GMIT as it progresses towards Technological University status, the library supports research by way of:

1. Training workshops in Endnote, Database searching and referencing using Microsoft Word, research support.
2. LibGuides on:
  - a. Getting Published
  - b. Open Access
  - c. Research and postgraduate students
  - d. Research@THEA
  - e. Endnote online
3. Research@THEA repository
4. Extensive collection of print books on research writing and dissertations and writing for PhD.

The number of hours delivered for Endnote, Database Searching, Referencing for Word and Research support 2013-2018:

<b>Year</b>	<b>Endnote</b>	<b>Databases</b>	<b>MS Word Ref</b>	<b>Res. Support</b>
2013-14	34			
2014-15	27	20	6	
2015-16	39	23	5	
2016-17	29.5	25		
2017-18	27	29	4	5.5

Research support sessions commenced in February 2018.

**Regional remit**

GMIT Library supports its regional remit by providing external membership as previously mentioned as well as reciprocal borrowing policies in place with the CUA, Athlone IT, the Marine Institute and NUIG.

A memorandum of understanding is in place with the Galway Community School (GCS) to support pathways from colleges of further education into third level education in GMIT. Library staff deliver information skills workshops in the GCS at the start of the academic year as part of GCS induction week. This initiative is in place since September 2017.

GMIT library also has a memorandum of understanding with the Galway Clinic for its nursing staff. This initiative includes borrowing privileges in GMIT library as well as on site guest Wi-Fi access to its electronic resources subject to licensing agreements.

**Technical Services****Acquisitions**

The library acquisitions department is responsible for selecting, ordering, receipting and managing the purchasing of all library stock in all formats. A collection development policy is available in appendix 9 and it is updated on an annual basis. The library budget is allocated by the Finance department and the library apportions the budget to cover print books, ebooks, print journals, ejournals, databases as well as covering the entire cost of running the library that includes:

- Travel and subsistence
- Staff Development
- Stationery and office materials
- Computing
- Equipment additions
- Interlibrary loans
- Binding
- Memberships
- Library service contracts
- Miscellaneous items

The following table indicates the declining library budget over the last five years from a high of €367,000 for 2008:

<b>Year</b>	<b>Budget</b>
2014	271,000
2015	274,177.42
2016	216,161.55
2017	214,000
2018	211,000

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In order to stay within budget, the library had to cancel the following databases and journals and reduce the amount spent on books: **(Galway Campus)**:

Database Name	Cost
Academic OneFile	10,279.50
Emerald	11,910.90
IEEE	8,996.97
Foodwatching	1,700.00
<b>Total</b>	<b>34,978.37</b>

### Mayo Campus budgets 2014-2018

Year	General Library (Business, Humanities and Technology, Library administration)	Nursing, Health Sciences and Social Care	Continuing Ed. Spend (*budget not managed by library but library resources purchased from and coded to budget)	Total Budget Spend
2014	19,000	27,000	298.98	<b>46,298.98</b>
2015	16,000	27,000	300	<b>43,300.00</b>
2016	10,000	25,000	1,154.94	<b>36,154.94</b>
2017	14,669	28,875	1,945.02	<b>45,489.02</b>
2018	10,000	32,300	1,632.99	<b>43,932.99</b>

### Budget breakdown (calendar year) Mayo Campus:

	<u>Books &amp; DVDs</u>	<u>Ebook databases</u>	<u>Journals</u>	<u>Dbase subscriptions</u>	<u>ILLs</u>	<u>Admin</u>
2018	€8,480.92	€295.20	€22,388.16	€10,748.99	€257.17	€1,762.55
2017	€8,684.60	€2,391.91	€18,797.95	€14,125.32	€69.14	€1,420.10
2016	€3,224.84	€2,442.61	€17,942.25	€10,131.51	€224.74	€2,188.99
2015	€2,761.01	€5,070.37	€17,630.40	€13,537	€1,003.08	€3,288.51
2014	€5,585.91	€3,779.47	€19,848.77	€13,148.70	€385.05	€3,551.08

### Mayo Campus cancellations:

Database Name	Cost
British National Formulary	808.15
Clinical Skills Online	1,080.00
Encyclopaedia Britannica	413.00
Safari Tech Books	2,056.00
<b>Total</b>	<b>4,357.15</b>

**Galway campus journal cancellations:**

<b>Journal Name</b>	<b>Cost</b>
Accountancy	510.99
Antiquity	900.00
Antiquity (online)	918.12
Aquaculture Ireland	15.10
British Jrl Biomedical science print	452.00
Business Plus	25.32
Chicago Studies	49.37
Cineasta	90.00
Der Deutschunterricht	130.92
Deutsch Perfekt	96.87
Economic & Social review	165.55
Economic & Social review	165.55
Finance & development	52.66
Finance Dublin	316.10
Focus	271.53
Fremdsprache Deutsch	15.92
Hatchery International	43.34
Innovations in Ed & Teaching Intern	992.00
International jrl pedagogy course	698.08
International jrl heritage studies	658.80
Irish literacy supplement	16.50
Irish Skipper	45.00
Irland Journal	39.58
Journal of historical geography	922.63
Journal of sustainable tourism	744.40
Journal of sustainable tourism	744.40
Journal of weavers, spinners & dryers	40.00
Leonardo	87.86
London review of books	184.93
Management	72.43
Nature	6582.49
Presse und Sprache	15.00
Proceedings Irish Biblical Association	15.00
Proquest dissertations & theses	881.91
School science review	142.50
Science print	1901.69
The moth	50.00
Times Higher Education Supplement	175.00
Tour Hebdo	227.79
<b>Total</b>	<b>15,454.02</b>

**Mayo Campus journal cancellations:**

Journal name	Cost
Medico-Legal Journal of Ireland	506.50
Riba journal	110.86
Managing information	415.29
Nursing standard	489.19 (re-subscribed in 2016)
Authentik en Francais	78
American Journal of nursing	522.17
British medical journal	1281.35
BMJ quality and safety	873.57
Journal of wound, ostomy, continence	510.13
Journal of nursing administration (JONA)	773.07
International journal Heritage studies	1021.42
Which	200
Cilip	158.90
Journal of architectural conservation	391.49
Nursing times	403.55
Consumer choice	116
Architecture Ireland	163.65
Construction news	291.99
<b>Total</b>	<b>8307.13</b>

**Serials**

The serials department forms another essential function of the library service. With the proliferation of electronic journals and the advantages inherent in electronic access it is the strategy of the library to move away from print journals due to their limitations to electronic journals. This is a prolonged process due to publishers' terms. Some suppliers only supply the electronic version if the library also purchases the print version. Others do not have electronic versions available. Locally some academic staff prefer print journals. The library checks databases on an annual basis to ensure there is no duplication of access and liaises closely with academic staff to determine if any print journals should to be cancelled. A full listing of subscribed journals is available in appendix 10.

Print journals are regularly checked into the library management system and overdue issues are claimed via Ebsconet. Workflows involved are time consuming and regular tracking is required by library staff.

It is the policy of the library to evaluate storage of print journals on a yearly basis. Some journals are passed to academic staff, some are withdrawn and made available to all patrons and some are boxed and kept in the collection.

### Cataloguing

All library material is catalogued according to the Anglo-American Cataloguing Rules (AACR) and the Resource Description Access toolkit (RDA). The Library of Congress is used for subject headings. Where possible records are downloaded from either the Library of Congress, Trinity College Dublin or other reputable repositories. All records are enhanced to the third level of description and all local item information is inserted to ensure effective retrieval for the library user. Procedures and manuals are in place and updated as needed. Consistency across the campuses is adhered to and staff regularly confer to ensure standards are upheld. All items are classified according to the Dewey Decimal Classification System (DDC) based on the latest edition (23<sup>rd</sup> edition).

The library collection is kept current subject to funding to ensure it supports the learning and teaching in GMIT. However, with budget restrictions over the last five years the amount of library acquisitions has reduced substantially. With new courses coming on stream particularly Sports Science and Bio-engineering, it is important to increase the investment to adequately cater for these developments. The following table indicates the reduction in the purchase of print books due to budgetary cutbacks:

Year	Book expenditure
2013	52719.13
2014	30612.98
2015	36753.77
2016	22002.74
2017	23380.52
2018	28,134.31

### Weeding policy

Stock is weeded according to the following criteria and is included in the collection development policy in appendix 9:

- Circulation statistics: low item circulation is an indicator of usage and usefulness –obtainable from the Koha library system
- Multiple copies of superseded editions: extra copies of superseded editions may be removed from current circulating stock
- Back issues of serials that are not held for reference: after a period of 2 years these journal volumes are removed from the library and offered to GMIT staff/students
- Isolated issues or incomplete runs of serials which may have ceased publication, or the subscription may have been cancelled.
- Print journals which are now in electronic format with back issues available.
- Items where the subject matter is no longer part of the teaching curriculum or research at GMIT and is of minimal interest to GMIT stakeholders.



**Inventory**

It is the policy of the library to carry out an inventory of the print collection on an eight-yearly cycle.

**Donations**

Whilst the library appreciates donations from interested parties it can only accept items based on the following criteria:

- They are of relevance to the teaching and learning or research needs of GMIT
- They have not been superseded by newer editions
- They are in good condition
- The donor relinquishes all rights to ownership and the library may dispose of them in future as it sees fit.
- Items must be delivered to the library in question
- The donor signs a donations form, affirming the above terms and conditions.

**Systems**

Technology has transformed the way in which libraries operate and as such implementing and maintaining IT systems is a very significant function of the library. Electronic access to academic information is essential to support students in their learning and teaching. Databases must be purchased and renewed annually. Usage trends must be recorded and evaluated. Links to resources must be regularly checked and maintained.

The following table indicates the level of database usage over the past five years:

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All entries are Searches unless otherwise stated

<b>EBSCO regular searches</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
	<b>(up until 30-09)</b>				
Westlaw	986	834	765	1481	2503
Web of Science	3165	3687	3921	4169	3626
UK Eire Reference Centre	332	411	173	233	525
Teacher Reference Centre	439	218	88	48	79
Taylor & Francis	1159	774	2675	737	614
SportDiscus <b>(Sept 2017-)</b>	10258	2993			
ScienceDirect	10656	8938	15566	30477	26295
Regional Business News	444	218	62	59	183
Omnifile	599	671	910	1159	1824
Medline	643	467	124	81	169
LISTA	458	248	74	34	78
JSTOR	1679	4236	3186	7408	7831
Irish Newspaper Archive	5661	2030	2381	4098	1468
Info4Education	705	1120	708	979	508
Health Source Nursing	736	695	547	564	796
GreenFile	453	233	57	29	83
Emerald	309	948	7077	3882	3543
CINHAL	2300	3962	1120	1115	1531
Business Source Complete	845	1326	2406	2076	3103
Academic Search Complete	1684	2296	7871	9301	9778
<b>TOTAL per year</b>	<b>43511</b>	<b>36305</b>	<b>49711</b>	<b>67930</b>	<b>64537</b>

**JR1 - Full text requests**

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
	<b>(up until 30-09)</b>				
Wiley Interscience	690	1385	1086	1178	798
UK and EIRE Reference	1050	1488	132	210	458
Taylor & Francis	919	853	702	737	614
SportDiscus	6447	1783	29930	na	na
ScienceDirect	28104	34899	12	30477	26295
Regional Business News - EBSCO	428	250	998	23	58
Omnifile - EBSCO	1954	1964	4507	1159	1824
JSTOR	3677	5315	2484	7408	7831
Irish Newspaper Archive	4825	1658	447	4098	1468
Ingenta Connect	11	21	3395	41	85
Health Source Nursing - EBSCO	146	624	4492	564	796
Emerald	1133	3194	100	3882	3543
CINHAL - EBSCO	80	130	47	147	134
Cambridge Journals - free	77	32	2342	52	37
Business Source Complete - EBSCO	5228	4636	8315	2010	3029
Academic Search Complete - EBSCO	8250	8739	4459	11059	12174
<b>TOTAL per year</b>	<b>63019</b>	<b>66971</b>	<b>63448</b>	<b>63045</b>	<b>59144</b>

Ebooks must be purchased and maintained. The library subscribes to Ebsco's ebook collection and single title ebooks are also purchased in perpetuity. A full listing of single title ebooks are listed in appendix 11.

A vibrant and easily navigational website must be regularly maintained and updated and all guides converted to electronic format to cater for a diverse student cohort. Wordpress is used to administer the library website. Users need information at the touch of a button and the library must be in that space to support them. Teaching methodologies are changing and blended and online learning is very much a reality. Library resources must match that and so online tutorials and podcasts need to be developed and accessible to all users. A full list of podcasts, online tutorials and YouTube videos are listed in appendix 6 and 7.

In more recent years the library has realised the potential of social media to market and promote its services and to engage with its users. The library reaches out to its community using Facebook, Twitter, Instagram and maintaining a library blog. Usage trends is available in appendix 12.

### **Exam papers**

The library is also responsible for the storage and dissemination of past exam papers to its users. It is the policy of the library to hold no more than four years of exam papers in the library webpage and to store the archive in a shared drive. Print exam papers are no longer kept in the library. Papers are downloaded from the GURU system and uploaded into the library webpage at <http://exampapers.gmit.ie.ezproxy.gmit.ie/>. They are only accessible to registered staff and students of GMIT.

### **Culture**

The first priority of GMIT library is to support learning and teaching. However, it also has a cultural role to play and to that end the library arranges a series of lunchtime talks throughout the year but particularly during Library Ireland Week in November. A full listing of all lunchtime talks over the last five years are available in appendix 13.

The library also endeavours to run a series of exhibitions throughout the year and a full listing is available in appendix 14.

In April 2016 the library set up a book club for staff and retired staff. It meets on the first Monday and Thursday of every month. A list of all the books read is available in appendix 15.

The Moore Library also set up a reading club in the library where staff meet to discuss the books they have read.

A box swap box is available in the Dublin road library for users to exchange books and to encourage reading.

The library also requests books from book sellers to donate on World Book Night each year.

Each library has a fiction section and they are updated yearly subject to budgetary conditions.

**School Liaison**

The library liaises with the School Liaison officer to host library tours for visiting secondary school children and the library is also open to visitors on Institute open days.

### 4.3 Management, Organisation and Staffing

#### Resources

The following is the staffing levels in all campus libraries:

#### Dublin Rd

Title	Name	Grade
Institute Librarian	Margaret Waldron	Librarian
Deputy Librarian	Bernie Lally	VII (4 day week)
Deputy Librarian	Maura Stephens	VII
Assistant Librarian	Catherine McTigue	VI (4 day week)
Systems Librarian	Kathryn Briggs	VI (4 day week)
Senior Library Assistant	Barbara Faherty	V (2.5 day week)
Senior Library Assistant	Vacant	V (advertised)
Library Assistant 2	Helen Flatley	IV (3 day week)
Library Assistant 2	Deirdre Geoghegan	IV
Library Assistant 2	Colette Harlowe	IV
Library Assistant 2	Teresa Donnellan	IV (4 day week)
Library Assistant 2	Johannah Duffy	IV (Acting)
Library Assistant 2	Vacant	IV (advertised)
Library Assistant 1	Oriena O'Connor	III
Library Assistant 1	Aidan O'Callaghan	III
Library Porter	Eileen Kelly	Attendant (25 hrs p.w.)
Library Porter	Ciaran McCarthy	Attendant (25 hrs p.w.)
Library Porter	Mena Costello	Attendant (33 hrs p.w.)
Library Porter	Patricia Cunningham	Attendant (24 hrs p.w.)

#### CCAM

Title	Name	Grade
Library Assistant 2	Carmel Riordan	IV (Acting) 3 day week
Library Assistant 2	Oonagh Barry	IV (Acting) 3 day week
Library Assistant 2	Paula Madden	IV (Acting) 5 day week
Library Porter	P.J. O'Donnell	Attendant (20 hrs p.w.)

**Mayo Campus**

<b>Title</b>	<b>Name</b>	<b>Grade</b>
Assistant Librarian	Majella King	VI
Senior Library Assistant	Olive Greaney	V (Bord Altannis funded)
Library Assistant 2	Anne O'Haire	IV (4 day week)
Library Assistant 2	Mary Hamrock	IV (4 day week)
Library Assistant 1	Deirdre Gannon	III (3 day week)
Library Assistant 1	Patricia Corduff	III (9 hours per week)

**Organisational chart**

The organisational chart illustrates the reporting structure in each campus.

The organisational chart for all campuses is available in appendix 16. There are two Deputies in the Dublin road campus. One for reader services and one for bibliographic services and systems. The Assistant Librarian in the Dublin road campus manages the CCAM library and reports to the Librarian. In the Mayo campus the Assistant Librarian manages the Moore Library and reports to the Librarian. Since 3<sup>rd</sup> September 2018 the newly appointed Assistant Librarian in Letterfrack now reports to the Librarian.

**Job descriptions**

A full listing of job descriptions is available in appendix 17.

### **Consultation**

Staff participate in the continual improvement of the library service through informal and formal meetings. Informally staff frequently express their ideas of how processes can be improved and once discussed and approved they are implemented. Formal meetings of all library staff in Dublin road take place thrice yearly. Agendas are circulated in advance and minutes are compiled and circulated shortly after the meeting. Actions and decisions are documented in the minutes and responsibilities assigned. The Librarian meets with the Deputy Librarians on a regular basis and agendas and minutes are also circulated. The Deputy Librarians then meet with their sectional staff to communicate and consult on issues arising from these meetings. This provides two-way communication and consultation.

Formal meetings are also scheduled with each campus and the Librarian meets with them three or four times per year. Agendas and minutes are circulated, and actions and responsibilities assigned. Minutes are shared between campuses for communication purposes.

Informally, staff in all campuses communicate via email and phone and there is very good interaction between all libraries. The intercampus library staff development day also cements the library service as a cohesive unit. Evidence from the library staff questionnaire also indicates the level of satisfaction of communication between the campuses.

Decisions are made by involving all staff formally by way of formal meetings and consultation. The minutes of all meetings provide evidence to this effect and they are available to the panel by request if required.

The following table details the series of formal library meetings over the last five years. Castlebar library formerly reported to the Head of Centre in the Mayo Campus but in 2012 reporting protocols changed to the Institute Librarian and hence formal meetings commenced in that year. Formal meetings also commenced with the CCAM library in 2015 where originally meetings were more of an informal nature:

<b>Campus</b>	<b>Date</b>
Mayo	3 <sup>rd</sup> April 2012
Mayo	21 <sup>st</sup> June 2012
Mayo	26 <sup>th</sup> Oct 2012
Mayo	4 <sup>th</sup> Dec 2012
Galway	18 <sup>th</sup> Sept 2013
Mayo	27 <sup>th</sup> Nov 2013
Mayo	4 <sup>th</sup> April 2014
Galway	19 <sup>th</sup> March 2014
Galway	18 <sup>th</sup> June 2014
Galway	17 <sup>th</sup> Dec 2014
Mayo	13 <sup>th</sup> Jan 2015
CCAM	15 <sup>th</sup> Sept 2015
Galway	16 <sup>th</sup> Sept 2015
Mayo	17 <sup>th</sup> Sept 2015
Mayo	23 <sup>rd</sup> Nov 2015
CCAM	24 <sup>th</sup> Nov 2015
Galway	6 <sup>th</sup> Jan 2016
Mayo	19 <sup>th</sup> Jan 2016
Mayo	4 <sup>th</sup> March 2016
CCAM	9 <sup>th</sup> May 2016
Mayo	16 <sup>th</sup> May 2016
Galway	29 <sup>th</sup> June 2016
Mayo	7 <sup>th</sup> Sept 2016
Galway	21 <sup>st</sup> Sept 2016



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CCAM	19 <sup>th</sup> Oct 2016
Mayo	22 <sup>nd</sup> Nov 2016
Galway	18 <sup>th</sup> Jan 2017
Mayo	19 <sup>th</sup> Jan 2017
CCAM	28 <sup>th</sup> Feb 2017
CCAM	21 <sup>st</sup> June 2017
Galway	26 <sup>th</sup> July 2017
CCAM	15 <sup>th</sup> Nov 2017
Galway	17 <sup>th</sup> Jan 2018
Mayo	29 <sup>th</sup> Jan 2018
Mayo	21 <sup>st</sup> May 2018
Galway	30 <sup>th</sup> May 2018
CCAM	18 <sup>th</sup> July 2018
CCAM	7 <sup>th</sup> Nov 2018
Mayo	19 <sup>th</sup> Nov 2018
Mayo	4 <sup>th</sup> Feb 2019

From 2016 it was decided to have formal meetings between the Library and Deputy Librarians. The Library management team. The following is a list of the meetings held so far:

<b>Date</b>
7 <sup>th</sup> Sept 2016
12 <sup>th</sup> Oct 2016
9 <sup>th</sup> Nov 2016
14 <sup>th</sup> Dec 2016
9 <sup>th</sup> Feb 2017

21 <sup>st</sup> Dec 2017
7 <sup>th</sup> Feb 2018
23 <sup>rd</sup> May 2018
4 <sup>th</sup> Sept 2018

#### 4.4 Staff Development and Training

There are both formal and informal procedures in place for library staff development. Informally staff are invited to sit in and observe all Information training sessions for library users. Cataloguing training is delivered informally to other members of staff who express an interest in this area. Members from all campuses confer and discuss with each other on issues pertaining to their area. This is by way of phone calls and emails and face to face discussions when the opportunity presents itself.

Formally, GMIT library holds an annual intercampus library staff development day each year in June. This is an initiative that arose from the 2006-2011 first library strategic plan. It is an opportunity for the library service across the four campuses to get together to network and undertake library workshops. All libraries close for this day with the approval of the Registrar so all staff can attend. A list of the agendas for staff development days from 2012 to 2015 is available in appendix 18. In 2016 the staff development day changed format to an away day to Dublin to Collins Barrack to avail of the 2016 commemoration exhibition. The 2017 staff development day consisted of a visit to the Galway Museum and in 2018 staff travelled to the Castlebar campus for a tour of the library and a walk to Turlough Museum and archive area.

The GMIT staff development office and the IT Department deliver training workshops throughout the year and library staff avail of these opportunities. A full list of library staff attendees at these workshops is available in appendix 19.

Members also attend the annual seminars of the Western Region of the Library Association of Ireland. A list of attendees is available in appendix 20.

The relevant staff members attend other Library Association of Ireland annual seminars each year especially the Academic and Special Libraries event and the LIR seminar. List available in appendix 19. Members also attended the annual Irish Innovation Users Group (IIUG) conference with the implementation of Millennium,

the library management system (LMS) from 2000-2016. A new LMS, Koha has recently been installed and staff will attend the Koha conference in May 2019.

A member of the library staff in the CCAM library has commenced the online professional Librarianship course from the University of Ulster. Another member of staff is pursuing the GMIT MA in Learning and Teaching. A staff member who completed a data protection qualification in Geneva has been seconded to the Data Protection Office and finally, another staff member who completed a PhD in Heritage Studies has been appointed the CUA coordinator for GMIT on a three-year fixed term contract. The majority of the library staff hold a primary degree while some have a master's qualification and one other staff member has a PhD in Modern History. All staff are encouraged and supported to partake of staff development initiatives. The staff development office funds the formal library qualifications and PhDs while the library is given a staff development budget each year to fund short courses and seminars.

#### 4.5 Physical Facilities

<b>GMIT Dublin Rd Library</b>	<b>4,086 sq.m</b>	
<b>Description</b>	<b>Quantity</b>	<b>Dimensions</b>
PCs	85	
Photocopying Room	1	19.27sq.m
Multifunctional copier/printers	3	
Wireless	Yes	
Number of Seats	509	
Study Rooms	15	
IT Room	1	81.50sq.m
Silent Study Room	1	52.30sq.m
Training Room	1	67.00sq.m
Independent Learning Unit	1	30.30sq.m
Information Desk	1	52.50sq.m

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<b>Physical Infrastructure</b>					
<b>Description</b>	<b>Galway</b>	<b>CCAM</b>	<b>Castlebar</b>	<b>Notes on Castlebar</b>	
Square Feet	4086 sq.m	442 sq.m	680 sq.m.	80 sq.m additional space for special collection	
No. of Floors	2	5	2		
Seating Capacity	509	90	120	50% wired, 12 networked workstations	
Accessible via	Stairs & Lift	Spiral stairs	Stairs & External Lift		
PCs on open access	100	7	13		
Multi functional devices	3	2	2	3 scanners, 2 A4, 1 A3	
Pcounter printer/copier charging	✓	✓	✓		
Self-issue machine	✓	x	x		
Study rooms	15	0	1		
Study rooms with LCD screens	5	0	1		
Archive Room	1	0	0		
Training Room	1	0	0		
IT Training Room	1	0	1	Doubles as study room	
Silent zone study room	1	0	0		
Number of books	91,277	15,579	18,999	Incl. theses + exam papers	
Wifi	✓	✓	✓		
Opening hours 1st Term	59	36.5	45.5	Extends to 52.5 for winter exams	
Opening hours 2nd Term	66	36.5	49.5		

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Opening hours 3rd Term	70	36.5	49.5	Extends to 52.5 for summer exams	
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### Centre for Creative Arts & Media (CCAM):

The library occupies a space of 450 sq.m, provides 150 seats and consists of five levels accessed by a spiral staircase made of Irish oak in an open plan design. Low ceilings adorn each level and timber book shelving is integrated into the walls. The library has one main entrance and security is provided by means of a Bibliotheca/3M security gate. There is no wheelchair access internally in the library and there is no elevator.

The following is a list of all facilities in CCAM library.

Physical Facilities in CCAM Library	Statistics
Space	450sq.m
Total Seats	90
Books	12480
Periodicals	59
PCs	21
Multifunctional device	2
Sensitiser	1
Phone	1
P-Touch Machine	1
DVD Player	1
Smart label printer	1
Trolley	1
Books Returns Box	1

Set against the benchmarking standards as laid down by the Library Association Colleges of Further and Higher Education Group UK regarding office space the CCAM is sadly lacking as the following table illustrates:

Description	Benchmark	CCAM Library
Assistant Librarian Office Reader Services	10sq.m	0
Reader Services Workroom	20sq.m relative to staffing	0
Acquisitions/Cataloguing Workroom	20sq.m relative to staffing	0
Information Desk Ground Floor	30sq.m	14' 4" x 2' 11"

An additional workstation was installed in CCAM in January 2017 measuring 1.6m x 1.36m giving a total of 2.176m<sup>2</sup>. The information desk space is 5.65m x 2.28m totalling 12.882m<sup>2</sup>.

**Moore Library Mayo Campus**

Located on the Westport Rd, in Castlebar, the library occupies 680 sq. m and accommodates 119 seats. The library inherited the Dr. Enda McDonagh collection (formerly of Maynooth) in 2008. It totals circa 15,000 titles.

**Letterfrack Library**

The furniture library is located in Letterfrack and measures 246 sq. m with seating capacity for 26 on two floors.

**4.6 Communication and Information Systems**

Communication is multi-faceted. To function internally there are formal and informal processes utilised.

**Formal:**

Three general library staff meetings per year in Dublin Rd Campus  
Regular library management meetings during the year in the Dublin Rd campus  
Three/four library staff meetings per year with CCAM, Mayo Campus and laterally Letterfrack library either face to face or via video conferencing.

Agendas are circulated in advance and minutes are distributed of each meeting held. The minutes outline the actions and decisions taken and they are followed up and outlined in a Librarians report.

**Informal:**

All staff are contactable by phone, email, yammer and face to face informally to deal with day to day requests.

Changes to procedures and decisions taken are either dealt with during face to face meetings or via email to ensure all staff receive relevant communication in a timely fashion. As staff are rostered at different times email is used to make sure all staff are informed.

Manuals, policies and written procedures are also in place so that staff are kept up to date on changes to the library service. These are available in a shared drive accessible by all the library staff. Some are available on the library website. They are also available in hard copy at the information desk and in the reader services office. Any changes made are approved by the library management team and circulated to the rest of the library staff for their input. Once approved by all they are made available. A list of policies and procedures are available in appendix 20.

Changes outside the library that affect the business of the library are communicated to the library staff primarily by email, informally face to face or in certain instances during the formal meetings depending on the schedule.

External communication to other areas of the college is also multi-faceted. Either formally via the management group and academic council or informally via email,

library newsletter, social media and insertion in the Institute plasma screens throughout the building.

**IT Systems** used are:

- Office 365 that includes SharePoint, outlook, groups
- Vidyo for video conferencing
- Skype for Business occasionally
- Social media that includes blogs, Twitter, Facebook, Instagram, YouTube
- Camtasia
- Moodle
- Library Management system: Koha
- Research repository known as Research@THEA
- Google Forms

#### **4.7 Planning and Decision Making**

The library plans for new services and innovations by working to a strategic plan. The first library strategic plan commenced in 2006 and the second in 2013. Both plans are available in appendix 21 and 22 respectively. Implementation plans were put in place and tasks completed during the lifetime of the plan. Details are available in appendix 23.

Innovations are also put in place as a result of feedback from formal library meetings. Minutes of meetings are available on request.

User requirements are tracked via annual student and staff surveys, suggestions boxes and online suggestions via ask a Librarian and the generic [library@gmit.ie](mailto:library@gmit.ie) email account. Feedback to surveys is documented and made available on the library website annually. The latest student and staff surveys are available in appendix 2 and 3 respectively. Feedback on both surveys is available in appendix 24.



## 4.8 Internal and External Engagement

### Internal Engagement:

The library engages internally both formally and informally. The following is a list of the formal internal committees that library staff participate in:

Committee	Library Staff Representation
Academic Council	Librarian
Management Group	Librarian
Learning & Teaching	Librarian
Registrar's Executive Meeting	Librarian
Plagiarism	Deputy Librarian Readers Services
Engineering Masters Design Group	Subject Librarian Engineering
Disciplinary committee occasionally	Librarian

### External Engagement:

The library engages externally with the following partners:

Name	Library Staff Representation
Galway Community School	Librarian and Information skills team
Galway Clinic MOU	Librarian
NUIG Reciprocal Borrowing	Deputy & Assistant Librarian Reader Services
CUA/AIT/Marine Institute Reciprocal Borrowing	Deputy & Assistant Librarian Reader Services
Acquisitions Group of Ireland	Deputy Librarian Bibliographic Services
THEA Librarians	Librarian
RIAN	Librarian
Business Librarians	Deputy Librarian Bibliographic Services
Project Working Group Educampus	Librarian
Library User Group Educampus (LibU)	Deputy Librarian Bibliographic Services

### Galway Community School (GCS):

To underpin the memorandum of understanding between GMIT and GCS, the library delivers an Information Skills workshop each year to the PLC students in GCS. The workshops consist of:

- Citation/Referencing
- Plagiarism
- Google Searching
- Academic Writing.

This initiative commenced in September 2017 and is to continue annually.

**Galway Clinic:**

The library signed a memorandum of understanding with the Galway Clinic in April 2018 to offer the nursing staff free membership and borrowing privileges in GMIT library. There is a very close relationship between the Galway Clinic and the Nursing Department in GMIT Mayo campus.

**Reciprocal Borrowing collaborations:**

As part of our regional remit, GMIT library have entered into reciprocal borrowing arrangements with NUIG for current staff and research postgraduate students. Similar arrangements are in place in the CUA, Athlone IT and the Marine Institute for our undergraduates, postgraduates and staff.

**Acquisitions Group of Ireland (AGI):**

The Deputy Librarian for Bibliographic Services currently acts as Chair to this group. Membership consists of acquisition staff across the THEA, University and special library sector.

**THEA Librarians:**

The librarians in each Institute of Technology meet three to four times per year to discuss issues of mutual interest and to progress the THEA library sector in a strategic direction.

**RIAN:**

The librarian serves on the RIAN board that includes University and Special Library personnel. RIAN is a portal to open access research publications in the Irish educational sector.

**Project Working Group (PWG) Educampus:**

The PWG provides guidance and advice to Educampus on the project implementation of the new Library Management System (LMS) Koha that has been tendered for and installed across the sector in 2017.

**Library User Group (LibU) of Educampus:**

This group is comprised of functional specialists in each library in the THEA sector who meet to progress and develop the Koha LMS to satisfy the needs of each library.

## 4.9 Quality Assurance

Quality assurance is measured via surveys and suggestions and feedback relayed back to the library users.

A google form is in place at the information desk in all four campus libraries where queries and issues are tracked. They are analysed and processes put in place to improve the service. For example, most issues in CCAM library relate to printing and IT issues. This information was relayed to Computing services who then installed nine extra PCs and one extra multifunctional device to cater for demand.

Usage data on electronic resources is analysed annually and those exhibiting low usage are cancelled. The IEEE database was cancelled based on the low usage of this particular database.

Print journals are investigated each year to determine if they can be cancelled or available electronically to ensure the best usage of resources.

Circulation transactions are generated regularly to determine monthly and hourly transactions at the information desk. This indicates peaks and troughs during the day so that targeted rostering of staff is optimum during these times. Recent trends are indicating a slight dip in print transactions and so the library is responding by putting extra library services in place to enhance the service for the library users. Research support is a new service put in place in 2018 to support users who need assistance with assignments and research on a one to one basis or small group workshops. Drop in sessions are available on a regular basis. The help zone is another new initiative set up in 2016 to provide one to one assistance to library users. This service is available at the information desk Mon-Fri 9.30am-5.00pm.

The Librarian attends the Technological Higher Education Association (THEA) librarians' meetings regularly to ensure GMIT Library is fully embedded in the sector.

## 5. Progress Report Since Last Review

The last review of the library took place in November 2007 and the following are the major developments of GMIT Library:

The Moore Library, Castlebar Campus, GMIT.

### 2007-

Library Information skills training in use of electronic resources arranged with lecturers for all first years. Purpose: to introduce students to the library's electronic resources and to encourage the use of electronic resources.

### 2009

Library Lunchtime events, open to students and staff, one per term:

- Contempo, Galway Ensemble performed on library 1<sup>st</sup> floor.
- 'Wealth Management for 'Middle Income' earners'! Speaker: Michael Shovelin, GMIT.
- Grow your own Vegetables Organically'. Speaker: Lynda Huxley, GMIT.

### 2009

Former President of Ireland Mary Robinson performed the official launch of the Rev. Professor Enda McDonagh collection of books and papers. She unveiled a commemorative plaque in the library and all attendees were invited to view the collection which is currently housed in a room immediately above the library.

Western Regional Section networking morning for library staff in Western region. Public library and National museum library staff attended the Video Conferencing session.

Library Strategic Plan, 2009 - 2014 compiled. Consultation took the form of student and staff focus groups, a student comment sheet blitz and an e-mail campaign.

### 2010

Library staff to attend Academic program board meetings.

### 2011

Library Ireland Week

Lunchtime talk:

Dr. Fidelma Creaven on "Our campus in 1901 District Lunatic Asylum: A History."

### 2012

Library Ireland Week

The library had three half days (Tuesday, Wednesday, Thursday) of open access to the McDonagh Collection. Students and staff were invited to browse the collection under the watchful eye of library intern Stephen Fahy.

**2015 (December)**

School Business Partnership Program: groups of students from local secondary school on campus with the objective of investigating difference careers, including that of the Assistant Librarian and to see campus programmes and facilities.

**Staff representation on committees:**

2007-Health Sciences Library Group of Library Association of Ireland (HSLG, LAI).

2008-Western Regional Section of Library Association of Ireland (WRS, LAI).

2009- St. Mary's Heritage Committee Castlebar (St Mary's was the former Psychiatric Hospital, now site of GMIT campus)

2009- Contact established with Linen Hall Theatre, Castlebar. Promotional material delivered weekly to the library to advertise weekly theatre events.

**Dublin Rd & CCAM Libraries:**

The following initiatives have been completed as a result of the strategic plan 2006-2011 (first library strategic plan):

Task	Completed
Customers Service Level Agreement	
Annual staff survey	From 2007
Collection Development Policy	From 2006
Implement Electronic serial claiming	
Stock inventory annually	From 2006
Information Skills Module	From 2006
Risk Assessment H&S	
Implement Web Access Management	2006
Intercampus Staff Development Day annually	From 2007
Marketing plan	2008
Promote multimedia	Ongoing
Special Needs Policy	2008
Annual report	From 2012
Disaster plan	Yes
Web opac developed and maintained	From 2005
Digital Mapping Project with Public Library and NUIG	2006
Student survey annually	Commenced 2005
Suggestions box purchased	2006
Change machine purchased	2006
Extra CCTV cameras purchased	Installed May 2005
Purchase of Syndetic Solutions	2006
Information skills module delivered to Letterfrack	2007
Microsoft Office installed on all student PCs	2007
EndNote referencing software purchased	2007

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Book returns box purchased for Dublin Rd campus and CCAM for outside the library	2007
Information skills module integrated into the Learning to Learn Module	2008
Recital by Contempo Quartet in Dublin rd on two occasions	2008
Book pulley installed in CCAM library	2009
Purchase of LibraryThing	2009
Camtasia purchased to produce online tutorials	2009
WebPac fully searchable in Irish	2009
Discovery Service purchased (Summon)	2010
E-journal portal implemented	2010
Safari E-books purchased Mayo Campus	2010
Library opening hours extended 9am and closing 10pm Mon-Thurs with porter only service	2010
Library blog implemented	2010
Social media policy	2011
Inter institutional staff development day GMIT/Sligo/AIT	2011
Strategy to move to ejournals away from print	2011
Strategy to move to e-dissertations	2011
New overdue policy	2012
Text messaging to recall items requested	2012
Literacy initiative drop box	2012
Booklet on Harvard Referencing Style produced by the library and brought before Management group and Academic Council	2012
Silent zone first floor	2012
Mobile phone policy	2012

The following recommendations from the Library Review in 2007 were put in place:

- Audio visuals available for lending and more audio books and DVDs purchased for the library
- Library opening hours re-scheduled to cater for exams before Christmas
- A coffee dock is located in the foyer outside the library
- The information skills module is embedded in the Learning and Innovation Skills Module (LIS)
- A lift was installed in the CCAM library
- Funding acquired from the Research office to purchase EndNote referencing software and training given by library staff
- The Moore Library reports to the Institute Librarian but budgets remain separate
- Reciprocal borrowing policy in place with NUIG
- Reciprocal borrowing policy in place with CUA/AIT
- Photocopying now the responsibility of Computing Services provide a seamless printing/copying service to the student
- Multimedia room re-purposed to a silent zone for individual study
- Research room re-purposed to a multi-functional room for library inductions, information skills, Academic Writing Centre & Maths Learning Centre. Open for student study when not in use or coming up to exams.
- Module manager embedded in the Institute that greatly improves the provision of core and recommended texts, by accessing reading lists
- Online form available on library website to automate the process of ordering books
- Suggestion box available for student input
- Student survey conducted on an annual basis
- Focus groups formed to feed into library strategic plan 2011-16
- KPIs used to determine effectiveness of library strategic plan
- Annual reports for 2012-13, 2013/14
- Staff development encouraged and facilitated, see appendix 18, 19, 20, 21
- Archivist recruited in 2016 to bring the Enda McDonagh collection to a conclusion. Deposit agreement drawn up and signed off by Professor McDonagh, policies and procedures in place and training provided to library staff.
- Printing/copying service implemented in all three campus libraries

## **Library Ireland events 2007-2018:**

### **2007:**

#### **Lunchtime talks:**

Michael D Higgins on recent book

Breda Joyce on Energy Conservation

Peadar O'Dowd Galway City: A long story

#### **Events:**

Engineering staff gave a presentation to four visiting schools

Hotel School treating all the students to non-alcoholic cocktails

### **2008:**

#### **Lunchtime talks:**

Dr. Bernadette Cunningham "Galway and the Annals of the Four Masters."

Professor Raymond Gillespie "A Galway heretic in the sixteenth century."

Mr. William Henry "Galway and the Great War."

#### **Events:**

Engineering demo for secondary school students

Hotel School treating secondary school students to non-alcoholic cocktails

### **2009:**

#### **Lunchtime talks:**

Gearoid O'Tuathaigh on GAA at 125

Vivieen Dick on her recent film productions

#### **Events:**

Lunchtime concert by Galway's ConTempo String Quartet

### **2010:**

#### **Lunchtime talks:**

Dr. Kieran Hickey, NUIG on "Wolves in Ireland."

Marie Finnegan, lecturer in GMIT on "The Irish Economy: one hit and two misses."

Dr. Miriam Moffitt, NUIM on "Soupers and Jumpers: Protestant missions in Connemara."

#### **Events:**

Engineering demo for secondary schools and tour of Hotel School

### **2011:**

#### **Lunchtime talks:**

Mr. Joe Loughnane, GMIT on "Researching Irish Military history: a personal view."

Mr. Kieran Hickey, NUIG on "Climate change and natural disasters in Ireland."

Ms. Anne Harkin Petersen on "Abstract expressionism and Mark Rothko."



**Events:**

Library quiz for secondary school students  
Engineering demoed the “Theodolythe” instrument to secondary pupils  
School tour of Hotel School  
Library demo of old Galway papers on microfilm to students  
Fines amnesty

**2012**

**Events:**

Traditional concert with Sean Moloney and friends featuring music from Patrick Kavanagh’s Tarry Flynn by Sean Moloney, Accompanied by Philip Doddy, fiddle and whistle, Caroline Locke, piano, and Irene Moloney, bodhran and mandolin.

**Exhibitions:**

**2008:**

The 1651 Cromwellian Siege of Galway,” by Judy Ratliff, a student in Heritage.

**The following developments were implemented from the library's strategic plan 2013-16:**

<b>Pillar linked to GMIT Strategic Plan</b>	<b>Library Development</b>
Learning & Teaching	Module manager used to update library collections
Learning & Teaching	Academic staff library induction offered
Learning & Teaching	Collection Development policy reviewed annually
Learning & Teaching	Online tutorials of information skills developed
Learning & Teaching	Drop-in database sessions offered
Learning & Teaching	Training needs analysis of library staff conducted
Learning & Teaching	Library initiated the forming of the Academic Writing Centre by providing a space for it in the library. Also provides online booking and a webpage for same.
Learning & Teaching	Provides space in library for a Maths Learning Centre, provides online booking and a webpage.
Learning & Teaching	Risk assessment carried out annually
Learning & Teaching	Extra security cameras installed
Learning & Teaching	Two extra porters employed
Learning & Teaching	Multimedia repurposed to Silent Zone Silent zone space created on first floor Mobile phone policy in operation New sofas purchased
Learning & Teaching	Archivist employed and Enda McDonagh manuscript collection complete. Procedures and policies developed and complete
Collaboration & Alliances	CUAL repository purchased as part of CUA collaborative initiative
Collaboration & Alliances	Reciprocal borrowing policy in place with NUIG, CUA, AIT & Marine Institute
Collaboration & Alliances	Membership of AGI, Koha community, Educampus, THEA Librarians, Business Librarians, LIR
Research & Development	Content added to CUAL repository Steering committee in place within CUA CUAL policy developed
Research & Development	EndNote training expanded and drop-in sessions offered to both students and staff

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Research & Development	Library inclusion in postgraduate training day
Research & Development	Research support sessions developed and sessions offered
Research & Development	Single ebook purchased in perpetuity Subscribes to Ebscos's ebook collection EDS discovery platform implemented
Student-Community Engagement	Promoting external membership Offer onsite wireless access
Student-Community Engagement	More exhibitions offered More school visits Cuirt Festival held an event in the library during the Cuirt festival Library Ireland Week activities held annually
Internationalisation	Funding obtained from International Office to purchase books Dedicated induction tours for international students

Other developments include the implementation of a new Library Management System (LMS), Koha in 2017 as part of the MIS tender process for the Institute of Technology sector now known as the Technological Higher Education Association (THEA).

Extra functionality acquired includes a new research repository for the entire THEA sector. This replaces the CUAL repository. Libraries that previously did not have a repository now have access to one and are well placed to cater for the mandatory requirement from Horizon 2020 to have publicly funded research deposited in an open access repository.

Reading list software called Keylinks is also part of the acquisition and while not currently implemented in GMIT it is planned to do so for the next academic year. This will greatly enhance the usage of the libraries' collections and improve the overall user experience.

An electronic resource management system, CORAL has also been implemented as part of the tender implementation.

## 5.1 Data gathering

An extensive data gathering process took place in order to gain comprehensive feedback on how the library is performing and the level of satisfaction with the service. It included qualitative data from various focus groups and quantitative and qualitative data from online surveys. A list of focus groups and online surveys is provided in 5.4.1 above.

Semi-structured questions were used for all the focus groups and individual interviews and focused on three main areas:

1. Engagement
2. Satisfaction
3. Communication

Sharepoint was used for online surveys and responses were analysed by downloading the data to an excel sheet. Survey questions are available in appendix 2 and 3.

An anonymous online form using Google forms was used to gather feedback from library staff as well as a face to face brainstorming meeting. Online form questions are available in appendix 25.

## 5.2 Internal stakeholder perspective

The following details the qualitative data obtained from internal focus groups and individual interviews:

### 1. Engagement:

#### 1. What is your experience engaging with the library service?

Focus Group	Response
Undergraduate students	<p>CCAM has an impressive collection of art books.</p> <p>Continuity of staff is important.</p> <p>Changeover to new ebook supplier caused problems with access.</p> <p>Dublin road students borrow books and use the library website to renew books.</p> <p>The self-issue is frustrating when it doesn't recognise some ID cards.</p> <p>The temperature is cold and noise leaking from headphones is annoying.</p> <p>Mayo Library: physical library is important. Prefer actual books to online reading.</p> <p>Quiet atmosphere. No distractions like home. Get into study mode in the library.</p> <p>Mutual respect for fellow students.</p> <p>Staff pleasant and encouraging.</p> <p>Help available.</p> <p>Experience conducive to working well.</p>
Postgraduate students	<p>Perception is that the library is judged on collections rather than experiences.</p>

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	<p>Staff are brilliant, helpful and kind and they feel comfortable approaching the staff.</p> <p>Research students require a more focused response and receive a more personal service.</p>
<b>Academic Staff</b>	<p>Engage with the library a lot while undertaking professional development and find the library very helpful.</p> <p>The library staff are very interactive, uplifting, and positive with a can-do attitude. Nothing is ever a problem.</p> <p>Library staff are wonderful and very engaged. It's great to have such a friendly service in a communal area of the college.</p> <p>There are some very creative displays in the library put together by the library staff.</p> <p>Mayo Library: Fantastic service</p> <p>Staff are helpful and very accommodating.</p> <p>If extra books are needed for a class/lecturer no problem taking out more than the limit.</p> <p>Staff have got positive feedback from students they are happy with the service they get.</p> <p>One member of staff said, "I couldn't do my job without the library facilities."</p> <p>Ordering new books is done in a timely manner. The only issue is the budget constraints.</p>
<b>Professional Management &amp; Support Staff</b>	<p>A support to their personal studies.</p>

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	Mayo library: positive on the whole. Good engagement with staff, pleasant space to visit.
<b>Heads of Department</b>	<p>Very good experience and feels the library is judged not just by collections but by experiences.</p> <p>Excellent experience and the environment is very good but resources are a big issue.</p> <p>Mayo: library is essential and core within the campus. One of the most important services.</p>
<b>Registrar</b>	<p>Great support while studying for PhD particularly the interlibrary loans service for sourcing books.</p> <p>Received assistance with referencing and EndNote having availed of one to one sessions as well as a workshop.</p> <p>I haven't engaged with the library here in relation to databases.</p>
<b>Assistant Registrar</b>	I attend the book club which I feel is a social teambuilding initiative across the Institute.
<b>Head of Department Interview</b>	Excellent, quick answers regarding arranging tours and Learning and Innovation Skills (LIS) training.

## 2. Do you engage with the library, how and where?

Focus Group/Interview	Response
<b>Undergraduate Students</b>	<p>CCAM students engage more with the physical library to browse and borrow books.</p> <p>Mayo library: some students have a recommended reading list and borrow books regularly.</p> <p>Other students didn't get a list.</p> <p>IT books out of date.</p> <p>Some art books out of date.</p> <p>Request books from CCAM library.</p>
<b>Postgraduate Students</b>	<p>Mostly online rather than physical library particularly articles as opposed to ebooks.</p> <p>Use the interlibrary loan service mainly.</p> <p>Applied for NUIG reciprocal borrowing library card.</p> <p>Engage with library via email, desk service and online library.</p>
<b>Academic Staff</b>	<p>Mainly ordering books, interlibrary loans and accessing online resources.</p> <p>Use a combination of online and physical resources particularly JSTOR and newspapers.</p> <p>Mainly from my office and then I drop into the library to pick up material.</p> <p>Mayo Library: Lack of budget dictates how much contact they have with the library staff.</p> <p>Luckily for the heritage department there has been several donations which were greatly appreciated.</p>



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	<p>Attend events in the library.</p> <p>Personal visits.</p> <p>Emails/phone calls.</p> <p>Staff have requested some ILLs and have been very happy with the service.</p>
<b>Professional Management &amp; Support Staff</b>	<p>For library tours for international students.</p> <p>Mayo library: Support staff work in tandem with library staff especially in exams, registration, induction etc.</p> <p>Attend events in the library.</p> <p>Personal visits.</p> <p>Email/phone.</p>
<b>Heads of Department</b>	<p>Only with the physical library due to very little lecturing hours and no distance education students.</p> <p>Felt the library modules that complement the LIS module are fantastic.</p> <p>Prefer print over online books and also use exam papers.</p>
<b>Registrar</b>	<p>Print and use interlibrary loan service a lot.</p> <p>Attended referencing training.</p>
<b>Assistant Registrar</b>	<p>Sporadic virtual user and use it when the need arises.</p>
<b>Head of Department/Interview</b>	<p>Mainly ebooks for the students.</p>

3. How do you feel about the physical space in the library? Is it a welcoming and comfortable environment? Would you change anything?

Focus Group/Interview	Response
<b>Undergraduate Student</b>	<p>Physical space is impressive and beautiful but the stairs are noisy (CCAM)</p> <p>Study rooms are fit for purpose.</p> <p>Temperature can be cold.</p> <p>Mayo Library: Bad layout of PCs upstairs.</p> <p>Space too confined and uncomfortable.</p> <p>Some chairs back-to-back hitting off one another if a user moves.</p> <p>Easy access to books on shelves.</p> <p>Redesign IT area.</p> <p>A quiet environment, always access to a seat/desk for study.</p>
<b>Postgraduate Student</b>	<p>Doesn't use the physical space due to alternative research space in the Institute.</p> <p>Happy with the physical space and the quiet room is a great addition.</p> <p>Study rooms are an excellent service.</p> <p>Sometimes need to use noise-cancelling earphones when working in the library to reduce surrounding noise.</p>
<b>Academic Staff</b>	<p>Very good and welcoming.</p> <p>Front doors are too off-putting, glass would be more welcoming and open.</p> <p>It is wonderful.</p> <p>Café foyer outside is an asset, almost an extension of the library space.</p>

	<p>CCAM library is beautiful.</p> <p>Mayo Library: One of the most important things in a third level institute is a library. It is a necessary service for students to be able to access academic collections in all formats to support their learning.</p> <p>Library is currently very warm and welcoming, but it could be bigger.</p> <p>Enda McDonagh is a very good collection and useful.</p> <p>Library is a nice open space with lots of light.</p> <p>It is a supervised area, so students know it will be quiet and can ask for assistance if they need it.</p> <p>Computers, scanners, photocopiers, quiet space are all very important.</p> <p>Some students have no access to broadband so an area which is quiet and a place where they can ask someone for assistance is vital.</p> <p>Staff are encouraging.</p> <p>Staff use the library for a quiet space and time out from their shared offices.</p> <p>Redesign IT area.</p>
<b>Professional Management &amp; Support Staff</b>	<p>Beautiful and impressive. The space is a showcase.</p> <p>Proud of the Academic Writing Centre (AWC) and Maths Learning Centre (MLC) as they are a promotional pull for students to visit the library.</p> <p>Improvements: more relaxed furniture particularly near the fiction area.</p>

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	<p>Mayo library: Warm, inviting, very peaceful. Art displays, events, newspapers, private lending are all positives.</p> <p>Computer layout is a problem.</p> <p>More use of the library space for events especially after 5pm perhaps?</p>
<b>Heads of Department</b>	<p>Lovely space and the individual study spaces are excellent.</p> <p>The library is a nice environment and can always find a quiet spot for quiet work.</p> <p>I like the space. It is quiet, comfortable and well heated. No improvements needed.</p> <p>Perfect.</p> <p>Mayo: Physical space remains very important for students despite increase in remote access. They need the physical space to develop a discipline and habit of study. Quiet and comfortable. Supervised by staff who can help with queries and use of equipment. All learning resources are in one place.</p> <p>Print books are important and print collection has aged in many disciplines. Adequate budget is vital to update print collections and buy eresources.</p>
<b>Registrar</b>	<p>It is the jewel in the crown, the only right facility we have. It is a key location.</p>
<b>Assistant Registrar</b>	<p>Aesthetically lovely.</p> <p>The chairs are a bit dated. Could do with changing.</p> <p>Lunchtime talks are a good idea. It makes you feel like we are in an academic institution. Broadens the mind and provides areas of interest outside of the normal working hours.</p>
<b>Head of Department/Interview</b>	<p>Wonderful, lovely environment.</p>

## 2. Communication:

1. Do we communicate with you?
2. Which communication channels do you use?
3. Do you follow us in social media?
4. Can you suggest ways of improving communication?
5. Do we promote our services/facilities effectively?

Focus Groups/Interviews	Response
<b>Undergraduate Students</b>	<p>1. The library communicates successfully with students. Mayo library unaware of library's use of social media and unaware of screen at library desk.</p> <p>2. They like the email they receive before a book is due. Mayo students get information from class rep. Who copies library email and posts it to Facebook.</p> <p>3. They receive college news via Moodle and Facebook and class reps. Mayo unaware of library social media.</p> <p>4. Use the canteen to market library news and send items via Students Union. Should be greater engagement and cross cooperation between Dublin Rd campus and CCAM. Suggestion from Mayo to send library updates to class rep and campaign to encourage students to use their GMIT email accounts.</p> <p>5. Mayo: suggestion to update students on new titles</p>

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	added to stock by sending lists to year head or class reps.
<b>Postgraduate Students</b>	<ol style="list-style-type: none"> <li>1. Very happy with level of communication. Its effective.</li> <li>2. Email is preferred method. Also uses text messaging, TV monitor and display unit. Postgrad training day also important.</li> <li>3. Social media via Facebook, Instagram, twitter</li> <li>4. Would like notification/updates on new books in stock and talks about same. Would like to see more podcasts as a means of disseminating training information.</li> </ol>
<b>Academic Staff</b>	<ol style="list-style-type: none"> <li>1. Library is very good at communication but there appears to be a lack of engagement from some staff.</li> <li>2. Mayo Library: <ol style="list-style-type: none"> <li>i. emails, telephone</li> <li>ii. Informal and formal staff level</li> <li>iii. Communication is excellent and direct</li> </ol> </li> </ol> <p>Facebook, twitter</p> <ol style="list-style-type: none"> <li>i. Mayo library: some staff not aware of library social media</li> <li>ii. Staff felt students are not accessing their GMIT emails</li> </ol>

	<p>4. Have a structured social media policy for e.g.</p> <ul style="list-style-type: none"> <li>• one good posting per week for staff, use a hashtag, mention a new database, a new book, exhibition, lunchtime talk. Similar campaign for students and link to referencing guide.</li> <li>• Make it mandatory for every 1<sup>st</sup> year to check out a book in the 1st semester.</li> <li>• Pursue at school level by having a library day annually for each School around May/June for staff and outline what the library has available</li> <li>• Mayo library: library can work more with the evening courses to let them know there is a library on campus and communicate once registered with GMIT they can use the library resources</li> <li>• Staff asked was there anything in the HEA review about the library</li> <li>• Suggestion to look at the Mayo Medical Academy Hub located on the grounds of the hospital</li> </ul>
<b>Professional Management &amp; Support Staff</b>	<p>1. Databases are communicated</p>

	<ul style="list-style-type: none"> <li>i. Mayo library: informal and formal staff level</li> </ul>
	2. Emails/website
	3. Not familiar with the library on social media <ul style="list-style-type: none"> <li>i. Mayo library: unaware of social media platforms. Links on webpage are too small and at very bottom of page. They are not highlighted, and the symbols are very small. There needs to be feeds/links that will catch the eye in a central position on the webpage like the old website.</li> </ul>
	4. Use Students Union to promote the library, student portal and Moodle, existing screens around the building <ul style="list-style-type: none"> <li>i. Mayo library: live feed from Facebook/twitter more evident on website</li> <li>ii. Offer tour to wheelchair users</li> <li>iii. Attention to new universal design to allow ease of access in all new future layouts. CAST: Higher Education Adaptions.</li> </ul>
	5. Library is well promoted



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	<ul style="list-style-type: none"> <li>i. Mayo library: not enough social media content</li> </ul>
<b>Heads of Department</b>	<ul style="list-style-type: none"> <li>1. The management group is where I hear the most. The Librarian keeps us well informed. Also email.</li> <li>2. Emails or at the counter</li> <li>3. Not familiar with library on social media</li> <li>4. Email is fine and its effective</li> </ul>
<b>Registrar</b>	<ul style="list-style-type: none"> <li>1. Library communicates effectively, good communication and I'm aware of talks in the library, new databases and email is the most effective for me</li> <li>2. Emails</li> <li>3. I don't follow the library on social media</li> <li>4. I get the impression that the library is better at communicating and active in other media that I am aware of</li> <li>5. Promotion of services is very effective</li> </ul>
<b>Assistant Registrar</b>	<ul style="list-style-type: none"> <li>1. I always know of trials and new databases. The library is better at communicating than other aspects of the college.</li> <li>2. Emails and website</li> </ul>

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	<p>3. I don't follow the library on social media</p> <p>4. Get to school meetings to get students more engaged. Have induction for new staff and write it into the HR procedure that they must go to the library to get their library card in the first week. Should also have the names of library staff on who to contact</p> <p>5. Have screen outside of main library door.</p> <p>1. Do a few short guides and keep changing it</p>
<b>Head of Department/Interview</b>	<p>1. Yes, via email and personal communication.</p> <p>2. Emails.</p> <p>3. Don't follow the library on social media.</p> <p>4. Communicate to students via Students Union.</p> <p>5. Link with HOD for promotion as with the AWC and also subject librarians should go to end of year Programme Board meetings.</p>

### 3. Satisfaction

1. How satisfied are you with the library service?
2. Are you equally satisfied with the physical library and the virtual library?
3. Can you suggest improvements to the library?
4. If you have a comment, suggestion or complaint with the service how would you go about letting us know?
5. What would be your "two wishes" and what is our "star?"

Focus Group/Interview	Response
Undergraduate Students	<ol style="list-style-type: none"> <li>1. CCAM library is a gem and there is no demand for weekend opening. Mayo: search and find is a nuisance as it returns a lot of irrelevant material. Barriers to overcome, hit and miss. System frustrating. Requests to pay to read some books. Unclear what can be accessed and how to get full text.</li> <li>2. More PCs for CCAM and PCs are very slow to login in Dublin campus. Printing is also frustrating in both campuses. Mayo: computers are slow, takes ages to log on. Cannot access email, Moodle on some PCs. MS Office not working properly. Would like access to peer reviewed journals online: difficulty accessing them. Prefer books to online articles.</li> <li>3. Mayo: study room booked but group already there and wouldn't leave so need guidelines on what to do in this instance.               <ol style="list-style-type: none"> <li>i. Install more PCs</li> <li>ii. Give alumni access to scanning and printing</li> <li>iii. Scan yourself in and out</li> <li>iv. Self-service machine</li> </ol> </li> </ol>

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	<ul style="list-style-type: none"> <li>v. One student found self-service idea scary – no human help</li> <li>4. Mayo: contact staff member</li> <li>5. CCAM: more PC access               <ul style="list-style-type: none"> <li>i. Mayo: more stock, recent editions</li> <li>ii. Access to links streaming DVDs via YouTube</li> <li>iii. Pilot opening @ 9am one or two mornings per week</li> <li>iv. Open longer in the evenings to accommodate students finishing work @ 6pm</li> </ul> </li> </ul> <p>Star = staff</p>
<b>Postgraduate Students</b>	<ul style="list-style-type: none"> <li>1. Very satisfied and happy with the library overall.</li> <li>2. Some of print collection is dated. Would prefer print books. Sometimes online library is difficult to navigate and cannot locate JSTOR content through the discovery tool.</li> <li>3. More print books. Would also like more podcasts.</li> <li>4. Not aware of the existence of the suggestions box. Recommend it is moved to a more visible spot. Would feel comfortable lodging a complaint at the service desk.</li> <li>5. Stars: staff always courteous, friendly and helpful and space is comfortable. Experience is positive. Star: also happy with JSTOR and the Irish Newspaper Archive. Wishes: more training on</li> </ul>

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	eBooks, more podcasts and lunchtime talks.
<b>Academic Staff</b>	<p>1. Very satisfied, overall top class. The range of books in Hotel is very good and up to date. The database searching classes are a great service. The printer/copier/scanner in CCAM library is great. However, ordering through the library can be slow in comparison to Amazon. Tender process has an impact on Humanities particularly if you just want the first edition, but you have to purchase from the supplier on the tender. Ebsco book interface is not as friendly as Ebrary, content is good but copy and paste not as easy to use. Find searching on EDS troublesome and difficult finding full text sometimes.</p> <ul style="list-style-type: none"> <li>i. Mayo Library: The IT book stock is very out of date and it has been a few years since we got anything new. The Safari eBooks have been very useful but as the price has increased substantially, we may need to look at other resources or get some print books</li> <li>ii. Overall electronic resources are very expensive.</li> <li>iii. Ebsco is an improvement in the range of books for nursing.</li> <li>iv. Budget constraints across all departments so collections are becoming dated.</li> </ul>

	<p>2. Mayo Library: libguides very good and brings users directly to where they want to go.</p> <ul style="list-style-type: none"> <li>i. Articles are more accessible on new system, there seems to be more full text available</li> <li>ii. Staff are concerned about online resources Info4 even if there is only one student the online access should be available.</li> <li>iii. Students numbers is not a sufficient reason for cancelling resources and in the case of Mayo campus it is a disadvantage from the outset.</li> </ul> <p>3. Library needs to raise its profile possibly by having the library as a fixed item agenda on the AC programme codes of practice and call it something like "Scholarship and Library. Have the library included in the Teaching and Learning agenda.</p> <ul style="list-style-type: none"> <li>i. Have a reading room</li> <li>ii. Have consistent opening hours for whole of academic year</li> <li>iii. Coordinate opening hours with IT Centre</li> <li>iv. Revitalise the Trust for the Western Theological Trust (WTT) collection to determine its future storage, preservation and ownership. Set up a committee across the Institute to deal with it.</li> <li>v. More and better PCs</li> <li>vi. Virtual library is difficult to search</li> </ul>
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	<ul style="list-style-type: none"> <li>vii. Add to CCAM DVD collection</li> <li>viii. Subscribe to BBC Cultural content</li> <li>ix. Ordering books is slow</li> <li>x. A guide on Chicago referencing for CCAM students</li> <li>xi. More evening opening hours for CCAM library</li> <li>xii. Mayo Library: maybe more cosy/homely spaces.</li> <li>xiii. Need more books to keep collections up to date.</li> <li>xiv. Library should be a place of activity with purpose: a social space for chats and ideas, sharing books, debates. The book club on Monday is good.</li> <li>xv. Access to 3<sup>rd</sup> floor (Enda McDonagh collection)</li> <li>xvi. Staffing levels need to be maintained</li> <li>xvii. Update IT area.</li> </ul> <p>Wishes:</p> <ul style="list-style-type: none"> <li>1. Students to engage more</li> </ul> <p>Purchase Mintel</p> <p>Engage more with Students Union</p> <p>Café Foyer to be ring fenced as part of library</p> <p>Collaborate with Hotel school, eg. Drinks reception</p> <p>Open up more to community</p>
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	<p>More mobile friendly</p> <p>Glass front doors</p> <p>Librarian's graduation award for student who excelled in their work by using the library's resources</p> <p>Lunchtime talks in CCAM library</p> <p>Mayo Library: increase in budgets for programmes, space, staffing, better IT services.</p> <p>Star:</p> <p>Can do approach</p> <p>Space outside the library</p> <p>The staff are the library's greatest asset</p> <p>Mayo library: human contact so important</p>
<b>Professional Management &amp; Support Staff</b>	<ol style="list-style-type: none"> <li>1. The library staff are always helpful and approachable <ol style="list-style-type: none"> <li>i. Mayo Library: enjoy the library experience, like the physical space</li> <li>ii. Good relationship with staff/work in tandem e.g. exams, induction, student services.</li> </ol> </li> <li>2. Mayo library: Special needs issues highlighted, <ol style="list-style-type: none"> <li>i. 2016 Microsoft office post Oct 2017 needed for voice recognition software.</li> <li>ii. Access to Google docs.</li> </ol> </li> </ol>



	<ul style="list-style-type: none"> <li>iii. Access issues regarding the library entrance for wheelchair users and improvement needed to the disabled entrance 1<sup>st</sup> floor.</li> <li>iv. Difficulty getting used to and finding items on the new website.</li> <li>v. Possibly a training session for support staff who are interested.</li> </ul> <p>3. As regards improvements:</p> <ul style="list-style-type: none"> <li>i. They would like to use the website more and the library should provide an introduction to the online library during staff development week</li> <li>ii. Provide a location for talks on exam stress</li> <li>iii. Provide notices on handling stress</li> <li>iv. Provide training to PMS staff on databases</li> <li>v. Mayo Library: PC seating upstairs needs an overhaul. Health &amp; safety issues regarding the Hub especially and the current layout of the computer area. Space is very tight.</li> <li>vi. More lunchtime and evening events, e.g. book club twice monthly. Need to promote this more.</li> </ul>
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## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<ul style="list-style-type: none"> <li>vii. Hold more creative writing sessions.</li> <li>viii. Coffee dock.</li> <li>ix. Exam papers: poor access explained due to changeover of library management system. Papers now available up to 2017-18.</li> <li>x. Unable to find referencing tools on the new website/libguides.</li> <li>xi. Questions about using external sponsorships to complete items on wish list</li> <li>xii. Funding by allowing more external members.</li> </ul> <ul style="list-style-type: none"> <li>4. Speak with staff directly</li> <li>5. Wishes: Mayo: more funding to allow library to develop             <ul style="list-style-type: none"> <li>i. Star: Mayo: staff</li> </ul> </li> </ul>
<b>Heads of Department</b>	<ul style="list-style-type: none"> <li>1. Fantastic facility and space.             <ul style="list-style-type: none"> <li>i. Mayo library: staff engagement 10 out of 10. Staff get back within 24 hours to queries. Always responsive, professional level of engagement.</li> </ul> </li> <li>2. Preference for physical space</li> <li>3. Better Wi-Fi and it is critical that Info4Education is not cancelled as some subscriptions have been cancelled that has led to a</li> </ul>

	<p>considerable reduction in peer-reviewed academic publications. Would also extend Maths Learning Centre hours and SPSS and NVivo should be provided</p> <ul style="list-style-type: none"> <li>i. Mayo library: library is on 3 floors and very challenging for staff.</li> <li>ii. Resources limited by inadequate budget.</li> <li>iii. Opening hours critical</li> <li>iv. Security system needs to be replaced</li> <li>v. More lunchtime talks</li> </ul> <p>4. Email or face-to-face</p> <p>5. Two wishes: better Wi-Fi and more money for resources. Star: Library staff</p>
<b>Registrar</b>	<p>1. Very satisfied</p> <p>2. Particularly satisfied with physical space and the library is very active in engaging in assistance to students both by face-to-face training and virtually. I have full confidence with the management of the library under the direction of the Librarian. Good structure in the library with its own professional etiquette.</p> <p>3. Increased usage is welcome, and library would need to grow this.</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>4. Track access physically and virtually. Support remote access. Consider what the library will look like in 10 years</p> <p>5. Star: Physical space and staff are very willing, cooperative, professional and on top of their game</p>
<b>Assistant Registrar</b>	<p>1. Very satisfied</p> <p>2. Equally satisfied with physical and virtual library</p> <p>3. Like to see AWC/MLC expanding. Have a writing guide. An extension of a reading room accessible 24/7. Libguide on general skills: presentation skills, critical thinking skills, writing skills</p> <p>4. I would go to someone in the library or pick up the phone or email</p> <p>5. Star: physical space. Two wishes: Integration of library into Moodle and a reading room</p>
<b>Head of Department/Interview</b>	<p>1. Very satisfied. I never get any negative feedback about the library.</p> <p>Complaint, suggestion etc:</p> <p>I would go to the Librarian, she is very approachable</p> <p>Star: Environment, you just want to stay there.</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Wish: Library host, staff member floating at the start of the year who approaches students coming into the library
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**Staff Online survey:**

The following details the quantitative and qualitative feedback from the staff online survey that took place from 30<sup>th</sup> April – 18<sup>th</sup> May 2018.

There were 39 respondents' to the 2018 staff survey broken down by campus:

Campus	Number	%
Galway	25	64.10
Mayo	8	20.51
CCAM	1	2.56
Letterfrack	1	2.56

The survey sought to determine how staff used the library and how often. It also wanted to find out what areas of the library are functioning well and what areas need further improvement.

Staff predominately use the campus library in preference to the online library: 64% and 23% respectively.

They use it mainly for:

- Quiet space to read and study (28.77%)
- To partake of library training (12.33%)
- Consult with library staff (13.7%)
- Search the online library (16.4%)

The information desk was deemed to be excellent whereas the opening hours may need improvement. The help zone, lunchtime talks, exhibitions and book club all received a very positive endorsement.

Staff were satisfied with the following resources:

- Print books
- eBooks
- Electronic journals
- Online exam papers
- Online newspapers

The provision of databases on the other hand was deemed to need improvement.

As regards online services it is interesting to note that respondents scored the catalogue search and advanced search higher than the search + find interface.

Online tutorials appear to need more development as well as the overall website while LibGuides scored well.

The most satisfaction with the library service centered on the library staff who received a very positive endorsement.

All training sessions scored good to excellent, but comments indicated that our tours and training sessions need to be more interactive. Further workshops on Harvard Referencing for 2<sup>nd</sup> and 3<sup>rd</sup> years were also recommended.

Staff would strongly recommend GMIT library to others particularly the level of service received from the library staff. They are equally satisfied with the level of communication from the library about new products and service. However, it appears that Research@THEA needs further promotion as well as an awareness of the library strategic plan and collection development policy.

In times of financial constraint staff would not agree with cutting online resources or electronic journals. However, they had a preference for cancelling print journals instead of electronic journals. They preferred print books to ebooks and they would not recommend purchasing more ebooks instead of print books. They would not agree with purchasing only ebooks.

Other areas of improvement related to:

- Full access to J-STOR
- Not to offer MS Word Referencing
- Don't continually change the online interface
- Purchase more print books instead of eBooks
- Include library staff in designing new courses
- Purchase more fiction
- Provide more video content on "how to" paraphrase, avoid plagiarism and academic writing

**Student online Survey:**

The following details the quantitative and qualitative feedback from the student online survey for the Dublin Rd campus and the CCAM Library that took place from 15<sup>th</sup> January – 2<sup>nd</sup> February 2018:

There were 180 respondents' to the 2018 student survey broken down by:

Campus	Number	%
Dublin Road	160	89
CCAM	20	11

Similar to the staff survey, most respondents used the campus library as opposed to the online library. They used it to:

- Borrow material
- As a quiet space to study
- To use the computers and printers
- To use the group study rooms

They were particularly satisfied with the:

- Information desk
- Help Zone
- Reading/study rooms
- Self-checkout
- Exhibitions
- Lunchtime talks
- Book club

However, there were mixed views on:

- Heating
- Lighting
- Noise Levels
- Opening hours

Students seemed to be satisfied with the information resources in the library.

As regards library services, students found the searching functionality, Research@THEA, e-dissertations on sharepoint and the website acceptable more so than good or excellent. All other services scored good or excellent.

Library training was well received and the students strongly endorsed the library staff. They would recommend this library to others and they were happy with the interlibrary loan service and aware of the library presence on Moodle/Learnonline.



Areas that requires improvement relates to:

- Library stock, less religion books and more course books
- Finding eBooks and ejournals
- More familiarity with LibGuides
- More awareness of Subject Librarians
- Communication needs more work
- Awareness of standalone sessions in addition to Learning and Innovation Skills
- Awareness of library strategic plan, the collection development policy and Research@THEA
- Opening hours
- Navigating website
- Retrieval of online exam papers
- Users eating in the library
- Shelf number slow to display on website
- Magazine selection outdated
- Book study rooms for more than 1 hour

### 5.3 External Stakeholder perspective

The following details the qualitative data obtained from an external focus group and a more general individual interview with the Deputy Principal of Galway Community School (GCS):

Engagement;

1. What is your experience engaging with the library service?
2. Do you engage with the library, how and where?
3. How do you feel about the physical space in the library? Is it a welcoming and comfortable environment? Would you change anything?
4. Are you encouraged to use the library and if so by whom?

2. Communication:

1. Do we communicate with you?
2. Which communication channels do you use?
3. Do you follow us on social media?
4. Can you suggest ways of improving communication?
5. Do we promote our services/facilities effectively?

3. Satisfaction:

1. How satisfied are you with the library service?
2. Are you equally satisfied with the physical library and the virtual library?
3. Can you suggest improvements to the library?
4. If you have a comment, suggestion or complaint with the service how would you go about letting us know?
5. What would be our "2 wishes" and what is our "star?"

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Focus Group/ Interview	Response
<b>External Members</b>	<p>1. Engagement:</p> <ol style="list-style-type: none"> <li>1. Positive experience. Physical space is great, it's very spacious. I find it a welcoming and comforting environment.</li> <li>2. Doing research for a book I'm writing, interlibrary loans. For tourism resources. To get an ID card. First contact via webpage and compared it to NUIG external membership. GMIT membership more reasonable</li> <li>3. Very friendly, helpful, inviting. Very relaxed space, very spacious. A good place to focus as well as being quiet.</li> </ol> <p>Would be good if membership card was available online.  Parking could be an issue.  Make clear on all guides that not all services are available to externals. Information on print and online needs to be aligned. Need to be informed with exam times as there are access restrictions.</p>
	<p>2. Communication:</p> <ol style="list-style-type: none"> <li>1. Haven't had any contact from the library to let me know about upcoming events. I get</li> </ol>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>communication from the library to renew my books or to invite me to a focus group.</p> <p>2. Email</p> <p>3. I don't follow the library on social media.</p> <p>4. Communicate that research services are available to external members.</p> <p>5. Services and facilities are well promoted.</p>
	<p>3. Satisfaction:</p> <p>1. Good interlibrary loan service. Very satisfied, staff very helpful, polite and friendly and the facilities and resources are excellent.</p> <p>2. Some tourism books are very old, and a lot of HR printed books are over 10 years old</p> <p>3. Opening hours. Saturday and Sunday needed for people who work during the week. Mark library on the campus map. Have a dedicated PC or be able to borrow a laptop would be useful. Locate suggestion box</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>near the main door for visibility.</p> <p>4. Would ask for help. Would use suggestions box or email to give feedback. Use surveys to give feedback.</p> <p>5. Wishes: make it clear what is available for externals, remote access to databases, remote access to book renewal, extend loan period of material. Star: what we do now. It is a very well organised and efficient library service, with friendly, helpful and polite staff. I've always felt welcomed in the library and helped if I ever had any queries.</p>
<b>Galway Community School</b>	<p>As PLC students did not make use of the CCAM library producing ID cards for PLC students each year should not continue.</p> <p>Very satisfied with the Information Skills workshops delivered and for next academic year it was felt they should be delivered to all LC and PLC students during induction week in September.</p>

## 5.4 Staff perspective and satisfaction

A brainstorming session was arranged with the library staff for 28<sup>th</sup> March 2018 and all staff across all campuses were invited. The same set of questions for the focus groups was used to structure the discussion.

### Engagement:

Library staff would like to engage more in a Learning and Innovation skills course specifically tailored to them. Equally they would like more liaison with academic staff in the design of new courses.

They feel the library should integrate more with professional management support staff by:

- Inviting staff who have published books to give a lunchtime talk
- More promotion of the library's reciprocal borrowing arrangements
- Providing library staff ID cards to all new staff

Engage more with students by:

- Asking students who have completed a thesis to give a ten-minute talk in the library
- Asking postgraduate students to give a lunchtime talk on their research and how they use resources and archives

### Communication:

Library staff were happy with the level of formal and informal library staff communication processes by the library both within each campus and between all campuses.

Improving communications with students should focus on:

- Snapchat if resources become available
- Stand up banner at entrance door detailing opening hours
- Feed into LCD screens around the Institute

**Satisfaction:**

While staff feel the physical library is a flagship building there are a number of improvements that could enhance the service including:

- Install access control gates at the entrance to improve health & safety issues and provide very useful statistics that could feed into the overall business intelligence of the Institute
- Re-carpet the library
- Invest in new chairs
- Smaller returns box at the entrance
- Establish more of a presence on the open floor during the third semester
- Blinds for office windows
- Lower part of information desk in CCAM to establish a help zone area
- Refurbish the training room
- More silence signs at the entrance to the library. Put a message on all PCs about silence.
- Ensure there are stands for computer towers on open floor
- More PCs for CCAM Library
- Place DVDs on shelves facing outwards in CCAM library

Staff wishes centred on the provision of better WiFi and communicating to external members regarding library events and services.

**Library Staff online form:**

An anonymous online survey form was circulated to library staff that commenced on 9<sup>th</sup> April and closed on 20<sup>th</sup> April. This enabled all staff to respond if they were not in a position to attend the brainstorming session.

The online form generated eleven respondents to 19 questions that are available in appendix 25.

Most staff feel the reporting structures in the library are fit for purpose while one staff member felt a google form to the line manager might be another option.

The majority of staff also felt their role reflected developments in the library in the past ten years while a minority of staff felt that more professional posts should be sought as they felt their role had changed substantially.

Staff felt their views were taken on board while a few staff members felt they were not. Staff felt empowered to act and take responsibility for decisions and changes and they felt well informed about the library and college matters. However, one staff member did not think so.

There are effective two-way communications channels and to ensure this is improved on it was felt that proper communication of changes that affect staff, opening hours etc should be communicated.

Seven staff members felt they were adequately consulted in generating improvements whereas one said no and two said sometimes. The need for more brain storming sessions was put forward as a way to improve on this issue as well as having somewhere to record ideas. Staff should also read up on what other libraries are doing. An online form like this one would also help.

Budgetary constraints were seen as an obstacle to staff development.

Library procedures and policies are working and staff do not perceive any gaps in library procedure.

There is a quality assurance culture within the library as well as an innovative culture. Staff feel the library is doing its best with limited resources and would like to see touch screen search stations introduced in the library. Small things like re-branding rooms may help. For example, study hub for study rooms or adding something like "Latest news" feed to a website to give it a more dynamic feel.

The majority of staff feel the communication channels between the campuses are adequate but that regular phone calls and intercampus teams might create more cohesion.

There were mixed views on Koha, the new Library management system. Some felt it was fine, adequate or has grown on them. Circulation works well. It is adequate for their functional area while others feel it is not fit for purpose. It is not what was expected. It has been challenging to get to grips with. It has come with a lot of problems and issues and does not see to suit our needs. Serial training has been poor. Numbering patterns are cumbersome.

Working at the information desk is deemed to be a very positive experience and staff like interacting with library users. The help zone had improved student library staff relations. However, staff mention security as an issue in the evenings and also that it can be cold at the desk reflecting heating issues with the building.



## 6. Environmental Analysis

In order to identify and assess the key external factors which are impacting upon the strategic planning and day to day operations of the Function, a detailed PESTLE analysis was conducted by the Function Review Co-ordination Group and its staff. The key factors identified in our analysis of their impact on the Function and specific planned actions and initiatives required to address these factors are identified and discussed below.

<b>Political</b>		
<b>Factor</b>	<b>Impact on Function</b>	<b>Planned Action/Initiative</b>
Technological University	Increase in students	Develop and enhance virtual library to complement physical library
		Provide research support sessions
	Increase in research students	
	Increase in international students	Appoint library staff member to liaise with international office
	Increase in access students	Ensure assistance technology in Independent Learning Unit (ILU) is fit for purpose
		Ensure Help Zone operates to offer individual assistance to all access users
	Increase in funding	Provision of adequate electronic and print resources
	More student work placement	Tailor lending rules to accommodate users on work placement
	Flexible delivery of programmes	Develop online information skills module as part of LIS online

		<p>Continue to subscribe to ebook packages</p> <p>Continue to purchase relevant single title ebooks to support online delivery</p> <p>Reduce reliance on print journals and increase access to ejournals</p>
	More regional commitments	Develop closer links with GCS and potentially Galway Technical Institute (GTI)
	Closer alignment to enterprise	<p>Promote corporate membership to enterprises that are closely aligned to GMIT</p> <p>Participate in working groups with partners</p> <p>Develop collaborations with our partners</p>
	New Governance Structure	Investigate library shared services with our partners
	Budgetary with possibility of expansion of IRel	More promotion/marketing of library resources
		Embed CORAL in library workflow
		Investigate Patron Driven Acquisitions (PDA) and Evidence Based Acquisitions (EBA)
	Staff-less libraries	Investigate out of hours services available in public libraries and report on same

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

Brexit	<p>Increase in international students</p> <p>Staff student ratio increase</p> <p>Employment Control Framework</p> <p>Procurement</p>	<p>Dedicated library staff member to liaise with international office</p> <p>More tailored library induction</p> <p>Benchmark library staff student ration and professional para professional ratio</p> <p>Embed Help Zone</p> <p>Embed research support sessions</p> <p>Benchmark staffing levels within library service</p> <p>Participate in national procurement initiatives to realise savings</p> <p>Ensure THEA librarians are represented in all national tender teams</p>
Minority Government	<p>Educational policy may change leading to uncertainty</p> <p>Impacts on funding, staffing</p>	<p>A flexible library staff to respond with agility</p> <p>Investigate library staff structure and roles</p>
HEA review of Mayo Campus 2017 five-year plan.	Resourcing of the library	<p>Library budget proposal to highlight need for resources, i.e. databases, ejournals, eBooks &amp; print books</p> <p>Replacement of security gates at entrance.</p> <p>Investment in IT infrastructure</p> <p>Re-design IT area.</p> <p>Ensure adequate staffing levels in line with service delivery.</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Budget proposal for self-issue unit.
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Economic		
Factor	Impact on Function	Planned Action/Initiative
Financial	Fluctuating budgets	Ensure adequate electronic resources by participating in consortial purchase and national procurement initiatives
	New Funding Model with expansion of IRel	Monitor usage stats with KPIs to ensure return on investment
		New self-issue
		More electronic resources
		Online Information skills module as part of LIS online
	Flexible delivery of programmes	Fit for purpose electronic resources
		Embed CORAL as part of workflow

<b>Social</b>		
<b>Factor</b>	<b>Impact on Function</b>	<b>Planned Action/Initiative</b>
Demographics.  Castlebar victim of rural isolation, poor public transport and size of campus.	More diverse student cohort  Lifelong Learning	Ensure adequate electronic resources to complement physical resources  Expand library membership as needed  Designate a library staff member for life-long learning  Lunchtime talks in first and second semester  Monthly exhibitions  Continue to collaborative with partners and regional affiliates
User Expectations	Digitally skilled library staff  IT Infrastructure  Student feedback	Conduct a training needs analysis annually  Update IT infrastructure once capital funding becomes available  Annual student surveys  Communicate regularly with external members  Update customer service charter  Embed the Help Zone and Research support sessions to offer a more personalised service  Update marketing policy and implement it  Ensure that library services are flexible

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

<b>Technological</b>		
<b>Factor</b>	<b>Impact on Function</b>	<b>Planned Action/Initiative</b>
Cloud Computing	Staff upskilling	Training needs analysis  Ensure staff have access to relevant staff development
Increased digitisation	More vat to deliver electronic resources    Union catalogue on Koha	Investigate financial feasibility of electronic resources  Monitor usage statistics to determine return on investment  Increase interlibrary loans of electronic resources where possible  Implement new electronic interlibrary loan workflow
Elearning/online learning	More reliance on electronic resources  Lack of disability software in Castlebar library	As above  Liaise with Access Office to cater for users with special needs.
Koha unfit for purpose	Stifles innovation and workflows	Continue to lobby for a new library management system at the conclusion of the present tender.

<b>Legal</b>	<b>Impact on Function</b>	<b>Planned Action/Initiative</b>
General Data Protection Regulation (GDPR)	Increase in staff workload and monitoring	Designate a library staff member as Data Protection officer for the library service  Develop a data inventory with a retention policy  Compile data protection checklist to be signed off at the end of each retention period
Child Protection Policy	Staff training and awareness	Copy of child protection policy to be given to each library staff member  Signage outside library to alert users to non-access of underage and unaccompanied minors

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Garda vetted staff	HR recruitment policy
Copyright policy	Staff awareness	Ensure copyright interlibrary loans are signed by requesters  Display of ICLA guidelines near all printer/copier machines  Copyright training when required
Plagiarism	Library resource to raise awareness and provide training to users	Continue to provide plagiarism training as part of the Information Skills module.  Integrate Information skills module with the academic integrity LIS online
Challenges of supporting all statutory leave in workplace without backfills of staff	Health & safety regulations due to lone working	Lone working risk assessment  Ensure staffing levels are adequate
National tenders	Realise a return in investment	Monitor savings in resources.  Participate in all tenders to ensure Institute is realising economically advantageous resources.

<b>Environmental</b>		
<b>Factor</b>	<b>Impact on Function</b>	<b>Planned Action/Initiative</b>
Enhanced educational collaboration between diverse organisations	Access to the library from outside the organisation       Need to ensure resources are not overly stretched	MOU with Galway Community School  MOU with Galway Clinic Nursing Staff  MOU with Galway Technical Institute (GTI)
Global challenges	Sustainability	Recycle bins available  Prohibit plastic cups  Provision of scanning facilities free of charge

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

		<p>Library involvement in Energy Awareness Day</p> <p>Light sensors</p> <p>Ensure library uses energy saving bulbs</p>
Security	Health & safety issues	<p>Lobby for access control gates as part of Institute Risk Register</p> <p>Two more porters allocated to the library to improve presence on open floor</p> <p>Update emergency procedures and phones at the porters' desk and information desk</p> <p>Minimise lone working</p>
Maintenance of physical space	Conducive study environment and noise control	<p>Extend silent zone on first floor</p> <p>Maintain furniture to acceptable standard</p> <p>Ensure walls are painted regularly</p> <p>Investigate carpeting the CCAM stairs</p>
Green Campus	Reduced carbon footprint	<p>Install LED lighting where possible.</p> <p>Continue to implement policy of no food in library.</p> <p>Re-cycle bins to be provided.</p> <p>Glass generated by the library to be recycled.</p>



## 7. Analysis of strengths, weaknesses, opportunities and challenges

Strengths				
Key	Supporting evidence	Impact (so what?)	Planned initiative (how will build on this)	Link to Strategic plan
1 Engagement	<p>Help zone</p> <p>Student centred and user focused as evidence by focus groups and surveys</p> <p>Staff member on module design committee</p> <p>Book club,</p> <p>Exhibitions,</p> <p>Lunchtime talks</p> <p>Staff goodwill</p> <p>Staff flexibility</p> <p>Good reputation for customer service</p>			
2 Infrastructure	<p>Flagship building</p> <p>15 study rooms</p> <p>Independent Learning Unit (ILU)</p> <p>BYOD</p> <p>Laptop lending</p> <p>Silent zones</p> <p>Multifunctional printer/copiers</p>			

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3 Partnerships/ Regional remit	Galway Community School			
	Galway Clinic (Nursing)			
	Reciprocal borrowing policy with NUIG, CUA, AIT, Marine Institute			
	THEA Librarians group			
	Multi-campus Institute			
	External membership			
	Retired staff membership			
	Alumni membership			
4. Research	Research@THEA repository			
	Information literacy embedded in LIS			
	Research support sessions			
	Interlibrary/interbranch loans			
	LibGuides			
	Subject Librarians			
	Academic Writing Centre and Maths Learning Centre hosted in library and collaboration with library			
5. Resources	Special collections, WTT & Enda McDonagh collection			

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	CCAM specialist collection of art materials			
	Electronic resources including ebooks, ejournals			
6. Staff	<p>Professional staff, experienced and motivated as evidenced by internal stakeholder feedback.</p> <p>Staff are good at adapting to change as proven by the breadth and level of innovation in the library service over the last ten years.</p> <p>Student feedback confirms importance of having library staff on duty to help with queries and the use of equipment/facilities.</p> <p>Increase in usage of help zone, information skills and research support.</p> <p>Good relationships with other departments and students as evidenced by surveys and feedback.</p>	<p>Offers a more personal service to the library user</p> <p>Library keeps abreast and adapts to changing trends.</p> <p>More library services on offer.</p> <p>Leads to better graduate learning outcomes.</p>	<p>Continue to support staff development.</p> <p>Continue to lobby for investment in IT infrastructure.</p> <p>Monitor and roster staff to enable these services to develop.</p> <p>Continue to enhance the information skills module and the capacity of staff to deliver these services.</p> <p>Continue to foster and build on relationships with all stakeholders.</p>	
7. Intercampus system within GMIT Libraries.	Sharing of resources and expertise.	Consistency of service across the campuses.	Build on communication channels.	

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

		Centralisation of functions when possible.	Provide opportunities for networking.	
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<b>Weaknesses</b>				
<b>Key</b>	<b>Supporting evidence</b>	<b>Impact (so what?)</b>	<b>Planned initiative (how will build on this)</b>	<b>Link to Strategic plan</b>
1 Financial	<p>Cancellations of database subscriptions and print journal subscriptions</p> <p>Inability to purchase new stock for new programme development</p> <p>Stifles innovation</p> <p>IT infrastructure is coming to end of life</p>	<p>Inadequate learning support for programmes of study</p> <p>Retention issues</p> <p>Impacts on library's fitness for purpose</p> <p>Inadequate library service with the prospect of a TU</p>	<p>Source material via interlibrary loan within THEA sector if available</p> <p>Library representation on new programme developments</p> <p>Ensure Library IT equipment is included in Institute ICT funding</p> <p>Savings on cancellation of Ebrary will enable the purchase of a new self-issue</p>	
2 Infrastructure	No access control gates	<p>Impacts on overall security and health &amp; safety</p> <p>Limits library opening hours</p>	<p>Highlight in Institute Risk Register</p> <p>Liaise with Buildings to open classrooms</p>	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	No reading room	and support for library users	outside of library opening hours around exam time	
			Expand silent zones	
			Continue to implement mobile phone policy	
	Noise levels	Quality of study environment and dissatisfaction amongst library users	Two more porters redeployed to the library enabling more supervision	
			Direct queries to Buildings	
	Heat	Impacts on overall comfort of the library experience for the user		
3 Resources	Staffing structure	No staffing review since Chapman Flood Mazaars	Review organisational structure	
	Staff cuts due to Employment Control Framework	Impacts on library opening hours	Two more porters redeployed to library enables a return to longer opening hours in Dublin Rd library	
			Liaise with Buildings to open classrooms	

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

			outside of library opening hours	
			Dublin rd library staff moved to cover CCAM but impacts on Dublin Rd library	
		Non-replacement of staff in CCAM has impacted on covering both CCAM library and the Dublin rd campus library	Investigate reassignment of admin staff in Mayo campus to the library	
		Library resource taken out of Mayo Campus library has limited library opening hours	In the event on non-reassignment/ redeployment investigate re rostering of existing library staff to ensure best possible library opening hours	

Opportunities				
Key	Supporting evidence	Impact (so what?)	Planned initiative (how will build on this)	Link to Strategic plan

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

1 Technological University	GMIT is pursuing the criteria for a TU	University brand will generate more students	Promote Research@THEA	
			Embed research support sessions	
			Continue to offer referencing training for all library users	
			Enhance the Information skills module by developing an online module within LIS online	
			Embed the Help Zone in all libraries	
	GMIT is engaged in discussions with potential partners	More diverse student cohort to include more international, mature, part time, flexible, life-long learners, access, special needs	Support and encourage library staff to pursue relevant staff development initiatives both formal and informal	
	Ongoing staff development to meet TU criteria	More funding available particularly in the area of support for electronic learning resources		

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

2 Infrastructure	Flagship Building	Attracts prospective students. Good promotional facility.	<p>Continue to lobby for uplift to the physical infrastructure</p> <p>Liaise with marketing office to ensure the library is used in promotional activities/publications</p> <p>Liaise with school liaison officer to offer school tours of the library</p>	
3 Staffing	<p>Letterfrack now reporting to Institute Librarian</p> <p>Librarians as educators</p>	<p>More cohesive GMIT Library service</p> <p>More support for Learning &amp; Teaching</p>	<p>Grade VI Assistant Librarian appointed</p> <p>Formal schedule of meetings</p> <p>Letterfrack will form part of all future library strategic plans and reviews</p> <p>Roll out of Information skills module to Letterfrack</p> <p>Consistency of all library quality assurance standards</p> <p>Upskill library staff by encouraging staff to undertake the MA in L&amp;T or L2L initiative currently being implemented in the Library THEA sector</p>	



## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

4. Resources	Library management system in the area of Research@Thea	Supports the mandate to have all publicly funded research available on open access	Promote & market Research@THEA within GMIT	
		Increases the research profile of GMIT	Continue to report on usage statistics to Governing Body	
		Increases the research profile of THEA		
		Increases the research profile of the researchers		
		Increases citations to researchers work		
		Provides reading list software to academics		
	Keylinks	Increases usage of library material	Implement Keylinks next academic year	
			Identify academic champions in each School to pioneer the application	
		Provides one stop shop for library users	Continue to promote and market Keylinks	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Koha Union Catalogue	<p>and a more seamless service</p> <p>It will provide a more seamless searching and inter-lending service within the THEA library sector</p> <p>Better utilisation of THEA library material</p>	<p>Integrate Keylinks in Moodle</p> <p>Monitor usage statistics annually</p> <p>Implement the Union catalogue once it is fully tested</p> <p>Establish workflows to fully utilise the Union Catalogue</p> <p>Monitor usage statistics annually</p>	
5. Partnerships	<p>THEA libraries sectoral inter-lending</p> <p>Building on MOU with Galway Community School</p>	<p>As above</p> <p>Assist with transitioning into third level</p> <p>Provides Information literacy skills before entry into third level</p> <p>Instills a transferable</p>	<p>As above</p> <p>Embed Information Literacy skills in GCS induction week</p> <p>Continue to liaise with GCS to develop and enhance collaboration</p> <p>Offer free library membership to GC Nursing staff</p>	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Commence MOU with Galway Clinic Nursing Staff	<p>skill to GCS students</p> <p>Provides a reciprocal arrangement between GMIT and Galway Clinic Nursing Staff</p> <p>Offers a library service to Galway Clinic Nursing staff to further their studies</p>	<p>Free guest wifi onsite</p> <p>Access to all GMIT electronic resources onsite only</p> <p>Study facilities outside of peak times when required</p> <p>Access to the services of skilled library staff</p> <p>As above</p>	
	Alumni, external membership	Reaches out to the community and region		
6 Small libraries are agile and adaptable.	Personal service delivered as evidenced in internal stakeholder feedback	Library will continue to be the heart of the Institute.	Rollout of library services across the Institute campus libraries.	
7 Use of social media to communicate with library users	Some evidence of social media presence but needs improving on.	Will lead to better usage of resources and as a consequence better learning outcomes for the students.	<p>Embed social media in all campus libraries.</p> <p>Communicate more with class reps and year heads.</p>	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

<b>Challenges</b>				
<b>Key</b>	<b>Supporting evidence</b>	<b>Impact (so what?)</b>	<b>Planned initiative (how will build on this)</b>	<b>Link to Strategic plan</b>
1.Public perception of what the library actually does	Not everyone aware of social media presence	Lack of awareness of library services and content	Brand and instigate targeted social media initiative  Update marketing policy	
2. Staffing	Multi-campus environment issues	Difficult to provide cover over a large geographical area  Staff cohesion  Communication issues	Annual leave policy in place to ensure libraries have cover  Continue to hold annual intercampus staff development day  Schedule formal library staff meetings each year  Make minutes of all library meetings accessible to all library staff across campuses  Continue to encourage all forms of informal communication between all campus library staff  Ensure all policy documents are	

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

			<p>reviewed annually and shared across the library service</p> <p>Conduct a training needs analysis yearly and ensure library staff are continuously upskilled</p> <p>Continue to have robust rosters in place</p> <p>Ensure emergency numbers and documentation is available at information desks</p> <p>Update risk assessment annually for all libraries</p>	
		Consistency regarding standards, practices & workflows	<p>Ensure library staff are replaced as vacancies arise</p> <p>Monitor usage statistics regularly</p> <p>Continue to develop the virtual library to supplement the physical library</p>	
	Lone working	Health & safety		
	Library opening hours	Different staffing levels in each campus restricts opening hours leading to		

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

		inequity in library service		
2 General Data Protection Regulation (GDPR)	<p>Regulation comes into Law 25<sup>th</sup> May 2018</p> <p>Data Protection Officer appointed in GMIT 2017</p>	<p>Extra staffing responsibility</p> <p>Requires closer scrutiny and embedding a GDPR culture</p>	<p>Assign library staff member as the Data Protection officer for the library service</p> <p>Develop a data inventory and retention policy</p> <p>Liase with the GMIT Data Protection officer to ensure compliance</p> <p>Compile a data protection checklist to be signed off when required</p> <p>Monitor and update all data protection policies annually</p>	
3 Information Literacy	<p>Plagiarism issues</p> <p>Users do not know what a scholarly journal is</p> <p>Users do not understand the what a library database is</p>	<p>Academic integrity issues</p> <p>Poor quality academic writing</p> <p>Retention &amp; attrition issues</p>	<p>Continue to enhance the Information skills module</p> <p>Embed the Help Zone in all libraries</p> <p>Embed research support sessions</p> <p>Continue to offer drop in sessions during the academic year</p> <p>Develop an online information skills</p>	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>Users do not understand the Dewey Decimal Classification system</p> <p>Nor do they understand how to reference or use referencing software</p>		<p>module within LIS online</p> <p>Liaise with the Centre for Educational Development (CED)</p>	
4 Reliance on Google	<p>User behaviour indicate that Google is the first point of reference</p> <p>Plagiarism issues</p>	<p>Inability of users to evaluate academic peer reviewed information sources</p> <p>Poor academic writing skills</p>	<p>Continue to develop Information Skills</p> <p>As above</p>	
5. Infrastructure	<p>Managing noise &amp; security</p> <p>Managing heat levels</p>	<p>Compromises a conducive study environment</p> <p>May turn library users elsewhere</p>	<p>Implement mobile phone policy</p> <p>2 more porters assigned to the library ensures more library presence on the open floor</p> <p>Lobby for access control gates via Institute Risk Register</p> <p>Direct complaints to Buildings@Reparies</p>	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Upkeep of building		for current updates	
			Propose re-carpeting of library in library budget proposals annually	
			Update regular maintenance upkeep and cleaning to Buildings each summer	
	IT equipment is old		IT department are aware of obsolescence of IT equipment Institute wide	
	Self-issue end of life		Purchase of new self-issue unit over summer 2018 and operational for the 2018-19 academic year.	
			Investigate purchasing self-issue for all campus libraries.	
			Ensure capital funding includes improving the library buildings.	
	CCAM and Mayo libraries are old buildings. Limited by existing design, poor insulation, leaking roof.		Investigate re-design of campus libraries to ensure fitness for purpose.	
		May not attract students.	Monitor and safeguard library collections.	



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		May endanger library collections.		
6 Academic Liaison	Disconnect between new programme design and provision of learning resources to support them	Students may not have the learning resources available to enable them to reach their full potential	Ensure programme design includes library provision of learning resources	
		Retention & attrition issues	Monitor module manager and highlight and cost items not available in library.  Inform relevant School of inability of Library to purchase items if library budget is inadequate so that they can lobby Executive board for funding  Continue to request library attendance at School meetings annually  Promotion via usual marketing channels	
	Lack of awareness of new library services and resources	Poor return on investment	New marketing plan to be put in place  Provision of library session in Staff Development week annually	

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

		Underutilisation of library resources	<p>Require all new staff to request a library ID card in GMIT induction</p> <p>Require all new staff to partake of library tour and information session annually</p>	
7 Student Engagement	<p>Provides a more welcoming approachable environment</p> <p>Identifies recurrent issues with the library service</p>	<p>More informed library users</p> <p>Information literate library users</p> <p>Leads to improved retention</p>	<p>Embed Help Zone</p> <p>Continue to provide research support sessions</p> <p>Drop-in information skills sessions throughout the academic year</p> <p>Student survey annually</p> <p>Suggestions box physically and virtually</p>	
8 Uncertainty around future of specific programmes.	Frequently mentioned in internal stakeholder feedback particularly in Castlebar library.	Hinders planning. Difficult to build collections when uncertain of programme continuation	<p>Closer liaison with academic staff</p> <p>Cost learning resources for each module via module manager and seek advice from HOD/HOS regarding programme continuation.</p>	

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

			Closer liaison with Assistant Registrar of Quality Assurance.	
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## 8. Self-assessment of Offices/Services/Centres Reporting to Main Office

## 9. Function 5-year strategic plan

### Library Mission:

To provide library users with a transformative learning experience by:

- Supporting a diverse cohort of users
- Providing access to scholarly resources
- Developing and enhancing student engagement
- Maintaining and cultivating research skills
- Supporting and developing research support
- Establishing partnerships with community, and the region, nationally and internationally
- Fostering of applied learning and contributing to the transferable skills and lifelong learning of our graduates
- Attracting, retaining and empowering talented library staff

### Library Vision:

The library service across the Institute will be cohesive, innovative and responsive to the needs of its users and will uphold the values of GMIT. It will underpin the transformative university experience that will empower our graduates to fully contribute to the social, economic and cultural betterment of society.

### Rationale:

To realise this vision and in the absence of a GMIT strategic plan, the library's five-year strategic plan is aligned to the mission-based performance compact 2018-21 between GMIT and The Higher Education Authority (HEA). The compact is comprised of six objectives. Based on the extensive consultative process with stakeholders, and the SWOC and PESTLE analysis, the library's strategic plan 2018-2021 will do the following:

**Key Objective 1**

**Provide strong talent pipeline, employability (Strategic Priority 1.) Flexible/blended delivery (Strategic priority 1. 2)**

**High level targets:**

4. Undertake work placement
5. Employability statements for all disciplines by 2020
9. Achievement of new ICT Action plan

**What GMIT is going to do to achieve these targets:**

1. Every student to engage in work-based learning
2. Develop further HE apprenticeship programmes
3. Enhance Transition Out module
4. Develop relevant labour market activation programmes
5. Strategy for enhancing CPD and life-long learning
6. Employability statements for all disciplines
7. Develop a policy on online/blended/flexible delivery

**Measure by:**

1. Increase WBL in programmes
2. Centre for Graduate & Professional Dev
3. Maintain Graduate employment rate
4. Dev OER for Transitions out module

**What can the library do to align with this strategic priority?**

1. Enhance information skills module by developing an OER
2. Target LIS modules for life-long learners and apprentices
3. Develop a Transition In programme in conjunction with the five weeks programme and PASS leaders
4. Support the Heritage Module initiative with library talks targeted at the wider community
5. Continued development of online learning supports
6. Align lending rules to take account of work placements and flexible learning and evaluate learning materials for apprentices
7. Provide a welcoming environment conducive to learning
8. Equip all study rooms with interactive up to date technologies
9. Secure funding for self-issue units for all campus libraries
10. Ensure library is included in all ICT investment and infrastructure
11. Establish formal meetings with the Students Union during the academic year
12. Liaise with the Student Counsellor to develop the exam preparation sessions on a more structured basis.
13. Investigate digitisation of heavy demand material subject to ICLA copyright licencing

**Key Objective 2**

**Create rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community. (Strategic priority 2.1 Institute wide Erasmus+ Programme)**

High level targets:

4. Increase innovation vouchers with industry by 12% by 2020
5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020
8. Participation in Erasmus+ in HE and other study and work placements abroad to reach 4,400 by 2022 in accordance with international strategy.

**What is GMIT going to do to achieve those targets:**

1. Embed e-portfolios to showcase employability of graduates and staff as per objective 1.
2. Increase study abroad for students and staff
3. Connect Schools with European and global partners
4. Develop campus wide internationalisation programmes
5. Establish long term global partnerships
6. Develop a language Centre

**What can the library do to align with this objective?**

1. Customise library tours for international students
2. Lunchtime talks to appeal to international students
3. Exhibitions to showcase diverse cultures
4. Evaluate language resources and collaborate with language centre
5. Evaluate e-portfolio learning resources and provide e-portfolio workshops
6. Promote work placements abroad and library staff exchanges
7. Ensure all self-issue units incorporate multiple languages
8. Raise awareness that the Discovery service (EDS) provides multiple language translation

**Key Objective 3**

**Excellent research, development and innovation that has relevance (Strategic initiative 3.1 Graduate and Professional Development Programme)**

High level targets

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020
9. Increase applied research in the Institutes of Technology
10. Increase nos. in lifelong learning
11. Increase HE entrants studying on a flexible basis
12. Increase tertiary attainment among 30-34-year olds
13. Work placement
14. Double number of new apprenticeship registrations

**What is GMIT going to do to achieve these targets?**

1. Increase number of postgraduate research students
2. Increase number of taught postgraduate students
3. Increase number undertaking accredited professional development programmes
4. Increase number of students on programmes delivered on flexible basis
5. Appoint Director of Graduate and Professional Development
6. Strategic plan for postgraduate programme development
7. Development new and trans-disciplinary postgraduate programmes
8. Establish Dept Graduate Studies and PD
9. Publish GMIT's enhanced catalogue of postgraduate and PD programmes

**What can the library do to align with this objective?**

1. Promote Research@THEA in GMIT
  - a. Encourage the deposit of all postgraduate research
  - b. Research impact metrics awareness and training
  - c. Publish monthly stats in Governing Body report
  - d. Use social media to drive traffic to the repository
2. Develop and enhance Research Support and training
3. Establish formal collaboration with Research Office and the research community
4. Increase research resources and tools
5. Encourage reciprocal affiliations and sharing of resources

**Key Objective 4**

Diversity and social mix (Strategic priority 4.1: Widening Access)

**High level targets**

1. Student success strategy by 2020 embedding institutional access
2. Evidenced based National plans for equity of access by 2019
3. Implement Programme for Access to Third Level (PATH)
4. Expand underrepresented groups
5. Increase enrolments from DEIS schools
6. Completion rates for disadvantaged cohorts will be targeted for improvement

**What is GMIT going to do to achieve these targets?**

1. Target L6 FE graduates and increase to 10%
2. Support initiatives in Literacy and Numeracy
3. €30,000 support fund to GMIT to support initiatives within the Teacher Ed. Program
4. Participate in PATH 11 & 111 (Programme for Access to HE)
5. New access programme with NUIG Sept 2019
6. GMIT Student Success Strategy to be in place by 2020

**What can the library do to align with this objective?**

1. MOU with Galway Community School. Library and campus tours in conjunction with Schools Liaison Officer
2. Liaise with Student Services and Lifelong Learning
3. Purchase specialist resources in Literacy & Numeracy under funding for €30,000
4. Promote AWC & MLC and information literacy sessions
5. Highlight social media channels
6. Dedicate a library staff member to lifelong learning
7. Enhance services to Springboard students
8. Communicate with external members



**Key Objective 5**

Quality of the learning environment, strong focus on quality and academic excellence, benchmarking international practice (Strategic priority 5.1: Benchmarking Initiatives)

**High level targets**

1. Securing EUA membership
2. Participation in OECD Centre for Educational Research & Innovation (CERI) Project

**What can the library do to align with this objective?**

1. Continue to give feedback on all library annual surveys and feed into the ISSE survey
2. Ensure upkeep of the learning environment
3. Replace all library gates and consider RFID and access control gates
4. Continue to strive to maintain and enhance the highest level of customer service to the students and staff of GMIT and the wider community
5. Strive to enhance print and online collections subject to budgetary conditions
6. Manage the development of the collections to match the needs of the academic environment
7. Monitor library opening hours to support the needs of its users
8. Examine the environmental impact of all our processes and seek to reduce waste and recycle.
9. Investigate innovative ways to reduce noise at the entrance to the building
10. Strenuously monitor security particularly for evening opening
11. Benchmark the GMIT library service against best practice library standards

**Strategic Priority 5(b): LTA**

Student-centred institution, transformative, programme design, monitoring, evaluation. Student supports: AWC, MLC, Information literacy. Staff CPD. Quality culture, new staff induction, student progression etc.

**What is GMIT going to do to achieve this objective?**

1. Develop culture of CPD
2. Build digital capacity and dev TEL environment
3. Improve retention
4. Increase capacity to teach online/remotely
5. Increase capacity to teach and supervise postgraduate students
6. New LTA strategy
7. Annual induction programmes for staff
8. New staff to complete postgrad cert in T&L
9. Training students on programme design

**What can the library do to align with this objective?**

1. Actively participate in CED in conjunction with CPD
2. Conduct library staff training needs analysis yearly
3. Embed Information Literacy instruction
4. Encourage and promote new staff awareness and engagement and continue to have a library element to the staff induction
5. Promote and continue to enhance student, staff and research supports
6. Build on and maintain podcasts, online tutorials, YouTube videos, LibGuides etc
7. Highlight the need to include library representation in new programme design
8. Implement library staff online and print handbook for new library staff as part of library staff induction
9. Create a library handbook for academic staff
10. Develop a reference interview guide for library staff
11. Foster a student-centred approach to learning to develop fully independent learners

**Key System Objective 6**

Demonstrate consistent improvement on governance, leadership and operational excellence.

**Strategic Priority 6.1: Institutional Governance****What is GMIT going to do to achieve this objective?**

1. Review and update all existing policies
2. Risk management policy
3. Risk register that will become a living document

**What can the library do to align with this objective?**

1. Update all library policies and ensure up to date manuals and procedures
2. Standardised workflows across the library service that includes all campuses
3. GDPR compliance
4. Lone working risk assessment and update and review local risk register to feed into the overall register
5. Continue to support the Institute's application for designation as a Technological University

**Strategic Priority 6.2: Gender Equality****What is GMIT going to do to achieve this objective?**

1. Appoint Director/VP Gender Equality, Diversity & Inclusion
2. Achieve Athena SWAN bronze award
3. Clear roadmap for Athena SWAN award for GMIT's 50<sup>th</sup> Anniversary 2022
4. Embedding gender awareness
5. Gender equality in governance

**What can the library do to align with this objective?**

1. Embed gender awareness
2. Liaise closely with the new VP of Gender Equality
3. Ensure information resources underpin Gender Equality
4. Co-operate fully with the Institute work on attaining the Athena SWAN charter

## 10. APPENDICES

### 10.1.1 Appendix 1: Questionnaire for individual interviews and focus groups.

#### a. **Engagement**

- i. What is your experience engaging with the library service?
- ii. Do you engage with the library, how and where?
- iii. How do you feel about the physical space in the library? Is it a welcoming and comfortable environment? Would you change anything?
- iv. Are you encouraged to use the library and if so by whom?

#### b. **Communication**

- i. Do we communicate with you?
- ii. Which communication channels do you use?
- iii. Do you follow us in social media?
- iv. Can you suggest ways of improving communication?
- v. Do we promote our services/facilities effectively?

#### c. **Satisfaction**

- i. How satisfied are you with the library service?
- ii. Are you equally satisfied with the physical library and the virtual library?
- iii. Can you suggest improvements to the library?
- iv. If you have a comment, suggestion or complaint with the service how would you go about letting us know?
- v. What would be your "2 wishes" and what is our "star?"

**10.1.2 Appendix 2: Student survey 2017 and 2018.****1. To which Institute are you attached?**

Campus	Year of survey	%
Galway	2018	89
	2017	86
CCAM	2018	11
	2017	14

**2. How often do you visit?**

	Year	Once month or less	Several times a month	Several times a week	N/A
Galway/CCAM library	2018	10	28	58	2
	2017	10	25	65	0
Online Library	2018	21	26	18	9
	2017	31	31	18	6

**3. Why do you usually visit the library?**

	2018	2017	Notes
Borrow material	53%	57%	
Quiet place to read/study	78%	82%	
Use PCs/printers	59%	60%	
Group study rooms	49%	2%	
Read newspapers	13%	19%	
Library training		3%	
Consult library staff		13%	
Online searching	26%	28%	
Browse library website	18%	18%	
Other		2%	Complete assignments, use software on personal laptop

**4. Please rate the following services and facilities from “needs improvement” (1) to “excellent” (5):**

	Year	1	2	3	4	5	N/A
Information desk	2018	2	3	15	24	49	5
	2017	2	0	14	34	47	2
Help Zone	2018	3	5	19	19	28	21
	2017	2	2	12	28	29	27
Reading/study spaces	2018	7	7	18	29	34	3
	2017	2	5	24	36	32	1
Training rooms	2018	2	5	18	16	16	34
	2017	1	6	13	27	24	29
Computers/printers	2018	14	10	20	21	25	7
	2017	9	7	20	34	25	6
Self-checkout	2018	4	3	16	19	27	25
	2017	2	6	12	27	22	29
Library signage	2018	3	5	19	18	29	19
	2017	2	3	24	28	27	12
Heating	2018	8	13	17	25	31	3
	2017	11	8	18	31	31	1
Lighting	2018	3	8	21	25	34	3
	2017	7	10	20	25	36	1
Noise levels	2018	7	11	22	19	33	2
	2017	19	8	24	31	17	1
Opening hours	2018	19	15	18	22	21	2
	2017	21	9	15	27	26	1
Exhibitions	2018	2	7	22	18	15	31
	2017	7	2	13	26	21	30
Lunchtime talks	2018	3	5	17	11	13	45
	2017	3	2	14	20	11	48
Book club	2018	4	6	15	10	10	48
	2017	2	2	15	13	12	55

**5. Please rate the following library collections from “needs improvement” (1) to “excellent” (5):**

	Year	1	2	3	4	5	N/A
Books (Print)	2018	7	6	20	30	29	8
	2017	5	5	21	32	36	2
eBooks	2018	8	8	22	22	24	14
	2017	3	7	25	24	22	17
DVDs/Audio Books	2018	4	7	17	14	11	42
	2017	4	7	23	10	15	40
Journals (Print)	2018	5	6	21	23	21	21
	2017	2	2	18	26	24	24
eJournals	2018	4	9	19	23	20	17
	2017	3	3	17	29	25	21
Databases	2018	5	7	20	20	25	15
	2017	4	3	17	26	26	21
Exam papers	2018	8	9	15	21	29	17
	2017	6	2	17	31	33	10
Newspapers (Print)	2018	2	4	16	15	20	38
	2017	3	3	17	24	25	28
Newspapers (Online)	2018	2	4	17	9	18	43
	2017	3	3	14	21	20	37

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6. Please rate the library online services below from “needs improvement” (1) to “excellent” (5):

	Year	1	2	3	4	5	N/A
Search+Find	2018	9	5	27	28	23	6
	2017	2	6	31	25	17	19
Catalogue Search	2018	8	7	26	23	19	15
	2017	3	4	30	26	19	18
Advanced search	2018	8	5	24	24	23	13
	2017	4	5	24	31	20	16
My Library Account	2018	7	4	22	29	24	10
	2017						
Endnote	2018	3	7	18	17	16	36
	2017	4	8	15	25	18	28
Study room bookings	2018	4	4	15	24	33	16
	2017						
LibGuides	2018	4	4	15	20	16	36
	2017	3	6	18	22	21	28
Library online tutorials	2018	4	4	16	17	11	42
	2017	3	9	16	15	15	28
Library social networks	2018	5	8	18	15	17	34
	2017	7	8	18	15	15	35
Online FAQs/Ask a Librarian	2018	3	4	18	15	21	35
	2017	3	3	14	21	23	35
Research@THEA/CUAL	2018	2	5	14	12	13	49
	2017	3	3	18	14	10	49
Undergrad theses Sharepoint	2018	2	4	16	10	10	50
	2017						
Overall library website	2018	4	6	28	26	27	6
	2017	5	4	18	36	26	10



**7. Please specify if you have further comments on the above questions:**

- Saturday/weekend opening hours
- Hard to navigate website
- Library should be open earlier in the morning and later in the evening
- Exam papers online hard to find/navigate
- Problems connecting to Wi-Fi
- People eating
- The library is great/the library is an amazing resource/staff are so helpful
- Website can be slow to display the shelf number of the book in the library
- We should be allowed to book study rooms for more than one hour
- Create an eBook on how to research for my subject area
- Magazine selection is outdated
- Less religion books more course books
- The library is pointless to visit if on an IT related course

**8. Please rate the library training you have received from “needs improvement” (1) to “excellent” (5):**

	Year	1	2	3	4	5	N/A
Library Tour	2018	6	4	24	19	29	16
	2017	2	5	21	26	36	13
Information sources	2018	4	4	21	25	25	18
	2017	2	3	18	33	26	18
Online Library	2018	4	5	21	18	30	19
	2017	2	4	19	27	29	18
Using Library Databases	2018	3	6	19	20	23	25
	2017	3	5	17	28	25	21
EndNote Training	2018	4	11	14	11	14	40
	2017	8	5	15	18	19	33
Citing & Referencing	2018	4	8	20	17	20	28
	2017	6	8	18	18	28	19
Referencing MS Word	2018	3	8	19	15	18	31
	2017	6	10	15	18	25	23
Copyright & Plagiarism	2018	3	5	18	18	27	26
	2017	4	8	14	21	29	19

**9. What other library training would you like to see?**

- How to avail of other means to getting the articles/books required. For example, a list of places we can request interlibrary loans

**10. Please rate the following statements on a scale from “Strongly Agree” (1) to “Strongly Disagree” (5):**

	Year	1	2	3	4	5	N/A
Library stock satisfies my needs	2018	27	24	18	19	9	2
	2017	24	28	14	24	9	1
Satisfied with interlibrary loans	2018	22	28	18	12	7	10
	2017	19	21	18	16	4	21
Website easy to navigate	2018	22	26	16	19	12	2
	2017	22	22	17	21	14	3
Familiar with using ebooks/ejrls	2018	23	23	17	15	12	7
	2017	22	21	14	23	13	7
Familiar with LibGuides	2018	16	15	19	16	13	16
	2017	14	21	14	25	14	12
Satisfied with service by library staff	2018	37	18	13	9	18	3
	2017	38	20	10	15	15	3
Aware of my Subject Librarian	2018	16	12	18	15	27	8
	2017	15	14	17	19	23	13
Satisfied with communication	2018	17	24	26	14	10	5
	2017	24	25	15	17	14	5

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Aware of Library's presence in Moodle	2018	31	20	12	12	16	5
	2017	32	21	11	14	20	2
Aware of Library standalone library instruction sessions	2018	21	16	15	13	22	9
	2017	19	16	16	17	20	10
Aware of Library policies	2018	18	13	19	12	22	11
	2017	13	12	21	15	30	5
Aware of Research@THEA	2018	19	12	15	15	23	13
	2017	11	11	15	18	32	13
Would recommend the library to others	2018	35	23	13	11	12	1
	2017	38	21	11	15	14	1

**10.1.3 Appendix 3: Staff Survey 2018.****1. To which Institute are you attached?**

Campus	Number of respondents	%
Galway	25	64.10
Mayo	8	20.51
CCAM	1	2.56
Letterfrack	1	2.56
Total Respondants	39	

**2. How often do you visit?**

	Once month or less	Several times a month	Several times a week	N/A
Campus library	64	26	5	3
Online Library	23	36	13	10

**3. Why do you usually visit the library?**

	2017	%
Borrow material	21	28.77
Quiet place to read/study	7	9.59
Use PCs/printers	2	2.74
Read newspapers	6	8.22
Library training	9	12.33
Consult library staff	10	13.70
Online searching	12	16.44
Browse library website	6	8.22
Total options	73	

4. Please rate the following services and facilities from “needs improvement” (1) to “excellent” (5):

	Year	1	2	3	4	5	N/A
Information desk	2018	0	0	8	21	67	5
Help Zone	2018	0	0	5	8	41	44
Reading/study spaces	2018	3	3	8	23	33	31
Training rooms	2018	0	0	15	13	26	46
Computers/printers	2018	3	5	15	3	15	56
Self-checkout	2018	3	3	8	21	23	44
Library signage	2018	0	0	18	36	36	10
Heating	2018	3	0	23	18	36	21
Lighting	2018	0	0	15	26	38	18
Noise levels	2018	0	10	13	28	28	18
Opening hours	2018	15	10	10	21	28	10
Exhibitions	2018	0	5	15	28	23	26
Lunchtime talks	2018	0	3	13	23	28	31
Book club	2018	0	0	8	3	15	72

5. Please rate the following library collections from “needs improvement” (1) to “excellent” (5):

	Year	1	2	3	4	5	N/A
Books (Print)	2018	8	8	24	26	26	8
eBooks	2018	3	5	21	34	18	18
DVDs/Audio Books	2018	0	3	21	13	8	55
Journals (Print)	2018	5	8	16	21	11	39
eJournals	2018	8	8	5	24	29	26
Databases	2018	3	11	21	13	26	26
Exam papers	2018	3	3	5	18	3	68
Newspapers (Print)	2018	0	3	8	13	13	61
Newspapers (Online)	2018	3	5	8	13	18	50

6. Please rate the library online services below from “needs improvement” (1) to “excellent” (5):

	Year	1	2	3	4	5	N/A
Search+Find	2018	3	11	16	16	29	24
Catalogue Search	2018	3	8	21	32	24	13
Advanced search	2018	3	11	16	26	29	16
My Library Account	2018	3	11	16	24	29	16
Endnote	2018	3	5	11	18	11	53
LibGuides	2018	3	3	11	21	18	45
Library online tutorials	2018	3	3	16	8	18	53
Library social networks	2018	3	0	8	16	11	61
Online FAQs/Ask a Librarian	2018	3	0	8	16	21	53
Research@THEA/CUAL	2018	5	3	3	16	11	61
Undergrad theses Sharepoint	2018	3	0	5	5	16	68
Overall library website	2018	5	5	24	16	32	18

7. Please specify if you have any further comments on the above questions:

- I find the lack of access to the full version of J-Stor hugely limiting intellectually to students and staff alike.
- Hardcopy daily newspaper no longer in Letterfrack library.
- I don't use a lot of these features.
- The library staff, in particular, are very helpful.
- THEA needs some feedback mechanism (e.g. individual report) at least on a monthly basis to make it relevant. Also, when my library account, I can't find a button to get back to the library main page.
- The staff is wonderful.
- There seems to be a very significant reduction in the number/range of databases available for construction area.
- Sometimes difficult to navigate the website. Areas to improve in terms of books and resources are mainly because I haven't requested them for new courses yet so not the library's fault at all!

8. Please rate the library training you have received from "needs improvement" (1) to "excellent" (5):

	Year	1	2	3	4	5	N/A
Library Tour	2018	3	0	5	15	28	49
Information sources	2018	3	0	5	15	31	41
Online Library	2018	3	0	8	18	31	38
Using Library Databases	2018	3	3	8	15	33	36
EndNote Training	2018	0	0	10	13	18	56
Citing & Referencing	2018	5	3	10	13	21	46
Referencing MS Word	2018	0	0	8	10	18	62
Copyright & Plagiarism	2018	5	3	10	10	21	49



**9. What other training would you like to see?**

- Assignment submissions from students show deficiencies or even ignorance of proper referencing and of what constitutes plagiarism and how it is overcome. Thus, much work to be done to get these areas communicated, registered and adopted.
- As students are encouraged to use EndNote or similar referencing software then I do not think it is useful to show students referencing in MS word. I end up discouraging my students from using this after they have learned it in first year. They don't realise the errors associated with the software and submit poor reference lists.
- I must have missed the notification re: EndNote training. I would avail of it if put on again.
- Getting students to critique online resources they use.
- I will definitely take the library tour if I'm still here in September. As I only started in November, the tours may not have been running or I was too busy to partake.
- Workshop on Harvard referencing for 2<sup>nd</sup> and 3<sup>rd</sup> year students to remind them.
- Results above based on student feedback.
- Library training was very boring, and students were very disengaged. Needs more interactive activities to make these sessions interesting as the content, unfortunately, is naturally quite dull in nature for first and second years. Additionally, students did not retain the information from the sessions as there are issues with poor paraphrasing and referencing later on in the year from students, and they are not good at using appropriate resources or using the online library.

**10. Please rate the following statements on a scale from “Strongly Agree” (1) to “Strongly Disagree” (5):**

	1	2	3	4	5	N/A
Library stock satisfies my needs	23	23	13	21	8	10
Satisfied with online resources	21	13	15	18	13	15
Satisfied with interlending	28	21	8	10	8	23
Website easy to navigate	18	36	15	13	3	13
Familiar with using ebooks/ejrls	18	31	13	13	8	13
Familiar with LibGuides	15	18	18	13	10	23
Satisfied with service by library staff	64	10	0	3	18	5
Aware of my Subject Librarian	33	13	3	10	15	23
Satisfied with communication	51	18	8	5	8	8
Aware of Library’s presence in Moodle	26	21	10	5	23	13
Aware of Library standalone library instruction sessions	26	13	10	8	13	26
Aware of Library policies	10	15	21	5	23	21
Aware of Research@THEA	15	15	13	10	21	23
Would recommend the library to others	54	15	5	10	8	3

11. In times of budgetary constraint, we would like your suggestions so that we can minimise the impact on your students. Would you suggest:

Resource	Yes	No	N/A
Cutting online resources	13	71	13
Cutting print items	39	42	13
Unsubscribing to journal titles in print	50	29	18
Unsubscribing to journal titles online	3	76	18
Purchasing only eBooks and not print	16	68	13
Purchasing only print titles and not eBooks	11	71	13
Do you prefer print books over eBooks	58	32	11
Are you happy to use either print or eBooks	53	29	13

12. What would you suggest we could do to improve library services or facilities?

- Full access to J-Stor.
- I suggest cutting back on MS Word Referencing training as outlined above. Also, this surveys text was difficult to see in the faded grey colour – black would provide much better contrast.
- Do not change the online interface. My impression is that each time I become familiar with one layout/interface, it seems to change.
- It is very disappointing that opening hours are reduced in Castlebar. Students need the service.
- More print books than eBooks please. Very helpful resources. Great facility in GMIT, staff are its greatest asset. Thank you.
- The library is an excellent resource with excellent people. See my THEA comment above. I would suggest that the library expertise is available when designing new courses with an online or blended learning component. Thank you.
- More fiction.
- It meets my needs, but I rarely use it. I am not aware of the complete suite of services that are available. but that is my fault.
- More video content for “how to” e.g. paraphrasing, plagiarism, suitable resources, academic writing (impersonal etc). The library staff are fantastic by my first- and second-year students have really struggled to write an essay, so it would be great if they could access small videos (GMIT branded) when they need them, when they are writing their essays. Some of the GMIT resources are inconsistent (referencing docs between school/library/module). As above LIS library tours need to be improved with more activities included.
- Great service on Mayo campus. Very much appreciated, kind wishes to all.

**10.1.4 Appendix 4: Inter Library loan suppliers' statistics received:**

<b>Supplier</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Athlone IT		5	3		6
Blanchardstown	1	2			
Cork IT	1	3	4	2	3
Carlow IT	1	5		3	1
Dublin IT	15	14	7	4	9
Limerick IT	1	6	1	2	4
Letterkenny IT	3	4	3	4	
Sligo IT	1	10	2	3	
Tallaght IT		1		2	
Tralee IT	1	1	2	5	1
Waterford IT	6	4	1	2	3
DunLaoghaire IT	1			2	
Dundalk IT	5	9	7	5	4
<b>Total</b>	<b>36</b>	<b>64</b>	<b>30</b>	<b>34</b>	<b>31</b>
British Library	31	29	17	4	2
Subito	143	124	39	40	49
UCC	19	17	6		5
NUIG	2	2			2
UCD	4	2	10	7	1
DCU	1		1		1
NUIM	5	4		3	5
NCAD	2				
Edward Doyle Leads Univ					
Inst. Ed London					
Leeds Univ	1	1	1		1
New York Univ					
Univ Edinburgh		1	5		
Univ Nottingham	1				1
Univ Sussex					
TCD	15	16	27	34	29
Birmingham Uni				42	
Bodleian					
Cork Co. Council					
Imperial College London					
Liverpool Univ		1	1	2	
London School of Economics					1
St Patrick College		1			
Linen Hall					

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Univ College London	1				1
Univ College Limerick		2	1	3	2
Univ College Warwick	2	1			
Galway Co. Council		1			
Ballybane Library			1		
Durham Univ		1			
Glasgow Univ		1	1		
Univ London			2		
London Library					1
Marine Institute					2
Norwegian Sch of Veterinary					
Univ Sheffield					
Internet	5		6	8	
Electronic Services	11	6	22		
Donegal Central Library	1				
Georgia Instit of Technology US	1				
Bristol Univ	3				2
Cambridge Univ	2				
Syracuse Univ	1				
Univ Southampton	1				
Laois County Library		1			
Nat College Scotland		1			
Institute of Ed. Library			1		
Queens University			2	3	2
County Lib Longford			1		
Univ Aberdeen			1	1	
Ulster University			1		
Univ Manchester				1	4
Meath Co. Council				1	
Univ Exeter				2	
Univ Reading				1	
Irish Labour History Society				1	
Louth County Library					1
<b>Total</b>	<b>252</b>	<b>212</b>	<b>146</b>	<b>153</b>	<b>112</b>

**10.1.5 Appendix 5: Inter Library loans sent:**

Sent to	2013-14	2014-15	2015-16	2016-17	2017-18
Athlone IT	19	8	8	5	3
Blanchardstown				1	
Cork IT	1			2	
Carlow IT	6	9	9	4	1
Dublin IT					
Limerick IT	4	8	8	4	1
Letterkenny IT	3	6	6	5	1
Sligo IT	8	3	3	3	
DunLaoghaire IT	7				
Tallaght IT		1	1		
Tralee IT	7			2	5
Waterford IT	4	4	4	10	5
Dundalk IT	9	1	1	2	1
<b>Total</b>	<b>68</b>	<b>40</b>	<b>40</b>	<b>38</b>	<b>17</b>

**10.1.6 Appendix 6: List of online tutorials**

1. Using Search+Find to find books and eBooks
2. Placing a hold
3. GMIT past exam papers
4. Information sources
5. Database tips and features
6. Creating an EndNote account

**List of podcasts**

1. Referencing: an overview
2. Avoiding plagiarism
3. Common knowledge
4. Summarising
5. Finding exam papers
6. What is a library database?
7. Scholarly journals: what they are and how to find them

**10.1.7 Appendix 7: List of YouTube Videos**

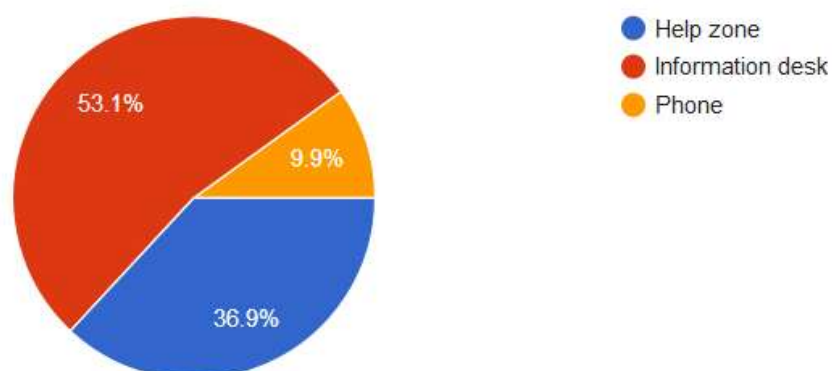
1. GMIT library tours (1K views)
2. Help in GMIT Library (33 views)
3. GMIT Library (85 views)
4. Why use GMIT Libraries (77 views)
5. GMIT Library (116 views)
6. Using GMIT Library's Search+Find to locate journal articles (37 views)
7. Finding journal articles on the online GMIT Library (37 views)
8. Welcome to the library (64 views)
9. eBooks in GMIT library 2014 (16 views)
10. Placing a hold on a library book (22 views)
11. Searching GMIT Library catalogue and place a hold (75 views)
12. eBook @GMIT Libraries (151 views)
13. LibGuides...Your Guides (189 views)
14. Welcome Jan2018 (12 views)
15. Introducing library databases (46 views)
16. Finding books and eBooks using Search+Find (53 views)

### 10.1.8 Appendix 8: Google Forms Analysis

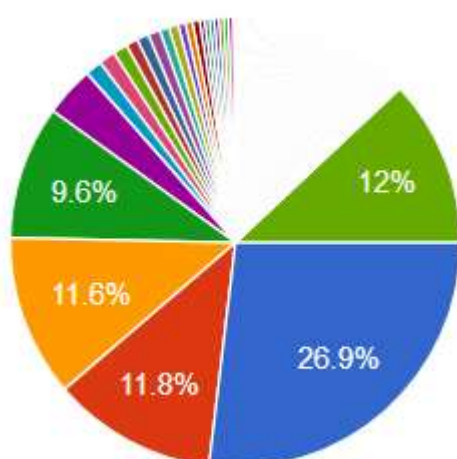
Help Zone Analysis Dublin Rd 2016-17

#### How was query submitted?

593 responses



	%	No. queries	Description
Books	26.90%	157	Loc, demo, specific books/topics
Printing Room	10%	56	How to, top up, double sided, jams
Booking	11.60%	68	How to, demo, cables, markers
Wi-Fi	0.09%	5	Not connecting, own device access
Jrl Articles	3.60%	21	HRM, Heritage, linking, how to search
Exam papers	0.90%	5	Where, how
Referencing	0.70%	4	Edition, lecture notes, pdf website

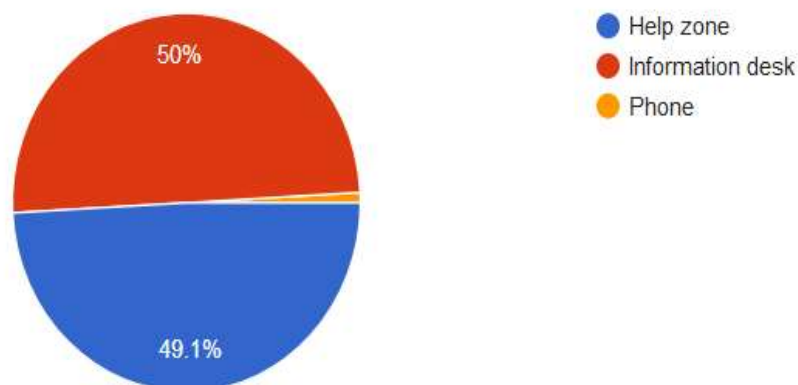




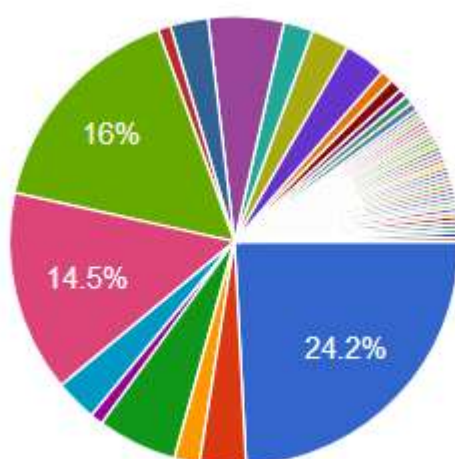
2017-18

## How was the query submitted?

342 responses



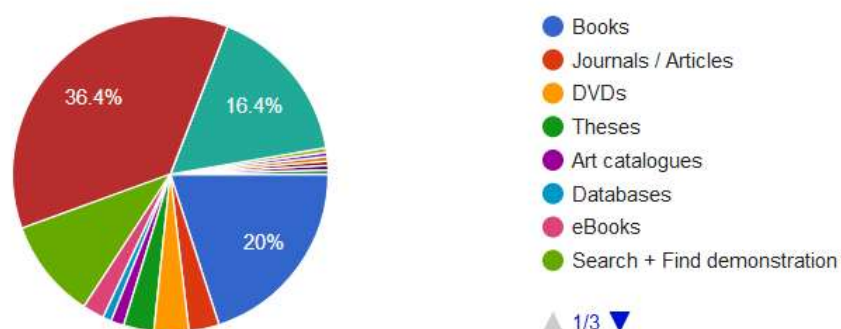
	%	No. queries	Description
Books	24.20%	80	Loc, demo, specific books/topics
Printing Room	16%	53	How to, top up
Booking	14.50%	48	How to, demo
Wi-Fi	5.40%	18	Not connecting
Jrl Articles	3.30%	11	Demo searching
Exam papers	5.70%	19	Where, how
Referencing	2.70%	9	Edition, lecture notes, pdf website



## CCAM Analysis 2017-18:

## Type of query?

225 responses



Type of query?	COUNTA of Query details / solution
Books	41
Theses	5
Wi-Fi / IT problems	23
Search + Find demonstration	8
newspapers	1
DVDs	6
Printing / copying	48
Webpage - how to long into library account	1
(blank)	17
Journals / Articles	6
eBooks	4
study room	1
Academic Writing Centre	1
Databases	
No information in student's library account	1
Using NUIG library	1
Art catalogues	
<b>Grand Total</b>	<b>164</b>

Printing &amp; Copying = 36.4%

Books = 20%

Wi-Fi/IT Problems = 16.4%

Search + Find = 10.4%

**10.1.9 Appendix 9: Collection Development Policy available at:**

<https://library.gmit.ie/wp-content/uploads/2018/09/GMIT-Policy-2018.pdf>

**10.1.10 Appendix 10: Journal list Galway Campus:**

<b>Galway Print Journals</b>	<b>Cost ex. Vat</b>
3D Artist	82.45
Accounting & Business	109.13
American Craft	49.12
American Economic Review	602.81
Aperture	93.77
Art history	979.09
Art in America	125.02
Art monthly	81.27
Books Ireland	35.44
Business plus	23.23
Cabinet	48.23
Car	111.89
Car mechanics	60.92
Capital	50.00
Ceramics monthly	53.75
Ceramics review	68.31
Cinefex	65.19
Concillium	108.36
Construction manager	114.25 (to be cancelled)
Crafts magazine	54.18
Decanter	117.78
Der Spiegel	311.24
Detail	129.90 (to be cancelled)
Documentary	49.12
Embroidery	42.20
Everyday practical electronics	53.00
Feasta	75.94
Finance & development	26.79 (to be cancelled)
Fine cooking	37.97
Flash art international	60.75
Furrow	65.81
Geographical	57.71
Hotel & Catering review	
H.Q.	68.90
Irish arts review	40.50
Irish historical studies	115.43

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Irish naturalists journal	53.00
ISE industrial and systems at work	379.76
Machinery	203.77
Manufacturing engineering	218.80
Mix magazine	227.92
Modern painters	99.47
National geographic	44.59
New ceramics	53.66
Oxford art journal	399.94
Printmaking today	48.30
Quo	87.12
Retail news	111.89
Royal society of Antiquaries of Ireland	91.13
Science	1694.13
Sculpture	94.04
Selvedge	88.34
Source	58.89
Tablet	194.34
Tate	23.56
Texte zur kunst	41.23
Ulster grocer	44.17
View textile	301.86
Visual artists news sheet	60.00
World of interiors	106.01
Yes chef	30.63
<b>Total</b>	<b>8350.88</b>

<b>Galway Print &amp; Online</b>	<b>Cost ex. Vat</b>
Aesthetica	68.96
Architect's journal	292.89
Art bulletin/Art journal	532.58
Artforum international	125.02
Business & Finance	82.78
Economist	229.00
Elektor	95.65
Food science & technology	131.92
Food technology	196.48
Frieze	61.25
Health & safety review	334.13
Intern. Jrl event & festival management	611.55
Intern. Jrl of heritage studies	1234.75
Irish geography	131.63
Irish review	121.50
Irish theological quarterly	308.04
Jrl. Of European Higher Education area	329.43
Le Point	180.23
New civil engineer	256.06
New scientist	272.53
Scientific American	374.86
Sight & sound	80.09
Textile-Journal of cloth & culture	633.77
Time magazine	60.70
Times Higher Education supplement	241.54
<b>Total</b>	<b>6987.34</b>

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<b>Galway Online</b>	<b>Cost ex. Vat</b>
Analyst	2431.06
Analytical chemistry	3115.87
Annals of clinical biochemistry	411.06
Biochemistry & molecular biology Ed	570.04
Clinical chemistry	891.26
Cornell hospitality quarterly	451.11
Irish educational studies	407.03
Journal of chemical education	771.16
Jrl of Construction Eng & Mngt	1096.67
Jrl of convention & event tourism	427.28
Jrl of culinary science & technology	358.43
Jrl of foodservice business research	598.39
Journal of heritage tourism	641.93
Jrl of hospitality & tourism education	178.20
Screen	273.38
Urban history	333.55
Wire – London	545.11
<b>Total</b>	<b>13501.53</b>

### List of Databases subscribed to:

<b>Name of Database</b>	<b>Annual subscription ex. Vat</b>
Academic complete UKI Edition	18299.98
Sunday Business Post	162.59
Science direct	37882.59
Web of science	8946.90
Zut	58.40
Westlaw Ireland	3654.09 (cancelled 2018)
Info4Education	11324.25
Irish newspaper archive	3750.00
Omnifile full text	3870.00
Academic complete	18060.11
Taxfind	1230.00
Irish times premium content	2091.00
Cinahl (Mayo Campus)	8484.00
Dictionary of Irish biography (Mayo)	260.00
Safari (Mayo)	1671.70
<b>Total</b>	<b>119746.01</b>

**10.1.11 Appendix 11: List of single eBook titles*****Title***

Practice and Theory of Enzyme Immunoassays  
 Pharmaceutical Microbiology: Essentials for Quality Assurance and Quality Control  
 Online Learning and its Users: Lessons for Higher Education  
 Advanced Topics in Forensic DNA Typing: Interpretation  
 Anatomy of Dolphins: Insights into Body Structure and Function  
 The Basics of Digital Forensics: The Primer for Getting Started in Digital Forensics  
 Relational Database Design and Implementation  
 Understanding Art Markets: Inside the world of art and business  
 Psychology and Education  
 The Future of Global Business: A Reader  
 Under Suspicion: A Phenomenology of Media  
 Principles of Mass Spectrometry Applied to Biomolecules  
 Mass Spectrometry in Grape and Wine Chemistry  
 Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults  
 Socialnomics: How Social Media Transforms the Way We Live and Do Business  
 Foundations for Health Promotion E-Book  
 Make That Grade Organisational Behaviour  
 Microsoft® .NET Compact Framework (Core Reference)  
 Spending Advertising Money in the Digital Age: How to Navigate the Media Flow  
 Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change  
 Modern Blood Banking & Transfusion Practices  
 BIM and Construction Management: Proven Tools, Methods, and Workflows  
 Financial Accounting for Dummies  
 Android Tablet Application Development for Dummies  
 Fundamental Molecular Biology  
 Medical Microbiology and Infection at a Glance  
 Practical Haemostasis and Thrombosis  
 Hoffbrand's Essential Haematology  
 Roitt's Essential Immunology  
 Forensic Analytical Techniques  
 Outlaw: Fight for Your Customers and Sell Without Fear  
 Arduino Projects for Dummies  
 Public Health Nutrition  
 Fundamentals of Quality Control and Improvement  
 Bioanalysis of Pharmaceuticals: Sample Preparation, Separation Techniques and Mass Spectrometry  
 European Building Construction Illustrated  
 Forensic Chemistry: Fundamentals and Applications  
 Adventures in Arduino  
 Rossi's Principles of Transfusion Medicine  
 Marine Bivalve Molluscs  
 Chromatography: Principles and Instrumentation

A Beginner's Guide to Blood Cells  
 Introduction to Pharmaceutical Chemical Analysis  
 Fundamental Biomechanics of Sport and Exercise  
 Psychology of Physical Activity: Determinants, Well-Being and Interventions  
 Real-World Crime Scene Investigation: A Step-by-Step Procedure Manual  
 Heritage Building Information Modelling  
 The Green Screen Handbook: Real-World Production Techniques  
 Mechanical Science  
 Pro Arduino  
 Introduction to Forensic DNA Evidence for Criminal Justice Professionals  
 Media and Society: A Critical Perspective  
 Molecular Haematology  
 Introduction to Human Nutrition  
 Nutrition and Metabolism  
 Make: AVR Programming: Learning to Write Software for Hardware  
 Practical Handbook of Microbiology, Third Edition  
 Quality Management for Organizations Using Lean Six Sigma Techniques  
 Forensic DNA Evidence Interpretation, Second Edition  
 Steel Structures: Practical Design Studies, Fourth Edition  
 Databases for Small Business: Essentials of Database Management, Data Analysis, and Staff Training for Entrepreneurs and Professionals  
 Learning PHP, MySQL & JavaScript: With jQuery, CSS & HTML5  
 Manual of Clinical Microbiology  
 Leading and Managing the Lean Management Process  
 The Next Thing: Art in the Twenty-first Century  
 Timber Frame Construction: All about Post-And-Beam Building  
 Chowderland: Hearty Soups and Stews with Sides and Salads to Match  
 Personal Training  
 Researching Tourism, Leisure and Hospitality for Your Dissertation  
 Basics Architecture 03: Architectural Design  
 Exhibition Design: Exhibition Design  
 Online Marketing: Online Marketing  
 Basics Creative Photography 02: Context and Narrative  
 Fundamentals of Illustration  
 Marketing Management: Marketing Management  
 Global Innovation of Teaching and Learning in Higher Education: Transgressing Boundaries  
 Design of Steel Structures: Eurocode 3: Design of Steel Structures, Part 1-1: General Rules and Rules for Buildings  
 ValueWeb: How fintech firms are using bitcoin blockchain and mobile technologies to create the internet of Value  
 Learning Ruby  
 Linux Device Drivers



**10.1.12 Appendix 12: Social media usage statistics based on academic year**

<b>Social Media</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
<b>Facebook</b>	17020	27613	33288	8065	11789
<b>Twitter</b>	105880	105651	86196	12469	

**10.1.13 Appendix 13: Lunchtime Talks**

<b>Campus</b>	<b>Title of lunchtime talk</b>	<b>Speaker</b>	<b>Date</b>
Mayo	The Joys of Reading	Campus staff	March 2008
Galway	Prehistoric astronomy in Ireland	Malachy Thompson	12 <sup>th</sup> Nov 2012
Galway	A tale of two cities: the proposal to colonise the city of Galway with residents from the city of Gloucester during the Cromwellian occupation 1652-1660	Dr. John Towler	13 <sup>th</sup> Nov 2012
Lettefrack	The maritime history and archaeology of Connemara and the west	Michael Gibbons	14 <sup>th</sup> Nov 2012
Galway	Reader organisation seminar (Cuirt Festival)	Jen Tomkins	26 <sup>th</sup> April 2013
Galway	Corrib waterways	Paul Duffy	11 <sup>th</sup> Nov 2013
Galway	Seamus Heaney: the boy he was and the man he became	Des Kavanagh	12 <sup>th</sup> Nov 2013
Galway	Your nutrition: the importance of diet for optimum health	Aine Waldron	13 <sup>th</sup> Nov 2013
Galway	Photos and material of CUAL launch		February 2014
Galway	Material on the Library Strategic Plan and the celebration of the library's 10 year anniversary		February 2014
CCAM	The image of a writer as part of Culture Night	Sara Baume & Maeve Muireann	19 <sup>th</sup> September 2014
Galway	Traffic Light System	Electrical craft technicians	2014

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Galway	Money skills for life	Competition and consumer protection commission	18 <sup>th</sup> Nov 2015
Galway	An overview of wine & wine tasting	Elizabeth Fox	19 <sup>th</sup> Nov 2015
Galway	Early radio history and the Marconi Clifden radio station to mark Engineering Week	Tom Frawley & Frank McCurry	12 <sup>th</sup> Feb 2015
Galway	How to dress for your body shape	Fiona Faherty	25 <sup>th</sup> March 2015
Galway	Having a new conversation: about dreaming as part of Cuirt Festival	Susan Lindsay	21 <sup>st</sup> April 2015
Galway	The Arctic: creating the Louis Vuitton Travel book	Blaise Drummond	16 <sup>th</sup> Nov 2015
Galway	Poetry reading	Sean Lysaght	17 <sup>th</sup> Nov 2015
Galway	Putting history on TV: an historian's perspective	Professor Gearoid O Tuathaigh	18 <sup>th</sup> Nov 2015
Mayo	The artist, the archivist and the writer		17 <sup>th</sup> Nov 2015
CCAM	Orange boy blue	Julia Roddy	18 <sup>th</sup> Sept 2015
Galway	Katie Fahey's rebellion: romance & revolution in Co. Galway	John Cunningham	15 <sup>th</sup> Nov 2016
Galway	Patrick Pearse: the face of the rising	Brian Crowley	16 <sup>th</sup> Nov 2016
Galway	Liam Mellows and the 1916 rising	Shirley Wrynn	17 <sup>th</sup> Nov 2016
Mayo	Stella Garvey	Lynda Huxley & Olive Greaney	Nov 2016
Galway	Captain Cillian Learning Adventures	Carina Ginty	29 <sup>th</sup> Feb 2016
Galway	Writing on food: tales from the kitchen (Cuirt Festival)	Cheryl Lu-Lien Tan	28 <sup>th</sup> April 2016
CCAM	Screen writing workshop	Lindsay Sedgwick	April 2016
Galway	Sacred mountains and islands of Ireland's west coast	Martin Gibbons	28 <sup>th</sup> Nov 2017

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Galway	The Irish cottage, history, culture and design	Marian McGarry	29 <sup>th</sup> Nov 2017
Galway	The whistle blowing	Lorraine Tuck	30 <sup>th</sup> Nov 2017
Galway	Winning votes for women: stories of the Galway campaign	Mary Clancy	7 <sup>th</sup> Feb 2018
Galway	Whales and dolphins in Irish waters: current knowledge and challenges	Dr. Simon Berrow	26 <sup>th</sup> Nov 2018
Galway	See the wood from the trees	Dr. Marion McGarry	27 <sup>th</sup> Nov 2018
Galway	The workhouses of County Galway	Steve Dolan	28 <sup>th</sup> Nov 2018
Mayo	Poetry reading	Sean Lysaght & Anne Donnelly	29 <sup>th</sup> Nov 2018

**10.1.14 Appendix 14: Exhibitions:**

<b>Campus</b>	<b>Title of Exhibition</b>	<b>Date</b>
Galway	Treasures of the Irish Academy Library	12 <sup>th</sup> – 30 <sup>th</sup> Nov 2012
Galway	Material on J.F. Kennedy	June/July 2013
Galway	Material on the 1913 lockout	September 2013
Galway	Bibliotherapy material	6 <sup>th</sup> – 13 <sup>th</sup> October 2013
Galway	Clare Island survey from the Royal Irish Academy	November 2013
Galway	Chinese material purchased for International students	November 2013
Mayo	From Cromwell to Cholera: a history of Ireland from the pamphlet collection of Charles Haliday from Royal Irish Academy	November 2013
Mayo	Rolling exhibition of work by sixth year Art students	November 2014
CCAM	Famous paintings and photographs of romance in art to mark Valentines Day	February 2016
Galway	Farming and country life 1916-2016 wood turned items from Letterfrack	December 2016
Galway	GMIT memorabilia from the revolutionary period from staff and students of GMIT	September 2016
Galway	From the archives, 1916: revolution and recollection, a Galway county council archives exhibition	1 <sup>st</sup> -22 <sup>nd</sup> December 2016
Galway	The Irish Revolutionary papers 1916-1923	February 2016

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CCAM	Exhibition of Siobhan Piercy's work	February 2016
CCAM	Paintings by Denis Farell	May 2016
CCAM	The Impressions exhibition exhibiting artists books	11 <sup>th</sup> -26 <sup>th</sup> July 2016
Galway	Peopling the Irish Revolution 1913-1923	15 <sup>th</sup> Nov – 23 <sup>rd</sup> Dec 2016
Galway	Case studies of the 1916 rising from the Military Archives	November 2016
CCAM	Katie Moore exhibits	November 2016
CCAM	Eimear McCormack's exhibits	November 2016
CCAM	Empowering through online access: exhibits to highlight access to electronic information	November 2016
Mayo	1916 exhibitions	All through 2016
Galway	Paintings & artefacts of the Clifden railway line	November 2017

**10.1.15 Appendix 15: Book Club**

<b>Author</b>	<b>Title</b>	<b>Date</b>
Tyler, A	Dinner at the homesick restaurant	April 2016
Tyler, A	A spool of thread	April 2016
Mitchell, D	Cloud atlas	May 2016
Roddy, J	Orange boy blue	May 2016
Yousafzai, M	I am Malala: the girl who stood up for education and was shot by the Taliban	June 2016
Wolf, T	Old School	June 2016
Wolf, T	The night in question	July 2016
Rowling, J.K.	Cuckoo's calling	July 2016
Mitchell, D	Cloud Atlas	September 2016
Lapena, S	The couple next store	October 2016
Ruiz Zafon, C	The shadow of the wind	October 2016
Ryan, D	All we shall know	November 2016
Nugent, L	Lying in wait	November 2016
Beatty, P	The sellout	December 2016
Trevor, W	Elizabeth alone	January 2017
Norton, G	Holding	January 2017
Healy, E	Elizabeth is missing	February 2017
Hosseini, K	The kite runner	February 2017
Horowitz, A	Magpie murders	March 2017
Barry, S	Days without end	March 2017
Springsteen, B	Born to run	April 2017
Nicholls, D	Us	April 2017
Hemingway, E	For whom the bell tolls	May 2017
Proulx, E A	The shipping news	May 2017
Chandler, R	The long goodbye	June 2017
Wyndham, J	The day of the triffids	June 2017
Kent, H	Burial rites	July 2017
O'Farrell, M	Instructions on a heatwave	September 2017
Bender, A	The particular sadness of lemon cake	September 2017
Burton, J	The miniaturist	October 2017
McKinty, A	Rain dogs	November 2017

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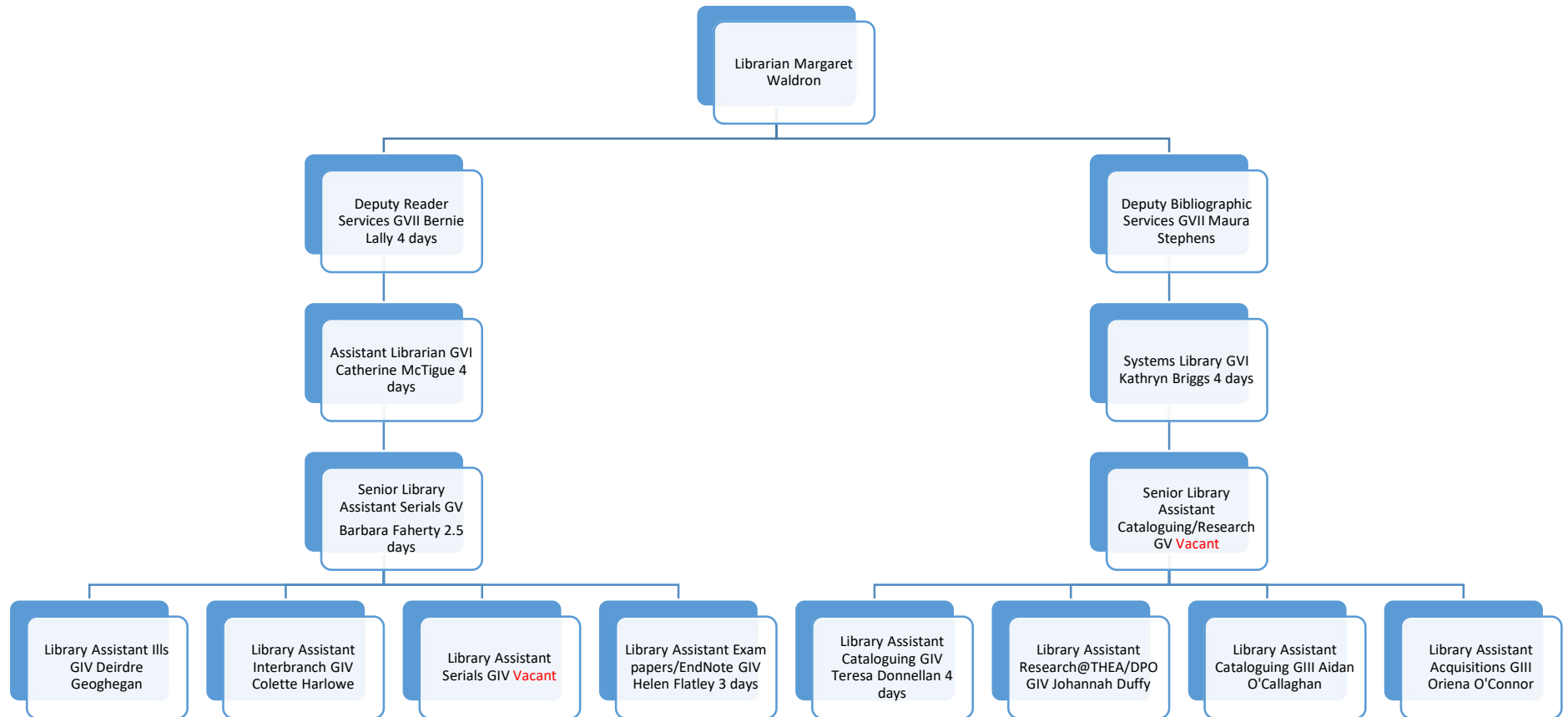
Fitzmaurice, R	I found my tribe/muse	November 2017
Whitehead, C	The underground railway	December 2017
Lee Burke, J	Cadillac Jukebox	December 2017
Ferrante, E	My brilliant friend	January 2018
Mantel, H	Wolf Hall	January 2018
Chevalier, T	Remarkable creatures	February 2018
Rhys, J	Wide Sargasso sea	February 2018
Towles, A	Rules of civility	March 2018
MacLaverty, B	Midwinter break	March 2018
Woolf, V	To the lighthouse	April 2018
Towles, A	Rites of civility	April 2018
Jin Lee, M	Pachinko	April 2018
Finn, A J	The woman in the window	May 2018
Shaffer, M A	The guernsey literary and potatoe peel society	May 2018
Wyndman, S	Tin man	July 2018
Byatt, A S	Possession	September 2018
Le Carre, J	Legacy of spies	September 2018
Murakami, H	Norwegian wood	October 2018
Connolly, J	He	November 2018
De Waal, E	The hare with the amber eyes	November 2018
Hannah, K	The nightingale	December 2018
O'Brien, E	Memoir	December 2018



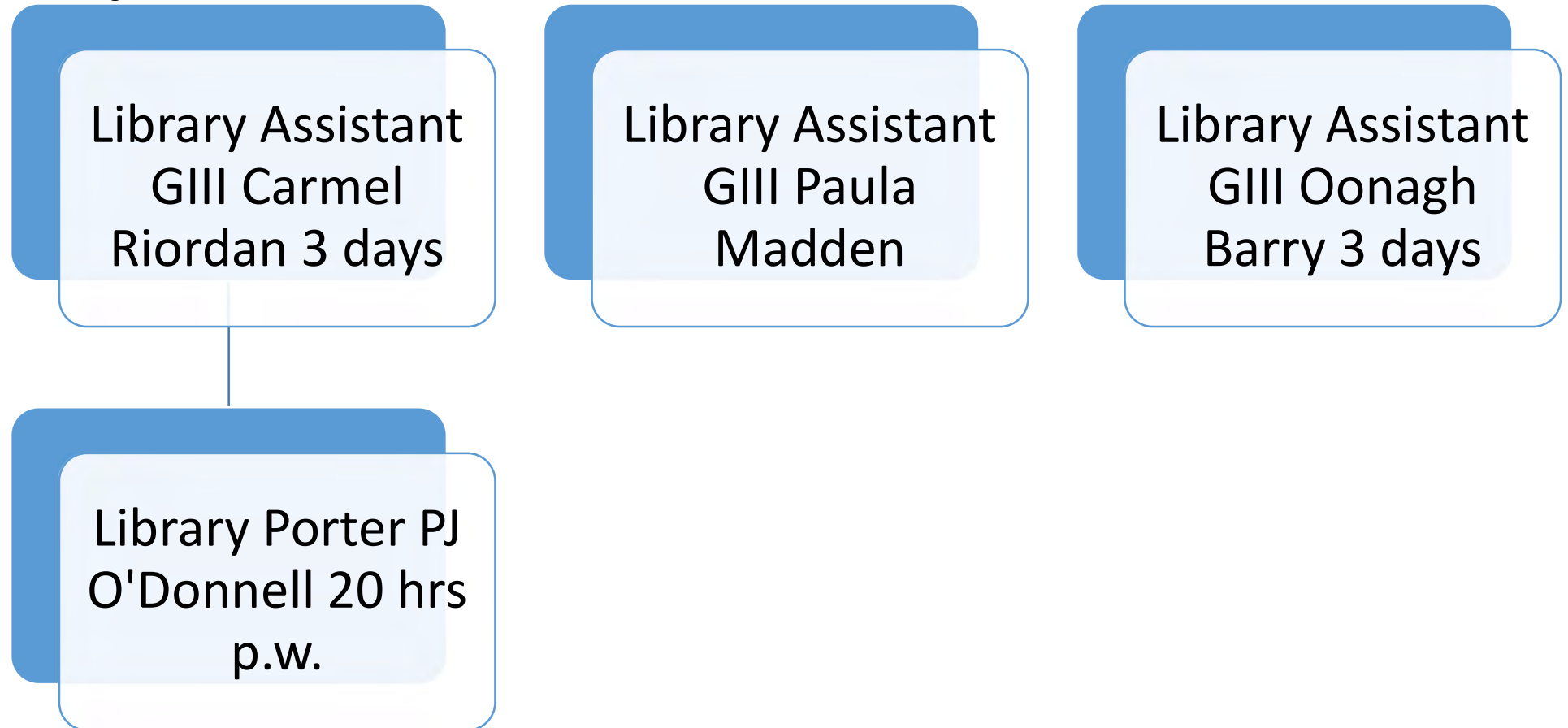


**10.1.16 Appendix 16: Organisational chart**

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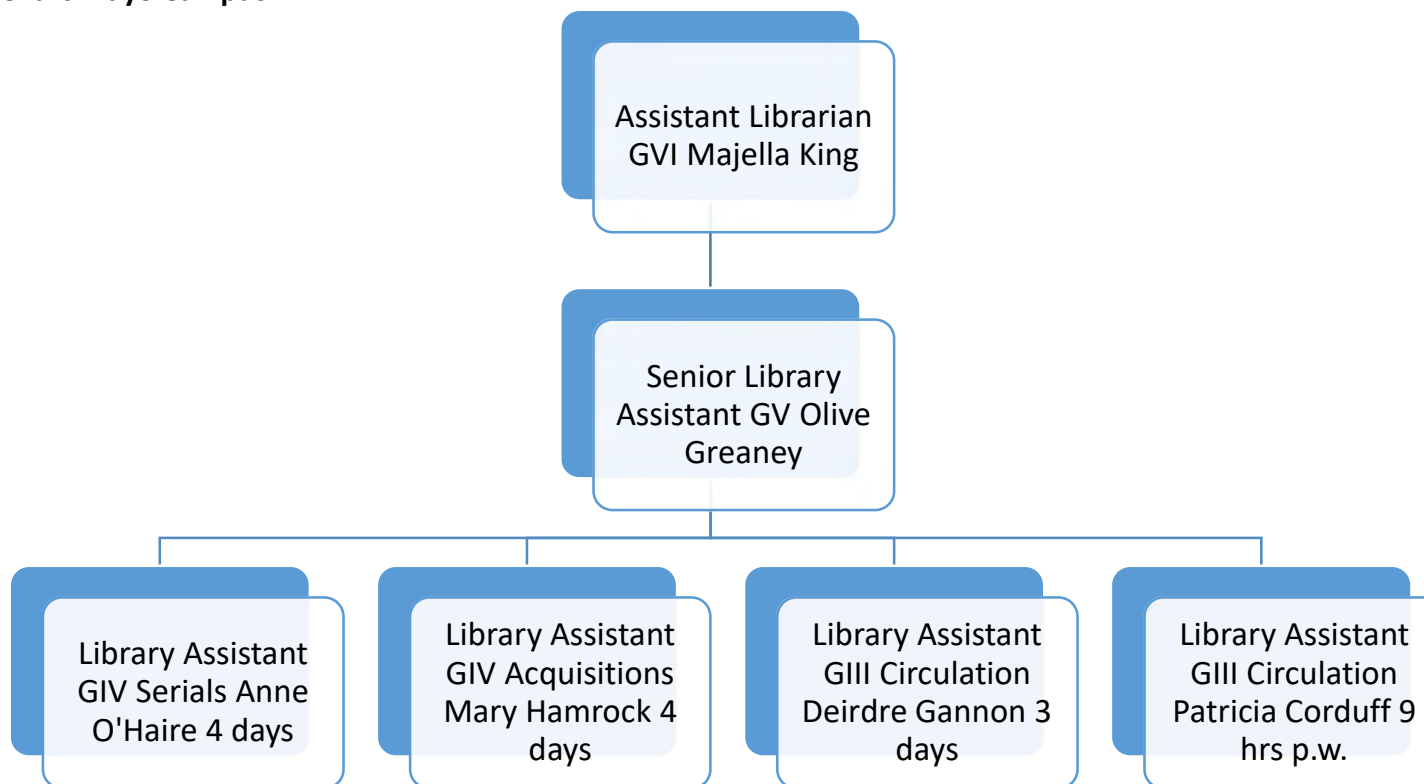


CCAM Organisation Chart:



GVI Assistant Library in Dublin Rd campus (Catherine McTigue) is responsible for CCAM Library.

**Organisational Chart Mayo Campus:**



**Appendix 17: Job Descriptions****Deputy Librarian Reader Services: Updated December 2016**

1. To manage the day-to-day operation of the library, its staff and systems under the guidance of the Institute Librarian.
2. To implement Institute policy rules and regulations to facilitate the appropriate and efficient use of library resources by students and staff.
3. To research, develop and introduce new products and services.
4. Identify and where appropriate, to be responsible for the training needs of library staff.
5. Compile and maintain relevant training manuals in the reader services area.
6. Participate in planning for future needs and developments.
7. Responsible for the overall management of the reader services and serial service functions within the library.
8. Serial duties will include but is not limited to the following:
  - Allocating of serial staff workload
  - Training serial staff
  - Compiling, updating and maintaining serials manual and training aids as needed
  - Overall coordination of the serials function
  - Ensuring renewals are monitored and evaluated on a yearly basis
  - Ensuring serials are kept within budget
  - Liaising with academic staff regarding renewals annually
  - Promoting serials to all library users and monitoring usage
  - Move to electronic journals in favour of print as per library strategy if it is economically advantageous
  - Continuous monitoring of serial pricing to realise best value for money
9. Overall management of the reader services area in the library to include but not limited to:
  - a. Circulation policy and procedures
  - b. Interlibrary loan monitoring, evaluating and compiling of usage statistics on an annual basis.
  - c. Inter-branch loan monitoring, evaluating and ensuring usage statistics are compiled and up to date
  - d. Overall coordination of cash management and ensuring relevant staff are trained up on cash management procedures
  - e. Ensuring all cash transactions are recorded by the relevant staff
  - f. Overview of the charge machine and all related procedures
10. Responsible for the marketing of the library to include but is not limited to:
  - a. Library Ireland Week
  - b. Lunchtime talks during semesters one and two
  - c. School tours
  - d. Exhibitions

- e. Library induction and tours and updating orientation materials as appropriate
  - f. Commemoration activities that arise
  - g. Monthly book club
11. Liaising with library staff in other campuses as required.
  12. Liaising with library colleagues in other colleges as appropriate.
  13. Promote and market the library resources and products.
  14. Subject Librarian for a School and responsible for promoting the Keylinks to all academic colleagues in that school.
  15. Participate, develop and deliver information skills training sessions as required.
  16. To participate in all committee/groups on which they are a member or are assigned.
  17. To prepare and assist in the preparation of such reports as are required from time to time.
  18. Rostered for desk duties that may include evenings and weekends.
  19. To undertake such duties as may be defined by the Institute Librarian.

**Deputy Librarian Bibliographic Services: Updated December 2016**

1. To manage the day-to-day operation of the library, its staff and systems under the guidance of the Institute Librarian.
2. To implement Institute policy rules and regulations to facilitate the appropriate and efficient use of library resources by students and staff.
3. To research, develop and introduce new products and services.
4. Identify and where appropriate, to be responsible for the training needs of library staff.
5. Assist in the development and implementation of new information systems.
6. Participate in planning for future needs and developments.
7. Responsible for the overall management of the acquisitions, cataloguing and systems functions within the library.
8. Acquisition duties will include but is not limited to the following:
9. Compiling month end reports for the Finance department
10. Reconciling the library budget with the Agresso budget
11. Liaising with Finance department on an ongoing basis and agreeing procedures between the library and finance.
12. Responsibility for the integration of the Library Management System (LMS) with Agresso.
13. Future development using APIs where available for electronic ordering.
14. Online ordering.
15. Book selection and policy making particularly in relation to the library collection development policy.
16. Monitoring the library budget and remaining within budget on a yearly basis.
17. Managing, reviewing and developing acquisitions procedures within the library.
18. Supervising and training acquisition, cataloguing, repository and systems library staff.
19. Delegating workload as appropriate.
20. Compiling training manuals as required.
21. Carrying out the fiscal close at the end of the year.
22. Overall management of the systems area in the library to include but not limited to:
  - a. Updating staff on library management staff meetings
  - b. Oversight of renewals and subscriptions of electronic resources
  - c. Overview of licences and contracts of electronic resources
23. Responsible for the Library Management System, its implementation, ongoing maintenance and upgrades.
24. Training staff on the LMS and future enhancements.
25. Troubleshooting the LMS and logging calls with the supplier.
26. The point of contact of the LMS with the supplier.



27. Overall management of the integration of the LMS with the student registration system and the staff registration system.
28. Overview of LMS usability.
29. Liaising with Computing Services staff particularly in relation to special projects that need to be carried out.
30. Liaising with library staff in other campuses as required.
31. Liaising with library colleagues in other colleges as appropriate.
32. Promote and market the library resources and products.
33. Subject Librarian for a School and responsible for promoting the Keylinks to all academic colleagues in that school.
34. Overall design, maintenance and analysis of library surveys.
35. Assist with library signage. Compile library information for LCD screen.
36. Compilation and recording of annual LMS statistics.
37. Participate, develop and deliver information skills training sessions as required.
38. To participate in all committee/groups on which they are a member or are assigned.
39. To prepare and assist in the preparation of such reports as are required from time to time.
40. Rostered for desk duties that may include evenings and weekends.
41. To undertake such duties as may be defined by the Institute Librarian.

**Assistant Librarian GVI Galway Campus: December 2016**

1. Responsible for the overall management and supervision of the library information desk.
2. Provide training, support and supervision to all circulation staff in the library.
3. Compiling the desk rota and ensuring there are sufficient staff available for desk rosters.
4. Updating and maintaining the Front Desk Manual.
5. Providing an excellent library service to all library users in courteous and respectful manner at all times.
6. Assist library patrons with information or library account queries and responsible for the overall management of the Help Zone to develop and build on the information service to the library user. To ensure it is regularly staffed and supervised with information queries documented and analysed for decision making purposes.
7. Management of the overdue function that entails identifying library users with overdue library material prior to exams and updating exam blocks in banner.
8. Dealing with exam block queries and ensuring library overdue policy procedure is adhered to.
9. Overall management of the reader services area and dealing with all membership issues including but not limited to: full time, part time, alumni, external and CUA members.
10. Responsible for library induction tours which includes promoting them, managing the booking and updating the induction presentation, tutorials etc.
11. Design and provision of printed information and guides.
12. Design promotional posters for upcoming events.
13. Overall management of Libcal, including but not limited to library opening hours, events (Maths & AWC) and study rooms and investigating further potential of the software.
14. Maintaining a comfortable library environment and liaising with Buildings to provide a conducive study facility for all library users.
15. Subject librarian for a School and responsible for promoting Keylinks to all academic colleagues in that School.
16. Rostered for desk duty as required that may include evenings and weekends.
17. Management of inventory control of the Dublin Rd campus and CCAM.
18. Responsible for CCAM library
19. Acting one day per week for Deputy Librarian Readers services and dealing with issues as required.
20. Participating in relevant committees as needed.

21. Implementing library rules and regulations to facilitate the appropriate and efficient use of library resources by students and staff.
22. Any other duties as may be assigned by the Librarian.

**Systems Librarian GVI: December 2016**

1. Responsible for the electronic and IT environment within which the library service operates in consultation with the Deputy Librarian Bibliographic Services.
2. To liaise with the Computer Services Manager and IT technical staff on the development and maintenance of library systems and on the delivery of electronic information resources.
3. Responsible for maintaining up-to-date library hardware and software maintenance contracts and programmes.
4. To liaise with system suppliers and user groups.
5. To negotiate with suppliers regarding access issues, notably licensing, copyright, authentication and functionality.
6. Management of off-campus access to electronic resources for users, particularly distance learners.
7. To analyse usage statistics to determine usage of existing products to ensure ongoing value for money and to make recommendations accordingly.
8. Continually keep up to date with emerging technologies.
9. Organise the training procedures associated with systems and equipment for library staff and users including planning training sessions, preparation of documentation and training materials and running training sessions.
10. Responsible for planning the provision and maintenance of the library's IT infrastructure including network access points, PC workstations and desktop peripherals in cooperation with IT services.
11. To manage the library web site in consultation with the Deputy Librarian Bibliographic Services.
12. To manage the discovery platform particularly with regard to daily uploads and to ensure the effective deletion of bibliographic records as needed.
13. To assist with the academic e-book collection and to troubleshoot connectivity issues as they arise.
14. Handle bibliographic uploads of single e-book titles to the discovery platform.
15. Coordinate social media particularly in regard to facebook and the blog for the Galway and CCAM campus libraries.
16. Ensure authentication compliance.
17. Participate in all committees/groups on which the appointee is a member or is assigned.
18. Prepare and assist in the preparation of such reports as are required from time to time.
19. To undertake other duties or special projects as required by the librarian.
20. Subject specialist for one School and responsible for promoting the Keylinks to all academic colleagues in that School.
21. To work evening and Saturday duties on a rota basis.
22. Other duties as may be assigned by the Librarian or Deputy Librarian.

**Senior Library Assistant Bibliographic Services Grade V: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries. (by telephone, email or in person).
5. Assist library users at the Help Zone on a rostered basis
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Assisting with information skills training.
8. Delivering research support training to students and staff with responsibility for developing this area.
9. Overseeing the cataloguing and classification functional area including but not limited to:
  - a. Formulating cataloguing policy
  - b. Ensuring compliance with cataloguing standards
  - c. Classifying library material according to the Dewey Decimal Classification System
  - d. Downloading of new records
  - e. Original cataloguing
  - f. Cataloguing all formats and donations
  - g. Amending existing records
  - h. Amending item information
  - i. MarcEdit functionality and procedures
  - j. Cataloguing urgent items in a timely fashion
  - k. Notifying requesters of items received
  - l. Liaising closely with the acquisitions department
  - m. Catalogue clean up and maintenance tasks on a regular basis and ensuring all short records are catalogued in full
  - n. Checking invalid headings on a daily basis and amending as necessary
  - o. Providing cataloguing and classification training when required
  - p. Maintaining an up to date cataloguing manual
10. Responsible for database maintenance that includes but is not limited to:
  - a. Weeding the collections in the Dublin Rd campus and CCAM
  - b. Providing assistance to the other campuses
  - c. Maintaining an up to date weeding policy in conjunction with collection development policy
11. Overseeing the inventory of the library stock that includes but is not limited to:
  - a. Maintaining an up to date inventory policy

- b. Responsible for all inventory procedures and documenting same
  - c. Providing assistance to the other campuses
  - d. Ensuring that the inventory is completed regularly according to best practice
12. Maintaining eBooks on Discovery system.
  13. Reviewing the eBook guides on a regular basis.
  14. Updating eBook YouTube videos.
  15. Report creation as appropriate.
  16. Shelve and maintain allocated library stock section on a daily basis.
  17. Liaising with reader services regarding the annual review of short loan material and desk reserve material.
  18. Liaising with acquisitions staff to ensure items purchased and received are entered using the appropriate framework before they reach the cataloguing department.
  19. Organising accompanying material and lending procedures for same.
  20. Participating in specific summer jobs each summer and checking for missing items and any other jobs as assigned.
  21. Shelving allocated library section on a daily basis and ensuring all items are maintained appropriately.
  22. Monitor book stock for repairs and binding.
  23. Report to the Deputy Librarian Bibliographic Services (Maura).
  24. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
  25. To participate in library training and continuing professional development.
  26. Any other duties as may be assigned by the Deputy Librarian Bibliographic Services.
  27. Any other duties as may be assigned by the Librarian.

**Library Assistant 2 Bibliographic Services Cataloguing GIV: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Shelve and maintain allocated library stock section on a daily basis.
8. Responsible for the cataloguing of all library material that includes but is not limited to the following:
  - a. Cataloguing new items according to Marc23 and RDA standards in consultation with the Senior Library Assistant Bibliographic Services and the Deputy Librarian Bibliographic Services
  - b. Ensuring the standards documented in the GMIT RDA manual and the Koha Cataloguing client online descriptors are adhered to
  - c. Remote searching and downloading new records from reputable sites
  - d. Original cataloguing of records where no existing or downable record exists
  - e. Inserting local item information
  - f. Amending existing records subject to requirements, and continuous checking of records to ensure high cataloguing standards are met
  - g. Cataloguing all information formats, e.g. print, audio visuals, videos, dvds, cds, audio books, eBooks and any other digital format available
  - h. Processing all catalogued items
  - i. Notifying requestors of items received and shelf ready
  - j. Classifying all new stock according to the Dewey Decimal Classification System (DDC)
  - k. Organising accompanying material and lending procedures for same
  - l. Checking invalid headings daily and amending as necessary
  - m. Alerting Deputy Librarian to missing stock or heavily requested items
  - n. Training library staff on cataloguing and classification when necessary
  - o. Liaising with reader services regarding the annual review of short loan material and desk reserve material and amending the item information accordingly
  - p. Annual maintenance of the catalogue by reviewing all short records and cataloguing them accordingly
  - q. Cataloguing donations that have been passed for retention by the Deputy Librarian Bibliographic Services
9. Monitor book stock for repairs and binding.

10. Report to the Deputy Librarian Bibliographic Services
11. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
12. To participate in library training and continuing professional development.
13. Any other duties as may be assigned by the Librarian.



**Library Assistant 1 Bibliographic Services Cataloguing GIII: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Shelve and maintain allocated library stock section on a daily basis.
8. Responsible for the cataloguing of all library material that includes but is not limited to the following:
  - a. Cataloguing new items according to Marc23 and RDA standards in consultation with the Senior Library Assistant Bibliographic Services and the Deputy Librarian Bibliographic Services
  - b. Remote searching and downloading new records from reputable sites
  - c. Original cataloguing of records where no existing or downable record exists
  - d. Inserting local item information
  - e. Amending existing records subject to requirements
  - f. Cataloguing all information formats, e.g. print, audio visuals, videos, dvds, cds, audio books, eBooks and any other digital format available
  - g. Processing all catalogued items
  - h. Notifying requestors of items received and shelf ready
  - i. Classifying all new stock according to the Dewey Decimal Classification System (DDC)
  - j. Organising accompanying material and lending procedures for same
  - k. Checking invalid headings daily and amending as necessary
  - l. Alerting Deputy Librarian to missing stock or heavily requested items
  - m. Training library staff on cataloguing and classification when necessary
  - n. Liaising with reader services regarding the annual review of short loan material and desk reserve material and amending the item information accordingly
  - o. Annual maintenance of the catalogue by reviewing all short records and cataloguing them accordingly
  - p. Cataloguing donations that have been passed for retention by the Deputy Librarian Bibliographic Services
9. Assists with EndNote training as required which includes the following:
  - a. Preparation of lesson plans
  - b. Delivery of classes as required
  - c. Tracking attendance
  - d. Completion of evaluation forms

- e. Compiling statistics from evaluation forms
  - f. Collaborating with other library staff members in relation to EndNote
10. Monitor book stock for repairs and binding.
  11. Report to the Deputy Librarian Bibliographic Services
  12. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
  13. To participate in library training and continuing professional development.
  14. Any other duties as may be assigned by the Librarian.

**Library Assistant 2 Bibliographic Services GIV: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries. (by telephone, email or in person)
5. Assist library users at the Help Zone on a rostered basis, e.g. Inventory, weeding
6. Archiving exam papers and storing for ten years in the archive room.
7. Dealing with electronic exam papers, i.e. transferring papers from GURU into Koha and ensuring papers up to five years are stored in Koha. Ensuring the library has a complete set of exam papers after each exam sitting. Dealing with exam paper queries that arise in the normal course of the working day.
8. Assisting with information skills training.
9. Delivering research support training to students and staff.
10. Managing the research repository (Research@THEA) that includes the following:
  - a. Gathering research material
  - b. Liaising with the Research Office
  - c. Assisting and training researchers who wish to self-deposit
  - d. Updating depositors with citation data
  - e. Promoting the repository via the usual marketing channels
  - f. Mediating self-deposit materials
  - g. Checking Sherpa Romeo site to ensure copyright compliance
  - h. Depositing material on behalf of researchers
  - i. Participating in committees related to Research@THEA
  - j. Ensure compliance with embargoes
  - k. Overall responsibility for the functioning of Research@THEA
11. Data Protection Officer for the GMIT Library service that will include but is not limited to the following:
  - a. Maintain the library data inventory on a regular basis
  - b. Maintain the library retention schedule
  - c. Ensure all staff comply with GDPR
  - d. Compile a checklist to ensure the library is in compliance with the retention policy
  - e. Liaising with the Data Protection Officer in GMIT
  - f. Participate in Data Protection training as required
  - g. Provide guidance to all the campus libraries in relation to GDPR policy and procedures
12. Shelve and maintain allocated library stock section on a daily basis.

13. Participating in specific summer jobs each summer particularly inventory and checking for missing items and any other jobs as assigned.
14. Monitor book stock for repairs and binding.
15. Report to the Deputy Librarian Bibliographic Services (Maura).
16. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
17. To participate in library training and continuing professional development.
18. Any other duties as may be assigned by the Deputy Librarian Bibliographic Services.
19. Any other duties as may be assigned by the Librarian.

**Library Assistant 2 Reader Services GIV: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Managing the library cash that includes the following:
8. Count and lodge library income (notes only) on certain days of the week.
9. Hold back coin (which cannot be lodged) and build up to full bags.
10. Record library lodgement figures on library cash book.
11. Send copy of library cash lodgements to finance office at end of each week.
12. At year end, send copy of cash book totals to Librarian.
13. Ensure cash in change machine balances with machine readings. Replace notes with coin and count money to ensure that float is correct. Record machine readings.
14. Exchange notes in coin machine for €2 and €1 coin each Friday before bank closes at 12.30pm.
15. Ensure float in library cash box is correct and record daily figures.
16. Maintenance of the serial collections both print and electronic including but not limited to:
  - a. Maintaining lists of ejournals, print journals and both print and ejournal collections
  - b. Checking online links to ejournal collections regularly to ensure ongoing access
  - c. Liaising with Ebsco regarding ejournal queries
  - d. Producing reports from Ebsco's website as needed
  - e. Compiling numbering patterns for each journal on the Library Management system
  - f. Regularly checking databases to ensure there is no duplication
  - g. Editing links in bib records to ensure correct authentication used
  - h. Processing serial claims
  - i. Discarding serials on an annual basis and updating discard policy
  - j. Monitoring and re-purposing of the current journal area
17. Monitoring and maintaining sufficient quantities of brochures and guides for the library display area and for all induction and information skills sessions.
18. Shelve and maintain allocated library stock section on a daily basis.
19. Participating in specific summer jobs each summer particularly inventory and checking for missing items and any other jobs as assigned.
20. Assist with overdue notice preparation.

21. Monitor book stock for repairs and binding.
22. Report to the Deputy Librarian Reader Services (Bernie & Catherine).
23. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
24. To participate in library training and continuing professional development.
25. Any other duties as may be assigned by the Librarian.

## Library Assistant 2 Reader Services Interbranch Loans GIV: Updated December 2018

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding.
7. Shelve and maintain allocated library stock section on a daily basis.
8. Responsible for the running of interbranch loans that includes the following but is not limited to:
  - a. Processing interbranch loans to and from Mayo Campus, CCAM and Letterfrack on a daily basis
  - b. Running the holds report
  - c. Locating requested items on shelves
  - d. Checking items in Koha to trigger in transit
  - e. Keep record of each item sent and put in respective folder
  - f. Arranging despatch to various campuses
  - g. Receipt of items from other campuses
  - h. Check in, print holds report, mark with date and put in respective folder
  - i. Ensure patron is alerted to collect item
  - j. Place item on Interbranch shelf for collection
  - k. Return items to other branches
  - l. Documenting and compiling statistics on a monthly basis
  - m. Alerting Deputy Librarian to missing stock or heavily requested items
  - n. Training library staff on interbranch holds when necessary
9. Dealing with the Galway Campus holds
  - a. Print off outstanding holds daily
  - b. Reconcile holds with request cards
  - c. Write up request cards for new holds. On back of cards document name of patron item is currently on loan to, in addition to the due date and mobile number of the patron.
  - d. It may be necessary to text patron to return item and note the date of the text on the card.
  - e. Recall items on loan as necessary
  - f. Alert patron when item is available
  - g. Ensure the smooth efficiency of the holdshelf
  - h. Trouble shoot interbranch/holds issues
  - i. Clear the holdshelf daily

- j. Return items not collected or move to next person on the queue or set in transit
  - k. On a monthly basis collate all request cards, print outs in folders, outstanding holds etc. for each campus
  - l. Compile statistics and record on shared drive
- 10. Responsible for setting up and maintaining ID cards for staff/external/Adult Education patrons that includes but is not limited to:
  - a. Taking photos for ID card
  - b. Ensuring membership card is filled in by applicant
  - c. Assigning a library ID number in Koha
  - d. Creating ID card by downloading photos to ID folder
  - e. Add barcode and Dept/External/Adult ed patron category
  - f. Print off card
  - g. Maintaining and trouble-shooting the ID card printer (Card Presso)
  - h. Inform patron by text or email, post card or leave at Information desk for collection
  - i. Enhancing and keeping track of latest technology of ID card creation
  - j. Maintenance of ID card template
  - k. Training library staff on ID cards creation/procedure where necessary and preparing a manual as appropriate
- 11. Processing interlibrary loans when required.
- 12. Rostered for post rota
- 13. Participating in specific summer jobs each summer particularly inventory.
- 14. Checking for missing items on a periodic basis and any other jobs as assigned.
- 15. Assist with book processing.
- 16. Monitor book stock for repairs and binding.
- 17. Report to the Deputy Librarian Reader Services (Bernie & Catherine).
- 18. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
- 19. To participate in library training and continuing professional development.
- 20. Any other duties as may be assigned by the Librarian.



**Library Assistant 2 CCAM Library GIV: Updated 2016**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Operate the day to day functioning of the circulation desk.
3. Assisting library users with information queries.
4. Assist library users at the Help Zone on a rostered basis.
5. Assist with specific summer jobs each year, e.g. Inventory, weeding.
6. Giving library induction tours to all first-year students and staff as required.
7. Facilitating online reservations for items not currently available and also dealing with inter-branch loans.
8. Keeping track of statistics for inter-branch loans.
9. Notifying borrowers when items are available for collection.
10. Dealing with interlibrary loans and notifying borrowers when the items are received.
11. Helping borrowers with online searching.
12. Arranging and processing Art catalogues.
13. Shelving and maintaining allocated library stock section on a daily basis.
14. Regular stock repair and binding.
15. Updating and removing desk reserve material on a regular basis.
16. Preparing and arranging exhibitions in the display cabinet to showcase the work produced in CCAM.
17. Providing regular updates to the Librarian for inclusion in the monthly Governing Body report.
18. Promoting the work of the library via social media.
19. Duties will include evenings and weekends.
20. Providing cover to the Dublin Rd campus as the need arises and post holder can be transferred to the Dublin rd. campus at anytime. Must be willing to work in both campuses.
21. Handling telephone and online queries.
22. Assisting with printing and photocopying.
23. Managing the library cash to ensure accounts are maintained and cash is lodged on a weekly basis.
24. Keeping a record of all cash transactions and sending a copy of all cash book totals to the Librarian on a regular basis.
25. Checking in, processing and shelving art journals daily.
26. Discarding and binding selected art journal collections annually.
27. Monitoring journal usage.
28. Cataloguing art theses and catalogues.
29. Ensuring up to date compliment of exhibition catalogues.
30. Liaising with Art Galleries by email for same.
31. Participating in specific summer jobs particularly inventory and checking for missing items and any other special projects as assigned.
32. Reporting to the Assistant Librarian for CCAM (Catherine and Barbara)

- 33. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by students and staff.
- 34. To participate in library training and continuous professional development.
- 35. Any other duties as may be assigned by the Librarian.

**Senior Library Assistant Reader Services GV: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries. (by telephone, email or in person).
5. Shelving allocated library section on a daily basis and ensuring all items are maintained appropriately.
6. Assists library users at the Help Zone on a rostered basis
7. Assists with specific summer jobs each year, e.g. Inventory, weeding
8. Delivering library induction classes to all first years at the start of the academic year
9. Responsible for the serials function of the library that includes but is not limited to:
  - a. Ordering new serials in Koha
  - b. Obtaining quotations from subscription agent, Ebsco
  - c. Creating a catalogue record of the serial according to best practice
  - d. Including the 856 tag for online links
  - e. Regularly checking the online link to ensure ongoing access
  - f. Serial renewals annually
  - g. Double checking renewal pricing
  - h. Liaising with requesters regarding renewals or cancellations
  - i. Claiming late issues
  - j. Dealing with credit notes
  - k. Responsible for all serial queries with subscription agent
  - l. Binding journals if required and dealing with all issues related to binding
  - m. Organising the back issues of serials
  - n. Updating the holdings information in the serials catalogue on a regular basis
  - o. Updating and maintaining the serial policy on discards and/or donations to requesters and organising same
  - p. Putting serial invoices on acquisition system
  - q. Checking 856 tags to ensure they are correct
10. Working in collaboration with the Assistant Librarian in charge of CCAM library that includes but is not limited to:
  - a. Efficiently managing the CCAM library
  - b. Arrange cover for staff absences
  - c. Provide liaison between library staff in CCAM library and the library staff in Dublin road campus

- d. Highlighting queries that may need escalation
  - e. Maintaining serial policy and procedures for CCAM library
  - f. Ordering, cataloguing, receipting and cancelling CCAM serials and ensuring that online links are working
  - g. Keeping abreast of all information resources related to CCAM library
11. Assisting in the preparation of guides and brochures for CCAM library
  12. Monitor book stock for repairs and binding.
  13. Report to the Deputy Librarian Reader Services (Bernie/Catherine).
  14. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
  15. To participate in library training and continuing professional development.
  16. Any other duties as may be assigned by the Deputy Librarian Reader Services.
  17. Any other duties as may be assigned by the Librarian.

**Library Assistant 2 Reader Services Interlibrary loans: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Shelve and maintain allocated library stock section on a daily basis.
8. Responsible for the running of document supply that includes the following but is not limited to:
  - a. Processing document supply for the Dublin Road and CCAM campus libraries for all staff and library users
  - b. Running the document supply report
  - c. Requesting items from other libraries or document supply services
  - d. Processing items when received
  - e. Printing new barcodes for books received via Document supply
  - f. Ensure patron is alerted to collect item
  - g. Place item on document supply shelf for collection
  - h. Claiming items not received
  - i. Processing requests from other libraries
  - j. Locating requested items on shelves
  - k. Arranging despatch to various libraries
  - l. Return items to other libraries
  - m. Documenting and compiling statistics on a monthly basis
  - n. Coordination of Copyright Declaration forms for Subito and British Library articles that are received and ensuring they are signed by the requestor and retained for the statutory seven years
  - o. Checking Subito and British Library invoices and signing off accordingly so they can be passed for payment
  - p. Alerting Deputy Librarian to missing stock or heavily requested items
  - q. Training library staff on document supply when necessary
9. Overall management of e-dissertations that includes but is not limited to:
  - a. Liaising with academic staff to gather e-dissertations annually
  - b. Updating the e-dissertation policy and procedures
  - c. Ensuring all Schools adhere to the grading minimum
  - d. Ensuring all the necessary e-forms are completed and in compliance with Data Protection policy and procedures
  - e. Uploading the dissertations to Sharepoint
  - f. Ensuring they are retrievable via the library management system and discovery platform

- g. Liaising with library staff in CCAM in relation to e-dissertation management
- 10. Cataloguing of print theses consisting of Degree, Masters and PhDs. that includes the following:
  - a. Processing items
  - b. Cataloguing items according to best practice
  - c. Updating the print theses list for the information desk
- 11. Responsible for the archive collection and GMIT memorabilia in Dublin road campus that includes but is not limited to:
  - a. Maintenance of the current collection of archives and memorabilia
  - b. Adding to the collection
  - c. Boxing and indexing archive papers
  - d. Generating catalogue records for these items
  - e. Contributing to the donations policy where it relates to archives
- 12. Monitor book stock for repairs and binding.
- 13. Report to the Deputy Librarian Reader Services (Bernie & Catherine).
- 14. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
- 15. To participate in library training and continuing professional development.
- 16. Any other duties as may be assigned by the Librarian.

**Library Assistant 1 Acquisitions GIII: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries.
5. Assist library users at the Help Zone on a rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding
7. Shelve and maintain allocated library stock section on a daily basis.
8. Responsible for the acquisition of all library material for the Dublin Rd campus and CCAM Library that includes but is not limited to the following:
  - a. Consistent checking of acquisitions email inbox, purchase requests on LMS, and email/hard copy requests for items to be added to library stock
  - b. Remote searching and downloading new records from reputable sites to generate a record
  - c. Compliance with departmental budget approval system
  - d. Utilising the correct framework for the acquisitions record in consultation with the cataloguing staff
  - e. Sort orders by department, requestor and supplier
  - f. Comply with all tender frameworks
  - g. Develop and collaborate on new ordering procedures as they arise
  - h. Sending orders to supplier electronically via EDI or API
  - i. Inserting local item financial information
  - j. Using existing records to order newer editions in consultation with cataloguing staff and other library staff
  - k. Ordering all information formats, e.g. print, AV, videos, dvds, cds, audio books, eBooks and any other digital format available
  - l. Liaising with requestors answering queries on their purchase requests
  - m. Liaising with suppliers and dealing with all book acquisition queries
  - n. Receipting items on LMS and checking invoices against items as they arrive
  - o. Ensure all pricing is correct
  - p. Processing all catalogued items that includes stamping, accessing and labelling all items
  - q. Sort books and send to cataloguing department
  - r. Notifying requestors of items received and shelf ready
  - s. Return incorrect books to supplier
  - t. Comply to current acquisitions policy in relation to newer editions, discounts, tender frameworks etc
  - u. Claiming late orders and transferring vendors if the need arises

- v. Entering credit notes and maintaining accurate servicing expenditure
  - w. Maintain an up to date database of all suppliers in the library management system
  - x. Alerting Deputy Librarian to items that may require extra copies subject to demand
  - y. Ensuring eBook orders are placed according to tendering requirements and licensing availability
  - z. Keeping track of eBook orders according to tendering requirements
  - aa. Training library staff on acquisitions when necessary
  - bb. Annual maintenance of the catalogue by reviewing all acquisitions orders to ensure they are either filled, cancelled, deleted as required
  - cc. Cataloguing donations that have been passed for retention by the Deputy Librarian Bibliographic Services
9. Monitor book stock for repairs and binding.
10. Overall responsibility for the ordering of all library stationery that includes:
- a. Keeping track of stationery inventory
  - b. Ordering items when needed
  - c. Ensuring an adequate supply of staff photocopying paper
  - d. Ensuring a sufficient supply of printer toners
  - e. The orderly maintenance of the stationery/storage room on Floor one
  - f. Claiming late orders
  - g. Dealing with supplier queries
  - h. Receipting all stationery in the library management system
  - i. Checking items against invoice for accuracy
  - j. Checking all pricing is correct
  - k. Returning faulty items to supplier
  - l. Dealing with recycled toner cartridges ensuring they are disposed of as per recycling policy
11. Report to the Deputy Librarian Bibliographic Services
12. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
13. To participate in library training and continuing professional development.
14. Any other duties as may be assigned by the Librarian.



**Library Assistant 1 Reader Services: Updated December 2018**

1. Provide an excellent library service to all library users in a courteous and respectful manner at all times.
2. Desk duties as determined by the desk rota that will encompass evening and weekend duties and cover for CCAM library when required.
3. Position holder can be assigned to either the Dublin Rd campus or CCAM campus at any time depending on the needs of the library.
4. Assist library users with information queries. (by telephone, email or in person)
5. Assist library users at the Help Zone on rostered basis.
6. Assist with specific summer jobs each year, e.g. Inventory, weeding.
7. Assisting with information skills training particularly with Citation and Referencing. Duties include the following:
  - a. Preparation of lesson plans to incorporate more interactive learning methods
  - b. Delivery of training as needed
  - c. Liaising with academic staff in relation to the requirements for Citation/Referencing
  - d. Tracking attendance
  - e. Ensuring evaluation forms are completed after each class
  - f. Compiling statistics based on evaluation forms
  - g. Investigating different delivery methods based on the diversity of the student cohort
  - h. Delivering training sessions to Leaving cert and Post Leaving cert students in the Galway Community School (GCS) each year
8. Overall management of exam papers that includes the following:
  - a. Weeding out old print exam papers
  - b. Dealing with electronic exam papers by copying all sat papers from GURU to the library management system
  - c. Maintenance of the exam hierarchical index in the library management system
  - d. Storage of up to five years papers in the LMS
  - e. Archiving the remainder in the library shared drive
  - f. Ensuring the library has a complete set of exam papers after each exam sitting
  - g. Dealing with exam paper queries that arise in the normal course of the working day
  - h. Quality control of the entire exam paper process
  - i. Training of staff when the need arises
  - j. Liaising with library staff in other campuses in relation to consistency of processes with exam papers
  - k. Troubleshooting issues with exam papers

9. Provision of EndNote training to all library users that includes but is not limited to the following:
  - a. Preparation of lesson plans for EndNote training
  - b. Promotion of EndNote training
  - c. Delivering drop in sessions during the academic year
  - d. Delivering EndNote training on an individual and group basis
  - e. Liaising with academic staff with regard to EndNote
  - f. Updating and enhancing Endnote classes on a yearly basis
  - g. Updating and developing specific GMIT referencing styles within EndNote subject to demand
  - h. Continue to investigate innovative methods of delivering EndNote to take into account the diversity of the student cohort
  - i. Follow up sessions with users who require extra tuition
  - j. Maintenance of attendance
  - k. Requesting the completion of evaluation forms after every class
  - l. Compiling stats based on evaluation forms
10. Delivery of Microsoft Word Referencing training as required.
11. Prepares and updates the library guides for Referencing and EndNote.
12. Shelve and maintain allocated library stock section on a daily basis.
13. Participating in specific summer jobs each summer particularly inventory
14. Monitor book stock for repairs and binding.
15. Report to the Deputy Librarian Reader Services.
16. Implement library rules and regulations to facilitate the appropriate and efficient use of library resources by library users.
17. To participate in library training and continuing professional development.
18. Any other duties as may be assigned by the Deputy Librarian Reader Services.
19. Any other duties as may be assigned by the Librarian.

**Library Porters Dublin Rd campus: Updated January 2018**

- Open library in the morning when on duty at 9.00am and door to the IT Centre
- Turn on Security Gate and record visitor numbers from both security gates
- Open the windows as required
- Turn on photocopiers and check if they require paper
- Collect library newspapers after 9.30am
- Ensure that library users maintain silence and do not use mobile phones
- Assist other staff in ensuring that library rules are observed
- Remove books which are not being used from the desks
- Shelve books
- Check that books are in order on the shelves
- Ensure that users comply with food and drink policy
- Assist other staff if there is a problem with security/rules enforcement
- Come to the door when the alarm rings
- When it is busy, check that students are not holding vacated seats for long periods
- Assist with evacuation of library if the fire alarm rings
- Check that the emergency doors are secure afterwards
- Bring boxes of photocopy paper from the store as required

- Assist with the movement of books/journals, etc. as required
- Assist with the processing of books if requested
- Show library users how to use the self-service unit
- Check in books on self-service
- Lock the door into the IT Centre at 5pm each evening for security reasons
- Check that the windows are locked before closing at night
- Check all study rooms and check both floors to make sure everyone is out
- Clear away any books, which are left on the desks at night
- Ensure that everyone has left the library before locking up
- Turn off the photocopiers and lights and lock the outside door

**Library porter in CCAM Library: Updated 2012**

1. Check photocopier for paper and replenish if required
2. Ensure there is adequate photocopying paper in stock
3. Clear all books, journals, learning materials from tables/desks and place on trolley
4. Shelve all books according to the Dewey Decimal Classification System
5. Keep books on shelves tidy and in place at all times
6. Move books on when space issues have become identified
7. Ensure that library users maintain silence and do not use mobile phones
8. Assist other staff if there is a problem with security/rules enforcement
9. Man the main entrance door when the security system alarms rings
10. At busy times, check that students are not holding vacated seats for long periods
11. Assist with the movement of books/journals etc as required
12. Assist with the evacuation of the library if the fire alarm rings
13. Check that emergency door are secure afterwards
14. Assist students with photocopying and printing queries and problems
15. Check that the windows are closed before locking the library in the evening
16. Clear away the books from the desks in the evenings
17. Ensure that everyone has left the library before locking up
18. Record visitor numbers from the security gate
19. Any other duties as may be assigned by the Librarian from time to time

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

## Mayo Campus Library Job Descriptions: Updated 2018

Name	Grade & Hours	Shift work	Duties
Majella King	G6. 35hrs (5 days)	Mon:11am-7pm Tues-Friday: 9am-5pm. Friday lunch cover.  (Thursday: 9am-6pm once a month. Includes lunch cover)	<p><b>Management</b> of the campus library. Represent the campus library in the campus organisation and the larger GMIT libraries organisation: campus meetings, library reviews/reports/statistics/procedures.</p> <p><b>Staff:</b> weekly rotas, annual leave, sick leave, timesheet. Staff training and development.</p> <p><b>Budgets and Acquisitions:</b> liaise with academic staff regarding resources for current and future programs annual estimates, budget funds KOHA, end of the month returns to Finance.</p> <p><b>Buildings:</b> health &amp; safety, risk assessments, fixtures and fittings.</p> <p><b>User education:</b> Induction. Delivery of Information skills sessions (online resources and EndNote) to students and staff (includes timetabling and organisation). Creation and updating of Applied Social Care and Early Childhood LibGuides (electronic guide for students). One to one help to students and staff.</p> <p><b>Enda McDonagh project.</b> Curating Enda McDonagh (Personal Papers) Archive. Cataloguing Enda McDonagh books.</p> <p><b>Library promotions:</b> LCD screen, email, print/posters, some social media.</p> <p><b>Group Study and AWC</b> bookings setup for Mayo campus.</p> <p><b>Circulation desk duty.</b> Monday evenings, Tuesday mornings, lunch time cover Fridays and when required. Troubleshoot student printing, scanners, photocopiers, wireless access and misc. other queries. Putting books in order.</p>
Olive Greaney	G5. 35hrs (5 days)	Mon:11am-7pm (lunch cover) Tues-Friday:9am-5pm  (Thursday: 9am-6pm once a month. Includes lunch cover)	<p><b>Cataloguing of Print Resources:</b> all aspects of creating online records for the library website for all purchased and donated books, (including the <b>Enda McDonagh</b> collection).</p> <p><b>Journal and Magazine Purchasing:</b> All aspects of the annual renewal of print and online journal and magazine subscriptions paid for by Moore Library. Monitoring of electronic access.</p> <p><b>Journal Alerting service:</b> on new issues of subscribed journals and magazines</p> <p><b>Online Resource Workshops:</b> all aspects of the use of online resources, for assignment, exam and course development purposes.</p> <p><b>Libguides:</b> Creation and maintenance of web-based Nursing subject guide.</p> <p><b>Endnote:</b> workshops on referencing software (resource storage and management)</p> <p><b>Pcounter &amp; Troubleshooting all aspects</b> of student printing (PCounter), photocopying, scanning, MS Office, Wifi, document referencing, information queries, issues and problems</p>

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

			<b>Circulation desk duty:</b> Monday lunchtime and evening, Wednesday morning. Cover for annual leave, sick leave and other absences. Shelving/putting books in order.
Anne O'Haire	G4. 28hrs(4 days) Mon-Thurs incl.	Mon: 9.30am-5pm (lunch cover) Tues:11am-7pm Wed-Thurs:9.30am-5pm  (Thursday: 9am-6pm once a month. Includes lunch cover )	<p><b>Journals.</b> Receipt, process, claim, shelf &amp; archive subscription journals. Training staff &amp; students to search/reference the online journals. Keep up to date with changes in journal frequency. Claiming journals to maintain collections.</p> <p><b>Inter Library Loans.</b> Research, process and invoice requests from staff &amp; students for books and journal articles not available in GMIT.</p> <p><b>Pcounter.</b> Liaise with Mayo/Galway Campus re technical problems &amp; Galway campus re-paper/toner ordering. Daily support to students with computer/printing problems: printers offline, paper jams, double sided copying, insufficient credit on account, wrong printer selected, documents in queue but not printing, printer doesn't appear in the printer pop-up menu, how to book/use the scanner, help with photocopying, refunding accounts when money deducted but job does not print out.</p> <p><b>Cataloguing</b> &amp; classifying DVD's.</p> <p><b>Acquisitions.</b> Responsible for preparing quotations/ordering/receipting Library stationary equipment.</p> <p><b>User education.</b> Dealing with reference and information questions on the floor, by phone, email. Library induction.</p> <p><b>Promoting the Library.</b> Liaising with Linenhall Arts Centre Castlebar. Member of St. Marys Heritage Society Castlebar. Liaising with Art lecturers and students on Mayo Campus re exhibition of students work in the Library.</p> <p><b>Circulation desk duty.</b> Tuesday lunchtime, 2-4pm and evening. Cover for annual leave, sick leave and other absences. Shelving/putting books in order.</p>
Mary Hamrock	G4. 28hrs (4 days) Mon, Wed, Thurs, Fri.	Mon: 9am-5pm (lunch cover) Wed:11am-7pm Thursday-Fri:9am-5pm  (Thursday: 9am-6pm once a month. Includes lunch cover)	<p><b>Book Acquisitions .</b> Ordering, invoicing and management of yearly book orders. Liaise with academic staff and suppliers on an ongoing basis. Keep up to date records for each programme area.</p> <p><b>Stock Management .</b> Identifying gaps in collections. Requests analysis to identify books for purchase. Weeding and repair of book stock. Desk Reserve and donations management.</p> <p><b>Signage.</b> Updating all book shelf signage, text and Dewey. Updating of informational signage.</p> <p><b>Exam Papers.</b> Cataloguing and make available online all electronic exam papers for the Mayo Campus. Management of the electronic and paper exam archive.</p> <p><b>User education.</b> Induction training, one to one help to students, self-directed training.</p> <p><b>Processing</b> Enda McDonagh books.</p> <p>Update <b>Procedures</b> in appropriate areas.</p> <p><b>Promotion of library.</b> Promotion of new stock, book displays (library and Reception), special interest displays and update of the Readers Services noticeboard</p>

# FUNCTIONAL REVIEW SELF-EVALUATION REPORT

			<b>Circulation desk.</b> All aspects of circulation desk duty. Wednesday, Friday afternoon, tea break cover etc. Shelving books and keeping in order. Cover for annual leave, sick leave and other absences.
Deirdre Gannon	G3. 21(3 days) Mon, Wed, Friday. Acting G 4 (Friday afternoons)	Mon:9am-5pm Wed:11am-7pm Fri: 9am-5pm	<p><b>Circulation Desk Area.</b></p> <p><b>Duties</b> Include book loans, returns and renewals. Apply and collect fines as appropriate. Fulfil book requests both internally and inter campus. Responsible for movement of books between campuses. Liaising with colleagues in Galway. Collect post and sort as addressed. Tag and display daily newspaper. Maintain patron records. Monitoring of items frequently requested; they may be recommended for purchase. Organising lecturers' boxes in Desk Reserve. Desk Reserve books – editing statuses on catalogue item records. Advise students on Group study and AWC bookings. Responsible for Opening hours notices in the library and throughout campus. Monitoring of Moorelibrary email. Lunch and evening duty (Wed lunch and evening) as required. Desk cover for annual leave, sick leave and other absences.</p> <p><b>Shelve and maintain order</b> on the book shelves or storage areas.</p> <p><b>Maintain archive of local newspapers</b> articles in relation to the Mayo Campus.</p> <p><b>User Education.</b> Assist users with searches on the library catalogue/website, searching electronic resources, and directing them to the bookshelves or referring them to other library areas or staff. <b>Trouble shooting</b> with printing, computers, photocopiers, scanners, Wi-Fi &amp; other student issues which may arise.</p> <p><b>Book Repairs.</b> Process, repair or recondition library materials.</p> <p><b>Withdrawals management.</b> Stock weeding. Amending catalogue records, exporting lists and deleting from stock. Liaising with lecturers re potential book withdrawals. Contacting Better World Books where appropriate re donation of withdrawals.</p> <p>Processing of new stock and ongoing processing and maintenance of <b>the Professor Enda McDonagh Collection.</b></p> <p><b>Journals.</b> Receipt and maintenance of the collection on the shelves and on KOHA.</p> <p><b>Interlibrary loan requests</b> from Staff, Students and from External Libraries. Check and process</p> <p><b>Procedures.</b> Update procedures where appropriate.</p>



## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

Patricia Corduff (CID)	G3. 9hrs. Tues & Thurs	Tues: 10am-1pm & 4-7pm Thurs: 3-6pm	<p><b>Shelving duties.</b> Sort unshelved items into classification and/or subject order in accordance with established procedures, in preparation for shelving. Reshelve all library material accurately into various collections throughout the Library to enable users to retrieve them. Check and maintain the accurate order and tidiness of all shelf sequences using the Dewey system. Searching for 'missing' stock.</p> <p><b>Circulation desk duties.</b> Checking in and checking out materials, reserving books, dealing with student queries and collecting fines associated with loans.</p> <p><b>User Education.</b> Helping students and staff to find, locate and retrieve items. Helping students with queries re printing, scanning and photocopying. Helping students with the use of electronic resources.</p> <p><b>Newspaper archive.</b> Collecting material from local newspapers.</p>
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Staff cover additional lunch duties and evening duties to facilitate annual and sick leave.

Staff Saturday duty: 10am-2pm before Christmas and summer exams

### **10.1.17 Appendix 18: Intercampus Library Staff Development Days:**

#### **20<sup>th</sup> July 2012**

9.30 Tea & Coffee

10.00 Collaborations NUIG/CU Alliance

10.30 Research Repository

11.00 E-serials

11.30 Overdue loans policy

12.00 E-books

1.00 Lunch

2.15 Nursing Castlebar

3.00 Tour of CCAM library for Castlebar staff

#### **21<sup>st</sup> June 2013:**

9.30 Tea & Coffee

10.00 Prezi (Mary O'Donnell, IT Dept)

11.00 Break

11.30 EDI Invoicing/ Shibboleth access (Maura)

12.15 Camtasia (Kathryn)

1.00 Lunch

2.00 RDA Cataloguing (Gracious)

2.45 Boolean logic and Summon (Kathryn)

3.30 Art Databases (Kathryn)

4.15 Q & A Close

**20<sup>th</sup> June 2014**

9.30 Tea & Coffee

10.00 E-books cont'd (Maura)

10.30 Discussion

11.00 Break

11.30 Summon Searching cont'd (Kathryn)

12.15 Repository (Kathryn)

1.00 Lunch

2.00 Endnote web (Maura) Module Manager (Colette)

3.00 LibCal (Bernie)

3.30 Discussion

**19<sup>th</sup> June 2015**

9.00 Tea & Coffee

9.30 Patron Driven Acquisition (Maura)

10.00 Office 365 (Mary O'Donnell, IT Dept)

11.00 Break

12.30 Lunch

1.30 Retrieving Maps (Catherine)

2.00 Create Lists Millennium (Catherine)

2.30 Genealogy (Bernie)

3.00 Mindfulness (Ann Caulfield, Castlebar Campus)

**10.1.18 Appendix 19: LIR Seminars Attendance:**

1. Publishing, Partnership and Innovation: the imperatives for the 21<sup>st</sup> century Library, 2013
  - a. Attendees: Maura Stephens & Colette Harlowe
2. Pride and Prejudice: the challenges with open access and open source, 2014
  - a. Attendees: Margaret Waldron & Gracious Chihuri
3. Uncharted territory: what next for webscale discovery, 2015
  - a. Attendees: Maura Stephens
4. Envisioning the future library innovation of tech services and tech spaces, 2016
  - a. No attendees this year
5. Cultivating libraries in a post digital learning ecosystem, 2017
  - a. Attendees: Maura Stephens
6. Deciphering data: informing decision making, transforming users experience 2018
  - a. Attendees: Maura Stephens, Kathryn Briggs

**10.1.19 Appendix 20: Policies and procedures**

All library policies are available on the library website at:

<https://library.gmit.ie/about/policies-documentation/>

It includes the following:

- [GMIT Libraries Collection Development Policy 2018](#) & [Donation Form](#)
- [GMIT Libraries Privacy Notice](#)
- [Library Customer Service Standards](#)
- [Library Marketing Plan](#)
- [Library Policy on Multimedia Screens in Study Rooms](#)
- [Library Services for Students with Disabilities](#)
- [Library Strategic Plan](#)
- [Mayo Campus Library Review](#)
- [Mayo Campus Strategic Plan](#)

**10.1.20 Appendix 21: GMIT Library Strategic Plan, 2006-2011****10.1.21 Galway Campus.**

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**Mission Statement:**

The mission of the library is to promote a learning culture within GMIT by acquiring, organising, disseminating and providing access to learning resources and services in a congenial environment. The library will support teaching, learning, research and regional development by providing a customer based service to our students, staff and stakeholders.

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**Introduction.**

In June 2003 the library moved to its new home in the Learning Resource Centre. The new building with its modern facilities has given us the perfect context in which to plan our services into the next decade. With a Research Room, Independent Learning Unit, Multimedia and IT Training Rooms as well as study spaces, Group Study rooms and excellent computing facilities, we have the infrastructure in place to match our state-of-the art facilities with state-of-the-art services, subject to the provision of necessary resources.

The library strategic plan for 2006-2011 is underpinned by the increasing complexity of the society in which we live today. Rising expectations, a more diverse student cohort and a customer service ethos as enshrined in the Sustaining Progress Report form the background of the library strategic plan as do a number of reports on tertiary education in the last number of years.

The OECD report recommended that tertiary education increase its research output, double the number of PhDs by 2010, attract more international students, increase institutional collaboration and widen access to encourage students from disadvantaged backgrounds into the educational system. In order to support these changes the Kelly report recommended a recurrent capital budget for infrastructural maintenance and equipment renewal over ten years. The GMIT strategic plan has embraced all of these changes and proposed four key strategic priorities: a student strategy, a regional strategy, a staff strategy and a research strategy.

As part of the GMIT strategic plan, modularisation is being introduced in September 2006 to allow ease of transfer and progression and to accommodate

a more diverse student cohort by providing a more flexible mode of delivery. Changes in publishing and technology have led to an information explosion leading to information overload and a diversity of information formats. Users now require a map to the information superhighway: libraries can provide that map.

A quality driven customer service is essential if organisations are to survive. Libraries must embrace a more holistic approach to information, not just physical collections but also the provision of remote access to information. A varied student body will require an assorted range of resources accessible in varied ways. The library is expected to, and endeavours to support the changes that are taking place within our sphere by building on existing strengths and establishing new insights.

The changes in our society and the educational institution which we are part will influence the library strategic plan for the next five years.

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### **Our Goals:**

#### **1. Customer Service Ethos.**

Our library has a diverse customer base including students, staff and external members with high expectations in a competitive environment. Users expect and are entitled to a quality driven service.

**Our goal is to provide a quality driven customer service to all our users.**

## **Strategies**

The user will experience a friendly and professional service from our staff at all times.

The library will provide several points of contact. Users will be able to communicate with the library staff by phone, fax, email, and online.

Benchmark our customer service standards according to best practice.

Develop a customer service level agreement for all our operations.

The library will continually monitor user satisfaction.

A marketing plan will be designed and implemented to promote our services.

Enhanced collaboration and cooperation among the GMIT campus libraries.

Support the Institute's policy of promoting the use of the Irish language.

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#### **2. Collections**

The library collections are the cornerstone of any library and it is imperative that adequate resourcing be provided to preserve and enhance our collections.

**Our goal is to enhance our existing collection to support the needs of all our users.**

## **Strategies**

A collection development policy will be designed and implemented to provide a diverse range of learning resources for all our users.

We will provide an up to date and comprehensive book stock and reference collection covering all the subject areas required.

The library will develop a comprehensive stock of journals that supports the teaching and learning ethos of the Institute.

To enhance and promote our multimedia collection.

To preserve and promote our archival material and special collections.

To develop and promote our local history collection.

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**3. Reader Services.**

Flexible delivery of courses now requires flexible support services and users have high expectations of services. The library must respond to current trends and provide flexible arrangements to suit all our users.

**Our goal is to provide a timely and responsive reader service to all our users.**

## Strategies

To monitor and review our opening hours to best suit the needs of our users.

To investigate the provision of non-serviced opening hours subject to extra staffing resources.

The library will develop and promote our online reference service.

To review the interlibrary loan service to provide increased cost effective access to material that is located off site.

External membership will be encouraged so as to promote the library as a "regional knowledge base," (GMIT Strategic Plan, 2004-2009).

To enhance our services for distance, part-time and lifelong learners.

To develop our services for users with special needs.

To extend self-service options for users.

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**4. Electronic Information Services.**

We are now living in a knowledge-based society and we are experiencing an information explosion or overload. Users now require seamless access to relevant information.

**Our goal is to provide ease of access and a single point of access.**

## Strategies

WAM will be implemented to simplify our authentication process to our electronic resources.

A library portal will be introduced to provide a single point of access for our users.

The library will promote the use of an article linker to link from abstracting and indexing databases directly to full text articles.

By implementing the centralisation of Millennium, the library will work in collaboration with the other IT libraries to implement Inn Reach.

In partnership with An Cheim, we will implement the interface between Core and Agresso.

The library will respond to diverse modes of learning by providing access to information both physically onsite and remotely in varied formats.

We will embrace the virtual library by providing online access to many of our resources to cater for our diverse customer base.

The library will build on and continually subscribe to electronic resources from reputable suppliers and utilise the electronic resources of the Irel Project.

Online self-service options on Millennium will be continually upgraded to supplement our services on a 24/7 basis to cater to the needs of part time, distance education, external and diverse user base.

Our independent learning suite of software and hardware will be enhanced to cater for users with special needs.

The library will maintain and update the library web page on the

Institutes Content Management System on a regular basis.

A library IT policy will be developed and communicated to all our users.

Activate internet points for laptops.

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## **5. Staff Development.**

Our greatest resource is our staff. Librarianship is undergoing revolutionary changes and staff roles are continually evolving and changing. Libraries are dynamic places. Information is published in a multitude of formats and technology is advancing continually. Staff need to keep up to date and upskilling is assuming greater importance. Training and further education is becoming a lifelong learning experience and it is the intention of the library to empower staff to carry out their duties to their full potential.

**Our goal is providing every opportunity for staff training and development to empower staff to reach their full potential.**

## **Strategies**

The library will carry out a training needs analysis of all its staff.

Results of the training needs analysis will be provided to the Staff Development Office

Staff will be encouraged and facilitated to undergo Staff Development training either within the Institute or externally as the case may be.

ECDL training will be facilitated by allocating staff time for its completion.

A library staff newsletter to which, all library staff can contribute, so that communication can flow vertically and horizontally, will facilitate internal communication within the library.

We will participate in flexible working arrangements to facilitate staff development.

We will provide a strong performance management initiative to empower and develop staff to their full potential.

The library will develop a library staff induction programme for all new library staff.

Continuous training in all core modules in Millennium.

Intercampus training to ensure greater consistency.

An annual Staff Development Day for all campus libraries.

The library will promote the Irish language by allocating Irish speaking tea breaks on a regular basis.

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## **6. Research.**

The research strategic priority in the GMIT strategic plan clearly states that it will “integrate research, teaching and regional development as we develop a critical mass of research capacity in targeted areas.” (GMIT Strategic Plan, 2004-2009). The OECD report emphasises the need for more research and to increase the number of postgraduates in the country although it does perceive this as the role of the universities. Fortunately, HETAC also sees this as the role of the Institutes of Technology and GMIT have been conferred with delegated authority to confer PhDs in Aquatic Science and Mechanical Engineering.

**Our goal is to provide a variety of learning resources to support the research efforts of GMIT.**



## Strategies

The library will promote our research room to all patrons involved in research

By participating in the Irel Project, the library will increase its access to a diverse range of electronic resources.

The library will contribute to the National Digital Repository by collaborating with the Head of Research in GMIT.

The library will design and implement an Information Skills Module to provide students with the necessary research skills to carry out their research. The library will endeavour to get this module validated before the commencement of modularisation in September 2006.

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### 7. Partnerships.

The library operates within a much larger environment and cannot operate in total isolation. It is imperative that the library collaborate and develop partnerships with other bodies so as to stay abreast of current trends to best serve our users' needs. The way forward is better collaboration and networking. The Department of Education and the OECD Report endorse this concept.

**Our goal is to build upon existing partnerships and develop new ones to serve our users' needs.**

## Strategies

Better liaison between the library and the various departments within the Institute.

Closer cooperation and communication among all GMIT campuses.

To continue the Digital Mapping Project with Galway Public Library and the James Hardiman Library NUIG as a work in progress.

The library will work in partnership with all the libraries of Institutes of Technology through the IT Librarians group, centralisation, the Millennium users' group and the Partners module.

Collaborate with the universities in the Irel project.

The library will contribute to the National Digital Repository.

Encourage library membership of professional bodies.

Encourage cooperation among Galway Libraries and Academic Libraries by active participation in and support of the Western Regional Section of the Library Association of Ireland.

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### 8. Performance measurement.

Our strategic plan will be underpinned by continued feedback of our performance. It is imperative that our strategies be measured on a regular basis to indicate the success of our plan and to ensure that it is relevant to our users' needs as they change and diversify. The current trend is for a greater degree of transparency and a better return on investment.

**Our goal is to provide strong performance indicators of our strategic plan.**

## Strategies

To produce an Annual Report

An annual library student survey to be followed by a structured library response to the survey.

A staff survey

Student evaluation of the Information Skills Module

Promotion of suggestions box in Millennium.

A head count of library patrons to be carried out each evening.

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### 9. Infrastructure and Buildings.

It is important to provide a congenial environment for all our users to encourage student centred learning. Continual resourcing is necessary to maintain our building in its present state and further capital is needed for its future enhancement.

**Our goal is to preserve, maintain and develop our existing building to match the needs of our users.**

## Strategies

Continual monitoring of security within the library and to increase the number of CCTV cameras.

Prepare a Health & Safety plan

Continual monitoring of building and maintenance issues.

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### 10. Risk Assessment.

Any strategic plan depends on its success by adequate resourcing and identifying potential risks. It is imperative that a proper risk assessment takes place so as to identify areas that could pose a threat to our strategic plan.

Proper structures and processes then need to be put in place to eradicate these potential threats.

**Our goal is to underpin the success of our strategic plan by developing a risk assessment and disaster plan.**

## Strategies

Prepare a risk assessment plan.

Prepare a disaster plan

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## Glossary of Terms

### • Agresso

A Financial Management System designed to provide the Institutes of Technology with: a management tool, a transaction processing facility, a costing control tool, and enhanced budgetary control features.

### • An Cheim

Stands for "Collaborative Higher Education Information Management". The Department of Education and Science (DOEs) and the Institutes of Technology have jointly launched An Chéim, which is currently transforming the way the Institutes meet the needs of their students and staff with the benefit of four sophisticated applications: Agresso (Finance), Banner (Students), Core (HR/ Payroll), Millennium (Library). There are 15 Institutes of Technology throughout the country and they all have the same basic IT requirements. So, rather than have them all source, develop and procure

their IT independently, An Cheim performs these functions on their behalf.

- **Application Roadmap**

An Chéim proposals for the future development of the MIS systems in the Institutes of Technology. Document to prioritise new Millennium modules that the Institutes of Technology would like to purchase if funding became available from An Cheim.

- **Article Linker**

Article Linker is an OpenURL link resolver that links all of your library resources. When you find a citation or reference to a specific article, Article Linker supplies the best available path to the content, anywhere in your collection, whether it is in print, full-text, or both. It consists of software that links all library resources.

- **Content Management System (CMS)**

A computer software system for coordinating and facilitating the collective organisation of documents and other content. It allows one or more authors to prepare and publish information online, without needing to prepare HTML code.

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- **Core**

Core, one of An Cheim's management systems, is a collection of fully integrated applications designed to provide the Institutes of Technology with a method to manage their employee resources, improve their payroll processing and automate time recording.

- **Customer Service Level Agreement**

Defined minimum performance measures at or above which the customer service delivered is considered acceptable.

- **Digital Mapping Project**

A collaborative project between GMIT, Galway Public Libraries and NUIG to Digitise Galway Ordnance Survey maps. The copyright is owned by the three bodies. The product will contain town land information and it will be indexed.

- **Information Skills Module**

To recognise when information is needed and have the skills to locate, evaluate, organise, and use that information. Information literacy is a key know-how for lifelong learning and essential to the teaching and learning goal of developing graduates who can recognise when information is needed, and have the ability to locate, evaluate and use effectively the information needs. By knowing how information is organised, how to locate information and how to use information successfully, graduates will learn how to learn.

- **INN Reach**

Resource sharing for libraries. It effortlessly connects multiple library systems allowing patrons from one library to request and borrow materials belonging to another library, expanding the library's catalogue at the same time as lessening spending on new acquisitions.

- **Irel Project**

The Irish Research eLibrary is a national initiative, involving an investment of 20 million euro over 5 years, which will provide access to over 5,000 electronic journals for researchers in Irish universities. It represents the outcome of discussions between the Science Foundation Ireland (SFI) and the Higher Education Authority (HEA), and the Irish university librarians. The scheme's focus is on the disciplines of Biotechnology and Information and

Communications Technology. The project did not initially include the of Institutes of Technology but the initiative has since been extended so that all researchers in Irish universities/institutes will have access to the contents of a wide range of electronic journals via their library web sites.

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- **Knowledge Society**

A knowledge society is a society that creates, shares and uses knowledge for the prosperity and wellbeing of its people.

- **Library Portal**

A portal is a network service that brings together content from multiple resources using technologies such as cross searching, and alerting, and amalgamates them for the user, usually via a Web browser. For users, a portal is a personalised, common point of access where searching can be carried out across one or more resource and the combined results viewed. The library portal will offer a gateway to a range of high-quality sources, for example the library catalogue, e-journals, on-line databases and learning and teaching material will be amalgamated and presented to the user through a single interface.

- **MetaFind**

A one-stop search allowing simultaneous searching across library resources, including library catalogues, databases, Web sites, local digital collections etc. MetaFind offers a meta-search capability against the sources to which a library subscribes.

- **Millennium**

Innovative's Web-based Java powered integrated library system.

- **National Digital Repository**

The idea behind the National Digital Repository was that universities could pool certain information – not course content itself but the ingredients of courses – which would lead to more effective content creation and sharing. The idea is that the shared data is not held in any one university but in a central repository. It aims to draw together in one resource, existing digital images, maps, pieces of film and audio, texts, simulations and other multimedia elements. In Ireland, the project initially involved the seven universities but was then extended to include the institutes of technology as well, with funding coming from the HEA for the universities and the Department of Education for the institutes.

- **Videoconferencing**

Videoconferencing is a live connection between people in separate locations. It provides transmission of full-motion video images and high-quality audio between the locations. Videoconferencing can be undertaken through high-speed telephone networks or via the Internet. It also allows the sharing of computer applications (e.g., PowerPoint presentations, document sharing, file transfer, etc.)

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- **Virtual Library**

An online version of the traditional library. Books and documents are made available over the Web. Fundamentally, a library on the Internet.

- **WAM (Web Access Management)**

Web Access Management uses a proxy server to control access to subscribed Web servers, providing resource access to authenticated patrons searching

off campus.

- **WebBridge**

Links together all of the library's resources, including subscribed databases, to ensure maximum use and relevancy.

**Note: Together, WebBridge, Metafind and WAM provide libraries with tools to manage and control access to all of their information resources by providing contextual linking, multi-protocol meta-searching, and authentication.**

**10.1.22 Appendix 22: Library Strategic Plan 2013-2016 available at:**

<https://library.gmit.ie/wp-content/uploads/2017/07/gmitlibrarystrategicplan.pdf>

**10.1.23 Appendix 23: Implementation plan 2013-2016:**

## Learning and Teaching Pillar

Continue to strive to maintain a high level of service to all our users	All staff training sessions and meetings will emphasise the importance of staff willingness to help, manner at the desk and positive attitude to patrons
Establish strong links with academic staff to develop a current and relevant collection	Use Module Manager to update library collections  Maintain an up to date list of new programmes, modules  Request permission from HOD/HOSs for subject librarians to attend school programme board meetings or school meetings  Invite new academic staff to the library for library induction workshops
Continue to enhance our existing print and online collections to support the needs of all our users	Continue to source efficient suppliers  Negotiate best value for money  Participate in consortiums where appropriate
Liaise with academic staff regarding support for academic assignments and projects	Subject librarians to contact academic staff for information requirements to fill gaps in collection  Subject librarians to update circulation staff on information requirements for peak demands
Review Collection Development policy annually	
Review and enhance the Information skills module annually	Evaluate information skills module with relevant academic staff  Compile an evaluation form for participants and request feedback  Produce online tutorials of the information skills module

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Continue to develop the information skills module to ensure it is fit for purpose by annually reviewing Sconul's Seven Pillars in Information Literacy
Review and enhance Library induction annually	Compile an evaluation form for participants and request feedback  Produce a library induction tutorial online
Review and enhance EndNote training annually.  Provide drop in training sessions	Compile an evaluation form for participants and request feedback  Link to WIT online tutorial on EndNote on library GMIT website  Supplement with GMIT online tutorials where relevant
Review and enhance database training annually	Compile an evaluation form for participants and request feedback  Build on existing online tutorials  Continue to request improved linking to Summon
Provide training in Advanced Word Citation	Produce presentation on Advanced Word Citation  Produce online tutorial  Compile an evaluation form for participants and request feedback
Develop relevant and effective YouTube tutorials on all its key resources	Compile online evaluation form to capture feedback on quality/relevance of YouTube tutorials  Provide training to library staff on Camtasia  Compile list of resources to be converted to online tutorials
Align library staff development with the needs of the Institute	Continually scan the Institute for evidence of new training needs  Compile a training needs analysis for library staff
Attract and retain staff with a commitment to professional development as supported by the Institute	Hold intercampus staff development day  Provide inhouse training when possible  Encourage and provide opportunities for staff to participate in staff development courses provided by the Institute

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>Provide opportunities for staff to avail of external training</p> <p>Attract staff that show commitment to staff development</p> <p>As part of PMDS review staff development courses undertaken by staff</p>
Provide space in the library for an Academic Writing Centre	<p>Meet with key academic staff</p> <p>Provide space in the library for 3 hours per week</p> <p>Establish and document procedures and circulate to appropriate staff</p> <p>Acquire relevant collections on English writing skills</p> <p>Promote via the normal channels</p>
Provide a safe and secure environment	<p>Ensure library is adequately staffed at all times</p> <p>Participate in the formulation of an Institute-wide critical incident policy</p> <p>Update library risk assessment document</p> <p>Maintain list of emergency contacts on the shared drive and display prominently in the Reader services office, at the Library desk and at the Porters desk</p> <p>Liaise with IT to maintain security cameras. Old and new cameras to be moved onto one server. Security camera management software to be available in Librarian's office and at library desk. Liaise with IT re: suitable PC for library desk</p> <p>Maintain library porter paging system. Move paging unit to the centre of the library desk for easier access</p> <p>Obtain current Institute porter timetable from Buildings</p>
Monitor library opening hours by analysing usage patterns and user feedback	<p>Headcount each evening/Saturday at designated times</p> <p>Analyse results and comments from annual Libqual survey</p>



## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>Compile gate stats from main door and stair entrance</p> <p>Provide longer opening hours at peak times</p>
Continue to consult with the Student's Union to improve the learning environment for all users	Consult with Student's Union on any changes to library services (e.g. opening hours)
Offer multiple opportunities for feedback	<p>Libqual survey</p> <p>Order new suggestions box and fix to wall outside library with noticeboard (to be moved from outside photocopy room). Answers to suggestions to be posted on noticeboard</p> <p>Monitor suggestions from existing suggestion box in library, from suggestions link on library website and verbal suggestions made to library staff</p> <p>Review suggestion form on website, use Jotform to design a new form</p>
Maintain a high quality suite of group study rooms for student group study purposes with state of the art facilities	<p>Liaise with IT to maintain multimedia facilities available in five study rooms</p> <p>Investigate feasibility of multimedia facilities for more study rooms</p>
Convert the multimedia room in the Galway road campus into a silent study zone only and to maintain the existing silent zone on floor one	<p>Move multimedia equipment from existing multimedia room to IT room</p> <p>Order new door signs. Silent zone (formerly multimedia room) and IT room (formerly research room)</p> <p>Order free standing "silent zone" banner for new silent zone room on Ground floor</p>
Liaise with Computing Services to provide an adequate Wi-Fi service	<p>Monitor feedback from students re: Wi-Fi</p> <p>Liaise with IT re: Eduroam</p> <p>Publicise Eduroam. Make library staff aware of Eduroam</p>
Maintain high quality technological equipment within existing resources	<p>Keep abreast of technological advances in the educational sector</p> <p>Make sure equipment is fit for purpose</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Liaise with IT re: existing equipment and maintenance
Provide comfortable seating and study facilities	<p>Liaise with Buildings to ensure that furniture and carpets are kept in good repair/regularly cleaned</p> <p>Replace seating as required</p> <p>Ensure seating is ergonomic</p> <p>Liaise with Buildings to maintain light fittings</p>
Strictly control noise levels	<p>Patrol library regularly</p> <p>Direct students to appropriate zones. Silent zone and room, quiet zones, group study rooms</p> <p>Liaise with Buildings to install self-closing doors or some other noise damping solution in the Research, IT, Silent study room, photocopy room</p> <p>Liaise with Buildings to reduce the noise at the main door as per the recommendations in the noise control report</p> <p>Monitor the mobile phone policy</p>

### Collaboration and Alliances Pillar

Engage in formal inter institutional collaborations with the implementation and maintenance of a research repository	<p>Liaise with library staff in ITS and LYIT with regard to tender and purchase of repository hardware and software</p> <p>Choose supplier and formalise purchase</p> <p>Outline a procedure to get library content on to repository – scanning of hardcopy theses and gathering ecopies</p> <p>Formalise cataloguing schemas in conjunction with LYIT and ITS</p> <p>Decide on people in library responsible – 3 teams set up (policies, metadata and technical) a staff member from each Institute library to participate on each team</p> <p>Upload metadata and content</p>
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## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>Open up repository for searching and make available in Multisearch</p> <p>Review number of items submitted annually and compile annual usage statistics</p>
Further develop reciprocal arrangements with NUIG, the Marine Institute and the Connacht Ulster Alliance (CUA)	<p>Ensure library staff are kept abreast of Institute developments and alliances as they arise through staff meetings and email</p> <p>Review statistics on a biannual basis on reciprocal access to NUIG for GMIT staff and researchers</p> <p>Continue to promote NUIG reciprocal borrowing within the Institute using the regular communication channels</p> <p>Investigate the possibility of gaining access to NUI for undergraduate students</p> <p>Investigate the possibility of GMIT postgrads gaining access to NUIG research library</p> <p>Continue to liaise and maintain and access the lending policies for CUA students and review statistics on an annual basis</p> <p>Develop on existing relationships starting with the provision of a joint repository, investigate other joint ventures</p> <p>Continue to engage with the Marine Institute Library as per the memorandum of understanding, by mentoring and providing work experience to the library intern and facilitate exchange with GMIT library staff if a staff member wishes to gain experience in the MI</p> <p>Develop a reciprocal lending/borrowing policy with MIT to facilitate GMIT Marine science students and investigate database licences of GMIT online resources with a view to providing access to MI researchers</p>
Participate with on-going partnerships, e.g. Acquisitions Group of Ireland (AGI), Systems Librarians in the IOT sector, the Institute of Technology Librarians group	<p>Number of meetings attended with AGI, Systems Librarians, Business Librarians Group, IT Librarians per annum</p>

Research, Development and Innovation Pillar

<p>Engage in formal inter institutional collaborations with the implementation and maintenance of a research repository</p>	<p>Liaise with library staff in ITS and LYIT with regard to tender and purchase of repository hardware and software</p> <p>Choose supplier and formalise purchase</p> <p>Outline a procedure to get library content on to repository – scanning of hardcopy theses and gathering ecopies</p> <p>Formalise cataloguing schemas in conjunctin with LYIT and ITS</p> <p>Decide on people in library responsible – 3 teams set up (policies, metadata and technical) a staff member from each Institute library to participate on each team</p> <p>Upload metadata and content</p> <p>Open up repository for searching and make available on Multisearch</p> <p>Review number of items submitted annually and compile annual usage statistics</p>
<p>Provide bibliometrics training to postgraduate students and research staff</p>	<p>Research bibliometrics and it's benefits to researchers and academics</p> <p>Look at training methods used in other academic libraries and decide on the method best suited to GMIT</p> <p>Make a decision on training to be provided – online presentation or training room talk and formalise</p> <p>Publicise and make training available to academics, researchers and postgrads</p> <p>Review number of classes carried out annually and compile stats on same</p>
<p>Continue to support research with the provision of appropriate library - based training</p>	<p>Provide training on library resources to researchers and postgrads (on demand)</p> <p>Publicise availability of above on GMIT and library newsletters</p>

	<p>Maintain a presence at the postgrad information day to give key library information and answer questions</p> <p>Ensure postgrads and researchers are aware of library services and facilities through the online library, YouTube and other social networks, brochures, newsletters, emails and any other applicable communication channel</p> <p>Nominate a library staff member to act as a liaison with the Research Office as per Subject Librarians (Librarian currently on Research committee)</p> <p>Review number of classes carried out annually and compile stats on same</p>
Continue to enhance and acquire relevant electronic and online resources to provide a 24/7 service	<p>Source and purchase access to quality relevant online resources as per collection development policy</p> <p>Ensure WAM and Shibboleth access are functioning correctly to provide access to patrons from on and offsite</p> <p>Make use of ebook rental schemes to supplement existing ILL and document supply services</p> <p>Make use of Patron Driven Acquisitions to further develop our ebook collection</p> <p>Ensure library staff are aware of topics being researched at higher levels in the Institute so that demand for stock may be anticipated</p> <p>Evaluate online resource usage statistics on an annual basis</p>
Review, monitor and update the discovery platform to provide a more seamless searching experience for the user	<p>Ensure any problems reported on multisearch are passed on to the relevant staff member to check and progress with Serial Solutions if necessary</p> <p>Continue to lobby Serial Solutions for improved full text access to all our subscribed resources</p> <p>Have a staff member from the Electronic Resources team participate in Irish and International user groups, attend meetings where possible, subscribe</p>

	<p>to newsletters and listserv emails, to be kept up to date with all developments</p> <p>Ensure new titles added to Millennium are updated to Summon on a daily basis to include a full export from the library catalogue every 6 months</p> <p>Ensure new online resource subscriptions are accessible via Summon</p> <p>Continue to evaluate statistics for Summon vs stats for databases accessed individually and promote access via Summon on our online tutorials, brochures and other marketing materials</p>
Provide a timely interlibrary loan service to supplement GMIT collections	<p>Continue to obtain books and articles not held in GMIT by using services from British Library and Subito and offer this service free of charge to researchers and postgrads</p> <p>Make use of rental schemes provided by our ebook suppliers if ebooks are required on ILL</p> <p>Ensure all requests are followed up in a timely manner if not filled within a week of being requested</p> <p>Publicise availability of this service with Research office</p> <p>Compile annual statistics for usage of the ILL service by researchers and postgrads</p>
Provide library access and membership to liBC companies	Liaise with liBC to make them aware of library membership and access

Student – Community Engagement Pillar

Continue to offer external and lifelong learning library membership	<p>Continue to promote external membership</p> <p>Collect statistics for external membership</p>
Establish exhibitions of local interest	<p>Number of exhibitions per year</p> <p>Plan schedule of exhibitions</p>
Liaise with the School Liaison Officer towards library involvement in second level school activities	Number of school activities per year
Engage with schools in the promotion of GMIT activities, e.g. Hotel School Taster days	Collaborate with schools in relation to library involvement

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Number of activities annually
Liaise with the Cuirt Festival with a view to hosting activities of local interest	Evaluate Cuirt activities annually
Engage with nationwide cultural and educational initiatives, e.g. Library Ireland Week, Science Week, Adult Literacy Week	Number of Library Ireland Week activities per annum  Number of national cultural/educational activities per annum
Continue to investigate and develop reciprocal collaborations in the region	Number of collaborative ventures established  Continue to monitor and promote reciprocal borrowing initiatives in the region  Numbers of borrowers in NUIG/GMIT reciprocal initiative

### Internationalisation Pillar

Provide collections for international students funded by the International Office	Liaise with International Office (IO) regarding supply of funding  Work with IO regarding the items to be purchased for the collections  Create mailing list of foreign students to update them on new library acquisitions
Translate library opening hours, brochures and relevant guides into Arabic and Chinese	Continue to have available relevant translated guides in both print and online
Liaise with IO cultural activities within GMIT	Communicate with IO regarding upcoming activities  Offer to host some cultural activities
Provide exhibitions on a diverse range of cultures	Plan a schedule of exhibitions  Invite international students to help/take part in/give ideas for exhibitions  Promote internally with the various channels of communication
Liaise closely with the IO on a formal and informal basis	Schedule formal meetings during the academic year  Continue to respond informally through email/telephone by establishing links with one IO staff member

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	Liaise with Student Union regarding the International Society
Provide an enhanced induction programme for international students	<p>Prepare new induction programme</p> <p>Compile translated evaluation form for international students</p> <p>Produce library induction YouTube tutorial with Arabic/Chinese subtitles</p> <p>Investigate the possibilities of having representative from the IO student body to liaise with library throughout the year</p>
Provide opportunities for library staff exchanges with overseas partner institutions subject to funding resources	<p>Explore the possible opportunity of library staff exchanges</p> <p>Investigate the possibilities of connecting with overseas library staff through video conferencing</p>
Investigate collaborative ventures with our international partners	<p>Organised to meet with IO regarding organising collaborative ventures</p> <p>Investigate the possibility of the library twinning with an overseas partner</p>



**10.1.24 Appendix 24: Student Survey 2018 feedback**

<b>What you said</b>	<b>What we did</b>
Opening hours	<p>Two new porters appointed and normal weekly opening hours have resumed</p> <p>Rooms are opened in the Institute up to 11.45am before exams</p> <p>Opening hours on four Saturdays before Christmas exams have been extended to 5pm on pilot basis</p>
Difficult to navigate website	<p>Website has been revamped during 2017-18</p> <p>Website and library guides continually updated</p>
Exam papers hard to find	A new exam paper app had been added to the website for easy navigation
People eating in the library	<p>With the addition of two more porters there is greater supervision in the library</p> <p>More signage has been added</p> <p>Code of conduct is explained during induction tours</p> <p>Library staff spot check and stop people they visibly see bringing in food and drink</p>
Create an ebook on how to research my subject area	<p>LibGuides are available on the library website according to subject area</p> <p>LibGuides are continuously being added to. Currently there are 42</p>
Magazine selection is out of date	<p>Current magazines are displayed in the current journal shelves</p> <p>There are more magazines available online via the library webpage</p> <p>The library is investing in a emagazines in preference to print magazines where possible</p>
Library is pointless to visit if on an IT related course	<p>The bookstock is weeded annually to ensure stock is up to date</p> <p>New material is purchased if requested by the academic staff and depending on funding</p> <p>The library promotes online access to material vial the library website</p>

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

<b>What you said</b>	<b>What we couldn't do</b>
Open earlier in the morning	The library had to be cleaned before the library is opened and cleaners commence work at 8am
Problem connecting to Wi-Fi	Due to funding restrictions the IT department are unable to expand Wi-Fi points
Book study rooms for more than an hour	The study rooms are in very high demand during term time and to ensure as many users as possible are enabled to book a room it is necessary to cap it at one hour
Website slow to display book shelf number	The library is awaiting further development from the library supplier to speed up the process
Less religion books more course books	<p>The Western Theological Trust (WTT) is a donation from the Redemptorists to GMIT for the permanent preservation of the collection</p> <p>Religion books are also used for the religious course that is run by GMIT</p> <p>Library budgets have been severely cut over the last number of years making it difficult to purchase new stock</p>

**Staff survey 2018 feedback**

What you said	What the library did
Research@THEA monthly report	<p>Monthly report is sent to Governing Body</p> <p>From September 2018 monthly reports will be sent to the top 10 most viewed researchers</p>
Improve book stock/resources	<p>Staff regularly check Module Manager to ensure reading resources are up to date subject to funding</p> <p>Management group, Academic Council, HODs, HOSs, Registrar have been informed about inadequate library budget to purchase stock for new courses</p> <p>Old stock is weeded on an annual basis</p>
Library training needs to be more interactive	<p>The library monitors and evaluated the information skills module annually</p> <p>Interactive quizzes have been introduced in some sessions</p> <p>Sessions are continually designed to be more practically based</p>
Harvard Referencing for 2 <sup>nd</sup> & 3 <sup>rd</sup> yrs	<p>Drop in sessions are arranged regularly during the academic year</p> <p>Student Union will be used as a communication channel more regularly from September 2018</p> <p>Library communications will be sent to all LCD screens Institute wide from September 2018</p>
Get students to critique online resources	<p>Promote LIS online</p> <p>Emphasis the evaluation of resources during LIS sessions</p>
Library representation on course design	<p>Library staff member assigned to committee designing course on Design Thinking in the Engineering School</p> <p>HODs/HOSs communicated with regarding library representation</p> <p>Request that library representation attend programme board meetings at the start and end of academic year</p>
More fiction	Book swop box in place

## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

	<p>A selection of fiction is ordered annually subject to funding</p> <p>There is a book club in operation</p>
More how-to video content	<p>There are 19 GMIT library videos on YouTube</p> <p>7 podcasts have been added to the library webpage</p> <p>More videos and podcasts will be added as the need arises</p>
Some GMIT referencing documents are inconsistent	<p>The library has a Harvard Referencing Guide on the library webpage based on BS 640 and is available for all Schools to use</p> <p>EndNote had been preloaded with GMIT Library Harvard Referencing Guide</p> <p>EndNote has also been preloaded with a Science referencing guide recommended by the Science School</p>
<b>What you said</b>	<b>What the library couldn't do currently</b>
Full access to J-Stor	The library budget has been severely cut and is unable to purchase any new electronic resources
There is a reduction in construction databases	With budgetary cuts the library has had to cancel resources to stay within budget

**10.1.25 Appendix 25: Library staff online questionnaire**

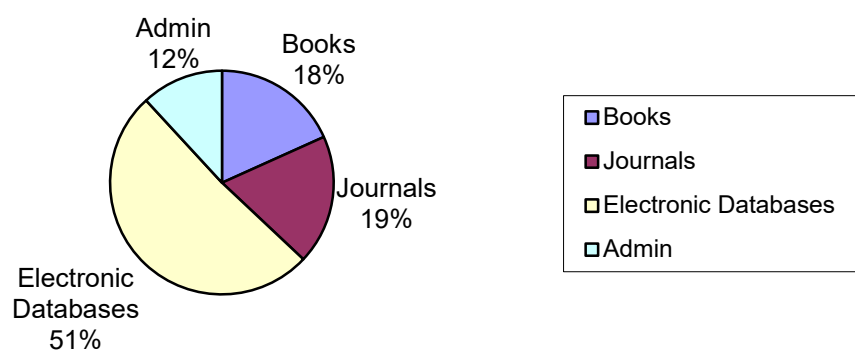
1. Do you think the reporting structures in the library are fit for purpose?
2. If you answered no to the first question can you suggest a more appropriate reporting structure?
3. Are your views taken on board and acted on?
4. Do you feel empowered to act and take responsibility for decisions and changes?
5. Do you feel well informed?
6. Is there effective two-way communication?
7. If you answered no to question 6 how do you think this could be improved?
8. Do you feel you are consulted with adequately in generating improvements and if not, how do you think this could be improved?
9. Is training/staff development adequate to ensure you can do your job effectively and if not, how might this be improved?
10. Are library procedures and policies working?
11. Are there gaps in the library procedures?
12. Is there a quality and innovative culture in the library?
13. Can you suggest ways of ensuring regular feedback from library staff on various aspects of the library are part of the regular workflow of the library?
14. Do you feel the communication channels between the various campuses are adequate and if not, how might they be improved?
15. Do the campuses feel part of the overall library service or do they feel isolated and if so, how might this be improved?

**10.1.26 Appendix 26: Budgets for 2013-2018****2013 Budget**

Books	52719.13
Journals	53934.31
Electronic	
Databases	147332.43
Admin	<u>34218.13</u>

**Total Budget 2013 288204.00**

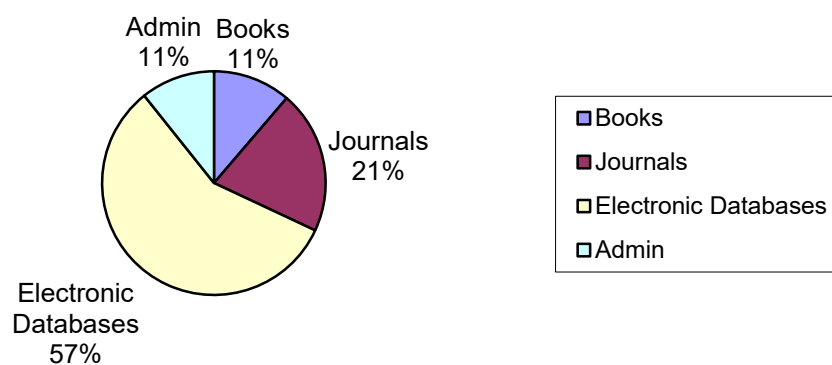
Down by 15,796.00 from 2012



## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

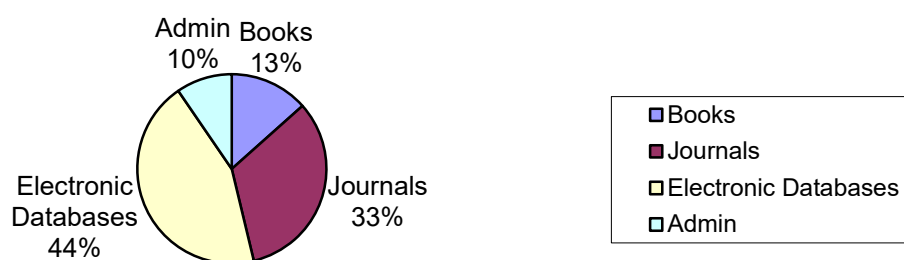
### **2014 Budget**

Books	30612.98
Journals	56022.32
Electronic Databases	155,632.09
Admin	<u>29018.93</u>
<b>Total Budget 2014</b>	<b>271286.32</b>



### **2015 Budget**

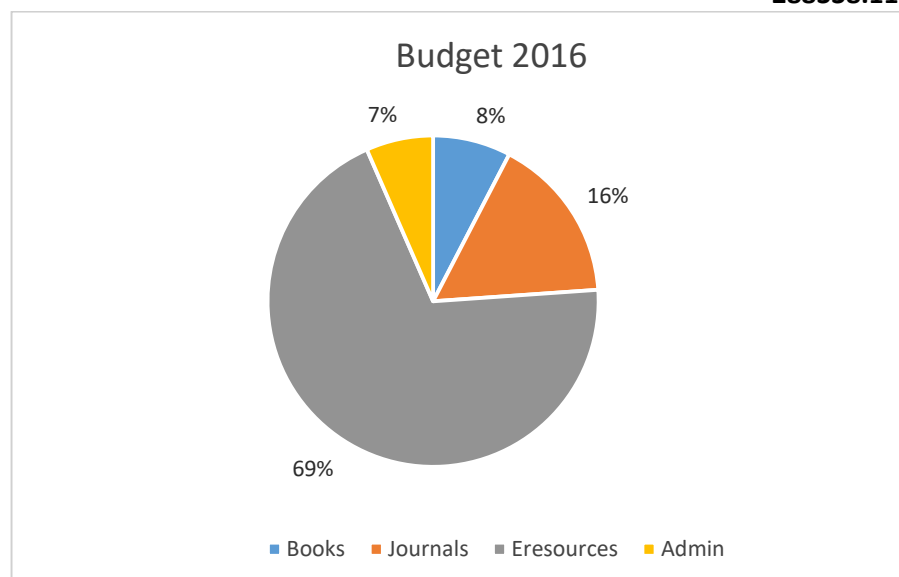
Books	36,753.77
Journals	90,079.02
Electronic Databases	121,084.10
Admin	<u>26,260.53</u>
<b>Total Spent Budget 2015</b>	<b>274,177.42</b>



## FUNCTIONAL REVIEW SELF-EVALUATION REPORT

### 2016 Budget

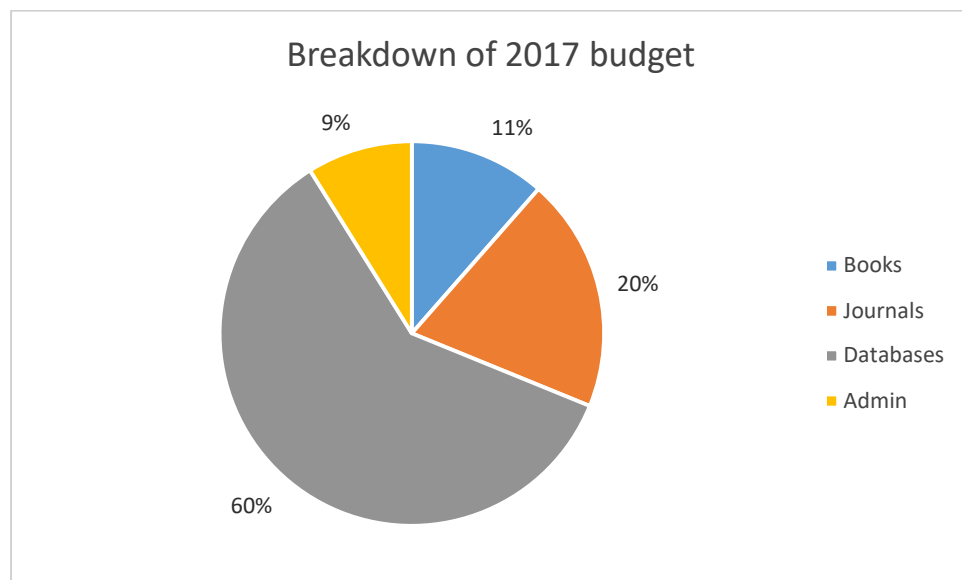
Books	22002.74
Journals	46958.67
Eresources	200489.24
Admin	18887.46
	<b>288338.11</b>





**2017 Budget:**

Books	23380.52
Journals	40184.67
Databases	122308.79
Admin	18099.77
	<b>203973.75</b>

**2018 Budget:****Expenditure**

Print Books	20,696.12
eBooks	10,931.62
Print Journals	3,812.47
eJournals	2,755.10
Databases	122,815.82
Admin	26,472.39

**The encumbrances at Fiscal close were:**

Print books	7,438.19
eBooks	2,798.28
Print Jrls	9,330.35
eJrls	18,158.24
Databases	50,000.00
Admin	11,822.37

€75,908.19 carried over from previous year to pay for Science Direct and print journals.



