



Policy Document Owner	Annette McGrath, Representative Librarian, Carolyn Wakefield, Jacqui Buckland, Lisa Kemp, Siobhan Gibbins - members of the AUT Libraries Working Party
Contact	Annette McGrath amcgrath@qtc.edu.au 07 3062 6939
Policy Document Approver	Academic Board
Responsible body/person	Academic Board
Review date	August 2027
Superseded documents	
Related documents	Library Policy Library Report (Annual) Interlibrary Resource Sharing Procedure HDR Minimum Resources Policy Course Resources Policy Support for Students Policy
Related HE Standards	2.1.3, 2.2.1, 2.2.3, 3.3.1, 3.2.1, 3.3.2, 3.3.3, 3.3.4, 4.1.3, 5.3.7
Student Lifecycle Stage/s	Studying

1. PURPOSE

To be used in conjunction with the Library Policy to enable Affiliated College Libraries to strengthen, foster and enrich the Australian University of Theology's (AUT's) teaching, learning, scholarship and research. This document aims to establish minimum quality standards for libraries across the Consortium, ensuring equitable and high-quality access for library stakeholders. The Standards also inform the ongoing assessment and review of libraries within the consortium and against libraries in the wider higher-education field. The appendices aim to provide more detailed information and examples which may help librarians new to the sector or encourage experienced librarians to consider and implement advancements.

2. DEFINITIONS

Definitions for any words in **Bold** in this document can be found in the [Policy Glossary](#). The first instance of each defined term has been outlined in bold.

3. PRINCIPLES

3.1 Libraries are well managed and underpinned by strategic planning (Principle 5.1 in Library Policy) - [see Appendix 1 for more information](#)

- 3.1.1 Academic libraries are well managed when they fulfil their purpose to enrich, inform and meet the information needs of stakeholders. The main purpose of Affiliated Libraries is reflected at all levels of operation.
- 3.1.2 Libraries have a Library Mission Statement which is developed in accordance with their parent institution's ministry, strategic plan, priorities and ethos and in accordance with the AUT's purpose and mission.
- 3.1.3 Libraries develop an operational/strategic plan for each academic year or specified time period, based on the broad Library Mission Statement.
- 3.1.4 Libraries have a Collection Development Policy which specifies guidelines for the selection, acquisition, retention and weeding of materials.
- 3.1.5 Regular reviews and policy updates incorporating stakeholder feedback are undertaken to ensure libraries are effectively and efficiently managed.



- 3.1.6 The librarian with the assistance of a library staff team and/or the library committee is responsible for the management and development of collections that support the Christian ministry, teaching, learning, scholarship and research activities of the Affiliated College within the terms of the strategic plan and Collection Development policy.
- 3.1.7 Libraries identify and assess risks and establish strategies to mitigate and manage these in line with Affiliated College and AUT frameworks.
- 3.2 Libraries recognise, anticipate and support the information needs of the AUT's stakeholders (Principle 5.2 in Library Policy) – see [Appendix 6 for more information](#)**
 - 3.2.1 Libraries develop a framework for engagement with all stakeholders, using technologically suitable methods to ensure availability, timeliness, quality and accessibility of information provision.
 - 3.2.2 The diverse needs of stakeholders are considered by libraries in determining inclusive operational procedures which allow for greater equity and equip individuals to achieve and thrive.
 - 3.2.3 Library staff engage with academic staff regarding current and planned unit offerings, as well as formative assessment and research, undertaken by stakeholders to anticipate existing and future information needs.
 - 3.2.4 Off-campus students have access to library resources and services on an equitable basis with on-campus students, including access to advice and help from qualified library staff.
 - 3.2.5 Library staff seek to engage with and support Culturally and Linguistically Diverse (CALD) stakeholders in culturally appropriate ways.
 - 3.2.6 Libraries provide services for students with additional needs in accordance with the relevant policies of the AUT.
- 3.3 Libraries cultivate the development, creation, promotion and discoverability of new knowledge (Principle 5.3 in Library Policy) - this section is particularly for Colleges with HDR candidates. [See Appendix 2 for more information](#)**
 - 3.3.1 Libraries foster the creation and dissemination of scholarship and new knowledge by providing rich physical and digital library resources.
 - 3.3.2 Libraries are encouraged to develop research specialties which support theological scholarship and research.
 - 3.3.3 Library staff provide scaffolded training to academic staff and research students to enhance learning and mastery of their research skills.
 - 3.3.4 Library staff work with HDR supervisors and within the AUT framework to provide expert advice to researchers in raising the profile, dissemination, and impact of research.



- 3.3.5 The management and discoverability of the AUT's research and scholarship outputs (including theses kept in the AUT Repository) is enabled by Affiliated Libraries working in conjunction with the Graduate School of Research (GSR) and in accordance with industry standards.
- 3.3.6 Libraries are aware of and abide by the AUT's HDR Minimum Resources Policy.
- 3.4 The resources which support the information needs of stakeholders are discoverable, accessible, relevant and useable. (Principle 5.4 in Library Policy)**
 - 3.4.1 Library collections are of sufficient size and quality to continually support the Affiliated College's educational, reference and research needs.
 - 3.4.2 Collections comprise all types of recorded information including print and non-print materials, along with access to electronic databases, eBooks and other formats as they become available.
 - 3.4.3 Usability and relevance of library resources are enhanced by Libraries obtaining and retaining material under the principles of their library Collection Development Policy. This will include print and electronic resource selection based on new course and unit development, College reading lists, relevant AUT unit bibliographies, and faculty and HDR research.
 - 3.4.4 Libraries catalogue, classify and organise items according to professionally approved conventions to improve discoverability and accessibility of items.
 - 3.4.5 Library resource portals may be used to further enhance stakeholder access to institutional and external holdings including open access material.
- 3.5 Professional librarian assistance and activities are client-focused, and conducted to meet stakeholder needs (Principle 5.5 in Library Policy) - [See Appendix 4 for more information](#)**
 - 3.5.1 Library learning programs and activities are provided and accessible to all students regardless of their mode and stage of study.
 - 3.5.2 Academic Librarians ensure stakeholders are provided with training and/or instructional guides in how to use the library and its resources. This should include both embedded and non-embedded information literacy training.
 - 3.5.3 The value of information literacy training undertaken early in a student's course is acknowledged, as is the importance of ongoing training throughout the duration of their studies.
 - 3.5.4 It is recommended that libraries work with academic staff to embed information literacy in AUT foundation level units and units with formative assessment.
 - 3.5.5 Librarians are ideally positioned to assist in identifying students in need of additional support alongside those who have been identified as 'at risk' by formative assessments. Libraries play a crucial role in providing support



services and liaise with academic staff to best assist student support plans in line with the *Support for Students Policy*.

- 3.5.6 Library staff are approachable and accessible to stakeholders, offering their time, expert skills and advice on appropriate information access and use of the library's extensive resources.

3.6 Library spaces facilitate teaching, learning, scholarship and research (Principle 5.6 in Library Policy)

- 3.6.1 Affiliated Colleges provide an environment-controlled building of suitable and sufficient space for the secure housing of library resources, for the accommodation of users, and for the work requirements of the library staff.
- 3.6.2 Libraries may provide designated spaces for collaborative or private study to enhance the study and research needs of stakeholders.
- 3.6.3 Libraries are encouraged to use physical and virtual spaces to facilitate academic interaction and discussion as an extension of classroom learning. The provision of these spaces ensures stakeholders can read, write, wrestle with theological and pastoral concepts, research, discuss, and form their theological basis for ministry.
- 3.6.4 Libraries provide a suitable environment for any rare book or archival collections within their trust.

3.7 Applicable, accessible and emerging technologies are leveraged to enhance learning, teaching, scholarship and research (Principle 5.7 in Library Policy)

- 3.7.1 Libraries have adequate IT support available to assist both library staff and stakeholders when using library related hardware and software (either onsite or remote use).
- 3.7.2 Libraries are aware of new and developing resources, technologies, applications and services and are at the forefront of implementing these for the benefit of stakeholders.
- 3.7.3 Libraries acknowledge and respond to shifts in trends including the increasing provision of electronic resources.
- 3.7.4 Libraries recognise and leverage the fast-moving development and potential of Artificial Intelligence (AI) tools and resources for library stakeholders.

3.8 Robust library budgets compliant with the set acquisitions spending threshold are essential to the provision of high-quality services and resources to all stakeholders, ensuring they are supported to achieve academic excellence and facilitate research. (Principle 5.8 in Library Policy) - [see Appendix 3 for more information](#)

- 3.8.1 A library's funding provides for the operation and systematic development of the library's human, technological and material resources. Library budgets



must be sufficient for libraries to purchase resources in order to support ministry, teaching and learning as well as scholarship and research within the AUT. Library budgets must be compliant with the acquisition spending threshold per EFT, as set by the AUT.

- 3.8.2 Librarians have input into library budget discussions, for example, preparing library budgetary data and budget requests/projections for consideration by the appropriate body in the Affiliated College.
- 3.8.3 The library's itemised budget is a distinct part of the Affiliated College's annual budget, facilitating annual reporting as required by AUT.
- 3.8.4 Colleges ensure there is sufficient allocation to provide an equivalent minimum standard of digital resources in order to support all students at Affiliated Colleges regardless of mode of study.
- 3.8.5 Libraries may enter into arrangements with other educational libraries to provide access to a wider range of resources, including digital resources where suitable licenses can be negotiated.

- 3.9 Library staff are appropriately qualified and participants in continuing professional development (Principle 5.8 in Library Policy) - [See Appendix 5 for more information](#)**
 - 3.9.1 The experience, knowledge and diverse skills of staff contribute to institutional effectiveness and are essential to the achievement of the AUT's goals and mission.
 - 3.9.2 AUT Libraries are managed by professional librarians, eligible for Associate membership of the Australian Library and Information Association (ALIA) and are remunerated in accordance with current professional library standards.
 - 3.9.3 Where an AUT College does not employ a qualified librarian, the person employed must undertake study toward these professional qualifications. The College ought to consider supporting the library employee in completing these studies.
 - 3.9.4 In addition to the library manager, libraries may engage other salaried or voluntary library staff. These staff are valued members of the library team, supporting the work of the library.
 - 3.9.5 Professional and para-professional library staff have opportunities and support to regularly participate in ongoing professional development (PD). Examples of PD to be undertaken can be found in [Appendix 5](#).
 - 3.9.6 Librarians may enrich their professional development by pursuing academic research and contributing to publications. Colleges may consider providing library staff with study leave where appropriate.

- 3.10 Libraries play a key role as partners in supporting course and unit development and implementation (Principle 5.10 in Library Policy)**



- 3.10.1 Affiliated Colleges ensure librarians are familiar with the courses and curricula (current and planned) of the AUT, thereby guaranteeing required resources are acquired by the library.
- 3.10.2 Librarians furnish academic staff with suggestions and guidance on course and unit resources. They provide relevant updates on availability and accessibility of required material and collaborate with academic staff to meet information needs that support the ministry, teaching, learning, and scholarship and research activities of AUT Colleges.
- 3.10.3 Librarians and Academic Staff collaborate on the availability and format of prescribed resources as outlined in the *Course Resources Policy* during the UQAF approval process.
- 3.10.4 It is recommended that librarians have an understanding of current copyright laws for educational reproduction of material to help ensure adherence to copyright laws.

- 3.11 The AUT recognise and support the delivery of library services that enrich scholarship and research within the AUT Consortium. (Principle 5.11 in Library Policy)**
 - 3.11.1 The AUT offers support to its affiliated libraries to assist them in fulfilling their missions and purposes as well as improving and maintaining quality. Such support is offered in consultation with librarians and with the librarian representative on the Academic Board in particular.
 - 3.11.2 Librarians from Affiliated College libraries are represented on the AUT Academic Board and may be represented on other AUT Committees.
 - 3.11.3 The AUT is committed to facilitating shared resources and expertise to optimize investment in the availability and use of collections. This may take the form of centrally purchased digital collections (e.g., journal databases and eBook collections), the development and maintenance of a Federated Catalogue and providing additional support/funding for smaller Affiliated Colleges.
 - 3.11.4 The provision of centrally purchased digital resources ensures a minimum equivalent standard of digital resources across the Consortium. All colleges are required to meet the minimum equivalent standard for electronic journal and eBook provision. The minimum equivalent standard is set by the AUT and reviewed annually in collaboration with AUT Librarians. The *Minimum Digital Equivalent Standards* document specifies the yearly standards and is distributed annually by the AUT Office to and for the use of Librarians. ([see Appendix 2 for more information](#))
 - 3.11.5 The AUT endorses resource allocations to support the purchase of specialist databases, software and other scholarly library collections which promote scholarship and research.
 - 3.11.6 The AUT recognises the importance of quality library staff and encourages and supports PD, and networking between Consortium library staff e.g.,



organising and facilitating regular meetings of AUT librarians, attendance at conferences. ([see Appendix 5 for more information](#))

3.11.7 Interlibrary Loans and Document Delivery requests are supported by an AUT subsidy. See the *Interlibrary Resource Sharing Procedure* and [Appendix 2](#) documents for more information.

3.11.8 Reciprocal borrowing membership between Affiliated College Libraries is facilitated by the AUT for HDR students through the GSR. ([see Appendix 2 for more information](#))

3.12 Affiliated Colleges support Libraries as having an integral role in fulfilling the College's core mission (Principle 5.12 in Library Policy)

3.12.1 Affiliated Colleges are encouraged to promote the professional skills and expertise that librarians bring to supporting the College's mission.

3.12.2 The provision to librarians of College policies and plans assists in informing the library strategic plan and services. Awareness by academic staff of the library policies must be considered as part of the larger College policy and framework.

3.12.3 Affiliated Colleges are encouraged to include librarians in academic/faculty meetings. This provides for communication between librarians and academic staff and helps librarians to understand and plan in response to College needs. These meetings also assist the acquisition of relevant resources which support the courses and curricula of the AUT.

3.12.4 Where appropriate, qualified academic librarians are recognised as faculty or non-academic faculty, specifically in the realm of information and digital literacy and research methods training.

3.12.5 The library is included in the College's financial plan, disaster plan, insurance policies, and workplace health and safety policies. The librarian is consulted about and contributes to these policies as they relate to the library.

3.12.6 Affiliated Colleges may appoint a library committee to support the work of library staff and the library, and to assist with library policy and decision making as required.

3.13 Library staff seek to build and strengthen relationships within the Consortium, and pursue connections with relevant Australian and international networks to facilitate the collaboration and sharing of resources (Principle 5.13 in Library Policy)

3.13.1 Sharing resources and expertise is an important means by which AUT libraries optimise the investment in, and the effectiveness of, Affiliated College collections.

3.13.2 Affiliated Libraries collaborate with each other and other organisations to enable information and information literacy resources and opportunities to be shared across the Consortium in a timely cost-effective manner.



- 3.13.3 Spaces for the exchange of ideas are provided by the AUT library forum and other email groups.
- 3.13.4 Librarians from each Affiliated College should be present (either in person or virtually) at the annual AUT Librarians Meeting.
- 3.13.5 Librarians are encouraged to foster, participate in, and contribute to wider library and education networks. Examples of collaboration opportunities include meetings and conferences of Australian and New Zealand Theological Library Association (ANZTLA) librarians, ALIA librarians, Independent Higher Education Australia (IHEA) librarians, individual interest groups, other private higher education providers or universities, and through individual mentoring arrangements.
- 3.13.6 AUT librarians are encouraged to become members of ANZTLA, and/or ALIA, attend ANZTLA conferences and events and participate in the ANZTLA Forum.
- 3.14 Libraries are committed to evaluating, responding to and improving the stakeholders' experience by employing data collection tools and evidence-based practice methods (Principle 5.14 in Library Policy)**
 - 3.14.1 Libraries seek regular feedback from stakeholders to help assess the use and relevance of the library collection and services. ([See Appendix 1](#)) Libraries will therefore responsively develop, innovate and elevate the library collection and services.
 - 3.14.2 Libraries are encouraged to share their performance assessment processes and outcomes, and more generally their approach to the provision of learning and teaching resources within the AUT Library network. (see 3.13.3-4)
- 3.15 The performance and quality of AUT Libraries shall be assessed and reviewed in order to maintain and develop the quality of library services and collections across the AUT Consortium and to identify and address any areas that need improvement (Principle 5.15 in Library Policy)**
 - 3.15.1 Procedures for assessment and reporting should be straightforward and cost-effective, but sufficient to expose problems that might warrant concern or action by the AUT and/or Affiliated Colleges.
 - 3.15.2 The AUT office gathers data from Libraries annually using data collection tools such as an annual report covering library collections, services, facilities, and spending.
 - 3.15.3 Clearly worded questions about libraries, their collections and services are included in the Unit of Study Evaluation Surveys (USES) and Student Experience Surveys (SES). Responses are assessed and analysed, and forwarded directly to librarians in a timely manner for reporting purposes. This feedback is used in improving quality and informing future directions.
 - 3.15.4 The Academic Board uses the current library policy and associated library standards to assess library capability and resources as part of the approval process for delivery of courses and major change applications.



VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1.0	Academic Board	6 August 2021	6 August 2021	Created
1.1	Academic Board	22 October 2021	22 October 2021	Added section 3.11.4, added 5 th dot point under Appendix 2, added section headed 'Library Minimum Digital Resources and Specialist Research Resources' to Appendix 2
1.2	Academic Board	04 August 2023	04 August 2023	Appendix 2, section headed Library Minimum Digital Resources and Specialist Research Resources
2	Academic Board	18 October 2024	18 October 2024	Updated and revised; appendices updated and enhanced.
3	Vice-Chancellor	June 2025	June 2025	New policy format, minor editorial updates to implement university status.

Any hard copy of this electronic document may not be current as the AUT regularly reviews its guidelines. The latest version can be found online at www.aut.edu.au

Appendix 1: Library Planning and Management

Library Strategic Plan

Libraries should actively communicate and promote their programs, activities and resources to stakeholders. To this end, a regularly updated library strategic plan must be formulated to support the library mission statement, the College's goals and mission, and be in line with the direction of the AUT.

A strategic plan can be developed for each academic year or a set term, e.g., 3 years, 5 years. The strategic plan should be based on the broad library mission statement and how the library proposes to achieve the broad aims.

The strategic plan could address the library's human, physical and electronic resources, its services, collections, and how the library supports academic programs and research.

The strategic plan must be updated regularly to encompass emerging technologies and approaches in the library sector, as well as feedback from review and assessment processes.

Librarians may find it useful to read articles or books on how write a strategic plan, e.g.:

Reed, Sally G. "A Library Board's Practical Guide to Strategic Planning." 2016,
<https://library.wyo.gov/wp-content/uploads/2019/06/strategic-planning.pdf>

Thompson, Gregory C., Harish Maringanti, Rick Anderson, Catherine B. Soehner and Alberter Comer. *Strategic Planning for Academic Libraries : A Step-by-Step Guide*. ALA Editions. Chicago, IL: ALA, 2019. <https://alastore.ala.org/content/strategic-planning-academic-libraries-step-step-guide>

Furthermore, looking at examples of University Strategic plans and other higher education library strategic plans will be helpful.

Library Mission Statement

The library Mission Statement usually sets the direction for the library service and acts as the starting point for all other library policy statements.

A library Mission Statement should grow from the Mission of the parent College.

The statement ought to indicate the primary stakeholders of the library and its broad service aims.

The mission statement could include a description of the library's human, physical and electronic resources, its services, collections, and how the library supports academic programs and research.

Collection Development Policy

Each library should formulate a collection development policy based on the library mission statement. The Collection development policy is used in conjunction with, or is the practical outworking of part of, the library strategic plan.

This policy specifies guidelines for the selection, retention and weeding of materials.

A Collection Development Policy may include consideration of:

- The level of resource provision required in each subject area e.g., undergraduate, postgraduate or research.
- The resource needs of students studying in different modes and attendance patterns e.g., on and off campus students, full and part-time students, students studying in intensive mode, students at satellite campuses.
- The process for recommending books for purchase as well as the ultimate responsibility for purchasing decisions and the opportunities for teaching staff or others to purchase for the library.
- The current AUT *Minimum Digital Equivalent Standards* document
- Subscriptions to print or electronic journals and journal databases and how they will be managed and made available, e.g., decisions about print vs. electronic copies of journals, access options or communicating the decision that the library will have an e-Preferred policy etc.
- Any audio-visual materials, e.g., their storage and conversion of content to a current digital format.
- The processes for the management and purchasing of e-resources, including any eBooks owned or subscribed to.
- The frequency of stock-takes.
- Particular theological perspectives to include or exclude.
- Outlining which sections or subject areas of the collection will be particularly developed to general teaching, scholarship or research levels.
- The acceptance and treatment of donations.
- How feedback from stakeholders will be incorporated into regular reviews of the policy and how often reviews will be undertaken.

The Collection Development policy shall be periodically reviewed to ensure currency and relevance. New formats (particularly e-formats) for information are being developed and made available. The Collection development policy must be reviewed regularly to take account of these.

Feedback gathered and evidence-based practice arising from formal and informal library surveys, focus groups or individual interviews etc. should inform the review of the Collection Development Policy. For example, students may give feedback that they cannot find enough electronic resources to support their study in an online unit, which might lead to a change of policy and procedure for resourcing that unit or resourcing online students as a whole. Academic staff may give feedback concerning a particular research area they would like built-up to provide for and supervise HDR candidates. This could lead to setting collection development priorities for that area.

The librarian shall be responsible for the management and development of collections within the terms of the policy. Collection management assumes the librarian's knowledge of

the content of courses being offered and a current awareness of resources available. It also assumes that the librarian will consult as necessary with members of the teaching faculty and other professional advisors regarding collection development and the selection of resources.

Reflection and Improvement through consultation

Academic Libraries should regularly seek feedback to assess their effectiveness.

User Surveys and Informal Feedback: Libraries often conduct surveys to gather feedback from students, faculty, staff and community members about their experiences and satisfaction. Questions may focus on library services, hours, resources, staff assistance, library spaces and facilities, the accessibility and currency of the resources etc.

Focus Groups and Interviews: Conducting focus groups or interviews with users can provide in-depth insights into their needs and experiences, offering qualitative data that complements quantitative measures.

Usage Statistics: Tracking usage statistics for library resources such as loans, database access, and online resource downloads helps libraries to understand which resources are most useful and to identify trends.

Performance Metrics: Libraries may use various performance metrics, such as circulation statistics, reference enquiries, and interlibrary loan requests, to measure how effectively they are supporting academic needs.

Learning Outcomes Assessment: Libraries could consider assessing how well they are contributing to student learning outcomes. This might involve evaluating the effectiveness of information literacy instruction, workshops, or other educational programs.

Benchmarking and Comparisons: Comparing performance or metrics with other similar institutions can help libraries identify areas for improvement and best practices.

Responses, statistics and metrics should be collated and analysed with a view to identifying what changes or improvements can be made. This analysis, as well as graphs and visual representations of the data can also be useful when reporting to College boards or supervisory bodies.

Appendix 2: Providing Research Assistance

Promoting a research culture

The AUT encourages all Affiliated Colleges (where applicable) to have an active, visible research culture within their organisations.

To assist Affiliated College libraries to promote an active research culture, the AUT is committed to fostering an interlibrary resource sharing (ILRS) program as outlined in the *ILRS Procedure*.

The AUT provides an annual subsidy/reimbursement of \$120 per HDR student for interlibrary resource sharing expenses.

When the *ILRS Procedure* does not apply, i.e. for Interlibrary Loan or Document Delivery requests made by level 5-7 students, Academic Staff and non-Affiliated Libraries, the [Australian ILRS Code](#) may be useful in determining pricing.¹

The AUT also provides access to referencing software with the required styles. Library staff may pursue professional development training to assist students with the use of the referencing software.

Provision of Resources

Affiliated College libraries are encouraged to support an active research culture through the following examples:

- Provide a dedicated allocation of finances for resources for research purposes.
- Purchase or acquire items which are requested by Academic Staff and HDR candidates for their research.
- Develop specialisations within their library collections through the curating of resources for specific research interest and supervision areas.
- Enact special borrowing privileges for research level students.
- Provide services that assist academic staff and research students with locating publications and other resources related to research foci through databases, other libraries (e.g., state, national and international) and other collections or archives.
- Deliver an equivalent minimum standard of digital resources as compliant with the AUT Library Minimum Digital Resources standards, as well as provide access to research level specialist databases and software.
- Provide recommendations of other suitable libraries such as the state, national and other specialised libraries.
- Provide Interlibrary loans and document delivery services – see the *Interlibrary Resource Sharing (ILRS) Procedure*.
- Promote the AUT Consortium Reciprocal library membership agreement.
The agreement fosters robust research and expands the number of resources available to HDR candidates. Currently enrolled HDR candidates may apply for reciprocal borrowing membership at any other AUT College library through the [GSR](#)

¹ <https://read.alia.org.au/australian-interlibrary-resource-sharing-ilrs-code>



website.² Membership conditions (e.g., number of items lent, loan duration) will vary between libraries and are determined by each Affiliated College library. Upon application from a HDR candidate, the librarian of an Affiliated College should advise the student of the applicable membership conditions and ensure they are set-up to borrow.

- Create Library guides on topics such as 'Literature Reviews,' 'How to find specific information formats,' or 'techniques for comprehensive searching.'
- Advise on how to use cited reference searching. In the cited reference searching process, researchers begin with a reference (usually a book or journal article) which they have read, and which is highly relevant for their research. They then search for other publications which have cited that reference. Major databases useful for cited reference searching are Web of Science and Scopus, EBSCO and even Google Scholar.

Google Scholar will find citations in electronic journal websites and scholarly websites.

- Go to Google Scholar Advanced Search to display all the search options
 - Use the exact phrase search box for the title of the reference
 - For where my words occur select in the title of the article
 - Use the return articles authored by search box for the author's last name
 - Search to locate the reference
 - Click on Cited by to display the references which cite the reference.³
- Advise on how to set up Research alerts in databases or journals.
Look for options to:

Create an alert

Save a search

an RSS icon



The AUT also encourages Affiliated College libraries to connect with other tertiary level libraries to negotiate reciprocal borrowing schemes for research students and academic staff as an ancillary means of providing access to a greater variety of research level resources.

AUT staff and PG candidates can obtain associate membership to the Macquarie University library by providing a letter of identity which can be requested from the AUT. Please see the *HDR Minimum Resources Policy* for further conditions.

Promoting Research Visibility and Impact

² "Graduate School of Research Reciprocal Borrowing Form," <https://www.aut.edu.au/hdr-request-reciprocal-library-membership-form/>

³ "Cited Reference Searching," <https://web.library.uq.edu.au/research-tools-techniques/search-techniques/find-everything-your-topic/cited-reference-searching>

Libraries have a key role in measuring and increasing the AUT's research visibility and impact. Librarians can assist researchers with research identifiers, research data management and storage, copyright and scholarly publishing.

Library staff may collaborate with academic staff or HDR supervisors to assist researchers in the following ways:

- Advise researchers regarding the AUT Ranking Lists and where they could/should publish.
- Manage their research/project data in the present and for the future.
- Obtain an ORCID ID or other research identifiers.
- Develop an engagement strategy with the researcher's end-users, and advise on how to gather and maintain evidence of engagement and the impact of their research.
- Assist with checking researchers' publication track record and usage.

Library Minimum Digital Resources and Specialist Research Resources

The AUT sets an annual minimum equivalent standard for digital resources in collaboration with Librarians at AUT Librarians' meetings and with the AUT Libraries Working Party.

Libraries have flexibility of choice and can subscribe to a range of journal databases and eBook collections which meet the minimum standards.

Journals

All colleges will be required to meet a minimum equivalence standard for electronic journal provision. The current minimum equivalence standard is found in the *Minimum Digital Equivalent Standards* document produced annually.

eBooks

All colleges will be required to meet a minimum equivalence standard for eBook provision. The current minimum equivalence standard is found in the *Minimum Digital Equivalent Standards* document produced annually.

Alternatives and Trials

Colleges may contact the AUT Office to suggest and discuss trials of alternative databases/collections which will be considered to meet both Journal and eBook minimum digital resources. Variations will be considered on a case-by-case basis. After a trial of one year, a review of the alternative resources must be presented to the AUT to determine if the alternative proposal meets the requirements, and benefits the consortium.

Colleges which are accredited to teach in a language other than English (e.g., Chinese), may suggest alternative equivalent databases and eBook collections.

Appendix 3: Requirements for Acquisitions Budgets

Rationale

The AUT is committed to providing high quality library services and collections which support the teaching, learning, scholarship and research of the academic staff and students of its Affiliated Colleges. To provide a high-quality library service and collection to all AUT students and to ensure academic standards as well as theological rigour, library acquisitions budgets must be sufficient for libraries to provide timely access to books, eBooks, subscriptions to journal databases, digital collections and periodicals purchased for the collection. Library acquisitions budgets need to ensure that a good ratio of resources to students exists.

AUT students study at university level and need to be resourced as such. AUT students are expected to produce higher education level research and reflection in their assessments, and therefore require access to peer-reviewed journal articles, classic, well-known authors, and new research. Correspondingly, AUT academic staff who teach are engaged in scholarship, and those who supervise HDR candidates are research active, producing new knowledge in the form of books, chapters, articles, papers, and other research outputs in their field. AUT libraries therefore need be funded at levels which allow them to provide for these student and staff outcomes.

The AUT's chief purpose is to "...to equip people to faithfully serve God's church and God's world..." AUT Libraries play a vital role in this. A well-funded library helps people to read, write, grapple with the theological ideas, research, discuss, and develop their theological foundation for ministry.

Cognizant of these 3 points above, the following requirements for library funding are outlined:

There are two ways Affiliated Colleges may meet the requirements for library budget acquisitions:

1. By primarily building and maintaining their own library resources based on the College's annualized number of Equivalent Full-Time Students (EFT).

OR

2. By providing some resources of their own together with arrangement/s with other providers.

NOTE: The requirements in Appendix 3 may be temporarily suspended for up to two budget years for Colleges who are experiencing demonstrable financial stress. This assessment will be made by the AUT Board's Audit and Risk Subcommittee or by the Vice-Chancellor of the Australian University of Theology.

1 Colleges building and maintaining their own library collection and services based on EFT

The library acquisitions budget must not include staff expenses, IT/hosting/Library Management Systems (LMS) software maintenance costs, end-processing materials, or furniture/shelving/capital items.

Each library's minimum spend on acquisitions (books, eBooks, print or electronic periodicals, online database subscriptions, digital collections, and other media) should be based on the Affiliated College's total EFT. Library acquisitions spending will be reported to the AUT via the Annual Reporting Process.

The figure for expenditure per EFT has been reviewed considering the following:

- average library acquisitions spending per EFT across Affiliated Colleges.
- average library acquisitions spending per EFT across Australian Universities.
- spending per EFT in comparative theological academic institutions.
- average increase of 5% per year in pricing for databases and resources, i.e., 15% total average increase in costs over the last three years.
- the varying economic circumstances of individual Affiliated Colleges.

Libraries are therefore required to spend a minimum of \$587 per EFT for the 2025 year (\$510/EFT in 2021 +15%). Thereafter the library minimum spend per EFT should increase by 5% per year. E.g., in 2026 the library minimum spend per EFT should be \$616 per EFT.

This figure will be routinely reviewed when the Library Policy and these Standards are next updated.

Example:

The AUT minimum required amount for library acquisitions spending per EFT is \$587 in 2025. It is therefore recommended that a College with 34 EFT in 2024 spend a minimum of \$19,958 on library acquisitions in 2025.

We recommend HDR students be weighted at 1.5 for the EFT calculations below in recognition of their higher resource needs

Libraries with acquisitions budgets below the required minimum spend per EFT (outlined above) should show how they resource their students by alternative means (e.g., a Memorandum of Understanding with another provider or via donations to the library.)

Where acquisitions spending is below the minimum, and alternative means of resourcing have not been employed, libraries should increase their acquisitions spending over the spending level of the previous year in order to progress toward the target of the required minimum amount.

2 Colleges providing some resources of their own, together with arrangement/s with other providers.



In accordance with the TEQSA Guidance Note on Staffing, Learning Resources and Educational Support, "should a provider wish to outsource provision of learning resources, e.g., to another higher education provider, TEQSA will need to be satisfied that:

- the arrangement is subject to a formal agreement
- there are no unreasonable barriers to access
- it is practicable for students (e.g., not involving unreasonable travel time).

TEQSA will not accept a model in which the provider makes no provision for information resources itself and refers students to a public library, which is unlikely to provide full access to the scholarly resources required."⁴

Affiliated Colleges which have an arrangement with another provider should ensure that the external provider's collection and electronic resources have sufficient breadth and depth in the field of Theology and Religion.

It is recommended that Affiliated Colleges which have an arrangement with another provider, as per the TEQSA Guidance above, also set a library acquisitions budget based on a minimum of 10 EFT x the AUT minimum required amount for library acquisitions spending per EFT. This would allow such a College to provide some development of the College's collection and ensure its students can access key resources which support the teaching of the AUT's courses.

Example:

It is recommended that a College approved to teach up to level 5 courses of the AUT and which has an arrangement with another Theological College for borrowing and access to library resources for their students, also have a library acquisitions budget of at least \$5,870 (\$587 x 10) in 2025.

⁴ <https://www.teqsa.gov.au/sites/default/files/guidance-note-staffing-learning-resources-and-educational-support-v1-3-web.pdf?v=1581309006>

Appendix 4: Information Literacy Training Examples

Information Literacy Training

Offering all library stakeholders access to apt and timely information literacy training is a key role of AUT Libraries. Stakeholders who are information literate are able to discover relevant information, evaluate the value of the findings and are capable of accessing and using information, becoming autonomous life-long learners.

Information literacy training may be embedded into formal course offerings or be incidental/informal.

Embedded information literacy is information literacy instruction which is incorporated into a taught unit.

Embedded information literacy could take the form of one or more of the following options:

- The inclusion of an information literacy session on unit or field-specific resources as well as analysis and evaluation of resources, which is embedded within the compulsory teaching hours for the unit.
- A scaffolded approach to the first essay assessment, e.g., a formative assessment, where students are required to show how they researched their first essay topic for that unit, with a small percentage for this exercise allocated towards the students' overall grade for the unit.
- A small discrete formative assessment item encompassing information literacy as it pertains to the unit.
- An ungraded diagnostic or formative information literacy exercise required of all students for successful completion of the unit.
- Online helps specific to a unit which are embedded within unit pages on Moodle, Blackboard or other learning management software used by the College. Such helps may include introductory videos covering specific information skills/competencies, such as searching and retrieving a particular resource, identifying core resources to locate information for a specific assignment, supporting broader transferable research skills, or referencing. Videos can be supported by online tutorials/quizzes to further reinforce learning.
- Other proven approaches to embedded information literacy in a Higher Education Provider environment.

Non-embedded information literacy should also occur. Academic staff may collaborate with Library staff to support students undertaking formative assessment tasks. Students and Faculty should receive training in how to use library software to search and how to access and use eBooks. Instructions and sessions on how to search and evaluate resources available in journal databases will benefit students in their research and learning.

Non-embedded (Incidental or informal) information literacy may include:

- One-on-one or small group sessions with the librarian either in person or online
- Library orientation sessions which cover how and where to search, as well as how to evaluate the results of a search and access the items found



- Research workshops, referencing seminars, study skills training and the like
- Creating awareness and giving instruction about open-access publications, including how to distinguish predatory journals from bona fide academic publications
- Library-created and hosted short instructional videos
- External resource providers created instructional materials, e.g., Proquest, ATLA
- Library created booklets or instruction sheets
- Online help (live or static)

Appendix 5: Library Staffing and Professional Development

Library staffing

Professional library staff

Salaries, conditions and entitlements for library staff should be in accordance with the Educational Services (Post-Secondary) Award.⁵ This Award is endorsed by the AUT as the mandatory minimum standard for all employees within Colleges of the AUT. Affiliated Colleges may also consult the ALIA Salary Scales⁶ for library-specific details about professional qualifications, experience gained over years of employment and corresponding salary bands.

The library manager should ordinarily be appointed by and report to the head of their Affiliated College or their representative/s. Written position descriptions/statements of duties shall be provided for all library staff. Annual reviews may be undertaken with, and have been found to be beneficial for, all professional and para-professional library staff.

Volunteers

College Libraries must not depend on volunteers to manage libraries; however, they may use volunteers to support the work of the library. It is recommended that volunteers have defined roles and tasks, with a preference for project work that is adjunct to the work of salaried library staff. The AUT affirms the ALIA statement on voluntary work in library and information services.⁷

Professional Development

The ability of a library to be effective and to provide high quality services is directly linked to the knowledge and skills of the library staff employed by Affiliated Colleges. Ongoing professional development (PD) enables existing staff to develop new competencies and knowledge and to stay abreast of new tools, technologies, resources and trends. The AUT endorses and encourages all librarians to participate in annual professional development activities through the support of both the AUT and the Affiliated Colleges.

Examples of such PD include:

- Participating in AUT boards, committees or working parties (e.g., to develop/update library policies).
- Undertaking further accredited and non-accredited study in the library field.
- Attending the annual AUT Professional Development Conference.
- Attending the annual ANZTLA Conference.

⁵ "Educational Services Post-Secondary Award,"

<https://calculate.fairwork.gov.au/payguides/fairwork/ma000075/pdf>

⁶ "ALIA Salary Scales and work level guidelines," <https://alia.org.au/Web/Web/Our-Members/Member-Resources/Salary-scales-and-work-level-guidelines.aspx>

⁷ "Statement on voluntary work in library and information services," <https://read.alia.org.au/statement-voluntary-work-library-and-information-services>



- Attending ATLA Conferences and webinars.
- Conducting self-directed reading of professional journals, for example:
 - [The Journal of Theological Librarianship](#) by ATLA
 - [Journal of Academic Librarianship](#)
 - [Australian Academic & Research Libraries](#)
 - It may be beneficial to search for highly cited library & information science journals and journal articles using [Scopus](#)
- Participating in the ALIA Professional Development scheme or other professional development opportunities.
- Mentoring other librarians.
- Networking with library vendor/supplier webinars.
- Participating in Copyright Council events and webinars.
- Attendance and presentations at theological and/or library conferences, seminars and workshops.
- Upskilling and learning about new trends in the digital environment as applied to Libraries, including social media and AI.

Appendix 6: Addressing the Diverse Needs of Stakeholders

Affiliated Colleges will resource libraries to support stakeholders with diverse needs who require specialised equipment, software and /or other services. The following groups of stakeholders with diverse needs have been identified and will be discussed separately with respect to how these needs may be met:

- Off-campus students
- CALD students
- Stakeholders with additional needs

Off-campus students

Libraries must ensure off-campus students have access to electronic resources including eBooks and journal articles that meet the information needs of course content and provide relevant material required for further research.

- To assist off-campus students in accessing library material available for loan, extended loan periods could be considered to cover transit times, as well as subsidising of mailing costs.
- Off-campus students should have equitable access to advice and help from qualified library staff. This may take the form of an 'ask a librarian' service on the library website or catalogue or encouraging students to contact librarians via established channels of communication.
- The AUT endorses the use of cloud-based tools that enable Libraries to share content from a variety of sources including their own scanned extracts, scans of other institutions who are also using the tool, digital original files supplied by publishers and an on-demand scanning service.
- Document supply can be requested by off-campus students, subject to the Australian Copyright Act.
- Information literacy for off-campus students can be provided through various methods such as one-on-one zoom or phone meetings, interactive lesson modules in Moodle or the like, and online videos.
- Libraries are encouraged to use virtual spaces to facilitate interaction and discussion as an extension of classroom learning. For example, a library module/unit can be created on Moodle and all current students enrolled into it. A discussion forum within that Moodle unit can facilitate dialogue among students and library staff regarding library resources relating to their study, search tips, promotion of new electronic collections or subscriptions relevant to study topics, answers to common referencing queries and essay writing tips etc.

CALD stakeholders



- Libraries of Affiliated Colleges who offer units specifically to CALD students should ensure that resources and services are both available and delivered within a context of inclusiveness and equity.
- Libraries may include the provision of translating and interpretation services as well as providing resources in relevant languages.

Stakeholders with additional needs

- Access to the physical collection should be considered, and barriers to access removed where possible. Libraries should plan for wheelchair and mobility walker access. Libraries and Affiliated Colleges should be aware of Australian Standards for library access and layout.
- Libraries may provide software and technology that allows stakeholders with additional needs to discover, access, and use library resources.
For example:
 - purchasing a Bookshare student or organisational membership for students with learning differences. Bookshare offers books in audio, the ability to follow along with karaoke-style highlighting, enlarged text styles, the ability to read in braille, and adjust other settings to suit individual learning styles.⁸
 - Offering a Perlego eBook subscription for students. Perlego offers a read aloud function as well as other specific functions to answer the needs of users with visual impairment, dyslexia or other cognitive disabilities. Perlego offers integration with Beeline, which adds a colour gradient to text to help users read faster and more accurately. This text effect helps people with Dyslexia, ADD, and ADHD to more easily follow lines of text, avoiding skipping or re-reading the same line. Users can also select 'Open Dyslexic' as a font type.⁹
 - Providing static or portable magnifiers for in-house use by people with visual impairment.
- The library budget, acquisitions and collection development policies may include consideration of format of resources to assist students with additional needs.
- Where specified readings can be provided as scanned copies under the Australian Copyright Act, the library shall provide clear guidelines for students to make such requests.
- Where possible readings are provided OCR ready. For example, converted by Adobe Acrobat Pro.
- Libraries should work together with or be part of the Affiliated College student support team. Where able, they may provide staff and resources to assist with

⁸ "Bookshare : Higher Education Students," <https://www.bookshare.org/higher-ed-students>

⁹ "Perlego Commitment to Accessibility," <https://help.perlego.com/en/articles/6702800-our-commitment-to-accessibility>



student support services such as academic support, help with study skills and academic English, academic integrity, research skills, and specific support for overseas students and mature age students.

- Libraries should consider providing a range of resources that contain information that offers support to students in relation to issues identified in the "Support for Students Policy" e.g., resources on mental health, disability and domestic violence.