

2010: A Library Odyssey

ABSTRACT

The year 2010 may not be as singular a year in the history of the progress of librarianship as it was for mankind in Stanley Kubrick's envisioned 2001: A Space Odyssey.

The future is as inevitable as change. Change creates opportunities for innovation. Libraries have responded and adapted to change over the last decades more so than in the entire history of libraries. These changes and challenges have often resulted in a clever re-think about the way libraries go about doing business.

The University of Queensland Library faced such a complete make-over in the mid 1990's. A decade on in 2006, and universities and academic libraries in Australia are now faced with a number of new challenges such as the Bologna Process in Australia; the implementation of the Research Quality Framework process; the ongoing Internet revolution; the impact of the Open Access Initiative, of e-research and e-prints; the trends of internationalisation and globalisation on higher education; the implications of copyright challenges and changes in the age of user generated technologies to name but a few. This paper proposes to show how the University of Queensland Library has prepared itself for these current challenges and positioned itself in readiness for some of the forecast mega trends of 2020, which would play a critical role in its future and continued success and survival.

BACKGROUND

The University of Queensland

The University of Queensland is a leader among Australian universities and is recognised internationally as a premier research institution. It is the largest and the oldest university in Queensland. It has over 37,000 students and 5,000 staff. The main University campus is at St Lucia in the western suburbs of Brisbane. Other campuses include: Gatton, located 100 kilometres from Brisbane; Ipswich, which is a new campus located 40 kilometres from Brisbane; a medical school; a dental school as well as farms and research centres throughout Queensland.

The University's teaching, learning and research activities have attracted numerous awards. In 1998 the University of Queensland was declared the University of the Year by the *Good Universities Guide to Australian Universities*. It received the maximum five-star rating for positive graduate outcomes, prestige, student demand, research performance, gender balance and staff qualifications. The University is consistently in the top three in Australia in the amounts of researching funding it receives and consistently performs well in teaching and learning awards nationally. The University of Queensland is a member of the Universitas 21 consortium, a network of seventeen research-intensive universities across nine countries. It is also part of the Group of Eight, a consortium of Australia's leading Universities.

2010: A Library Odyssey

The University of Queensland Library

The University of Queensland Library has one of the largest collections amongst academic libraries in Australia and by far the largest in Queensland. The collection comprises: over 2.5 million volumes; 11,265 print journals and 46,101 electronic journals; 876 networked databases; 365,633 electronic books and 31,763 videos. Over 20 service points deliver services up to 84 hours per week over 14 branch libraries located at the St Lucia, Gatton and Ipswich campuses and in the major teaching hospitals. Service delivery through branch libraries is supported by centralised processing and administrative services for the whole system. Personnel are recruited centrally and library materials are ordered and processed centrally. Policies are developed by the Library as a whole, by participation of as many staff as possible.

In 1998, the UQ Library was awarded joint first place in the institutional category of the prestigious Australian Awards for University Teaching for its development and implementation of the Library concept. In 2000, the Library won the same award for its AskIT Computing Help and Training Service. The UQ Library is the only Library in the country to have won this Teaching Award. In 2006, AskIT won a citation from the Carrick Institute for training programs that targets student needs and the AskIT team also won the University's Faculty and Central Organization Unit Award for outstanding contributions to student learning. In November 2006, the UQ Library Multi-Media Team was selected for the Faculty Citation for Outstanding Contributions to Student Learning.

CHANGES IN INTERNATIONAL AND NATIONAL ARENAS AND THE UQ LIBRARY'S POSITION

Due to the changes occurring in the higher education arena, Australian university libraries like its counterparts worldwide have had to develop new and collaborative avenues of partnerships to stay in business. With the advent of stricter government mandate in the areas of international education, technologies, copyright, and globalization of education, the influx of international students, librarians are required to rethink everything from collection development to models of service responsiveness to diverse populations. (Becker, 2006)

Bologna Process and impact and implications in Australia

The Bologna Process is part of a process in Europe, which aims to establish a single European Higher Education Area by 2010, focusing on curriculum and quality assurance. In April 2006, the Federal Minister of Education, Science and Training, released a discussion paper- *The Bologna Process and Australia: Next Steps*. Submissions were invited from the higher education sector on how the federal government and individual institutions should respond to the Bologna Process (under which 45 European signatory countries were creating 'a series of reforms intended to create an integrated European higher education area by 2010'). The reform focused on greater consistency in degree structures, credit transfer and quality assurance systems with the overall objective of greater mobility of graduates and greater transferability of their qualifications.

2010: A Library Odyssey

The University of Melbourne is the first university in Australia to propose changes to its degree structures, which are derived partly from the North American model in which broad 4-year undergraduate degrees generally preceded graduate-level professional or research degree programs. By 2015, Melbourne expects that the majority of its professional degree programs would be offered at postgraduate level only (on a wholly full fee-paying basis).

■ Possible Impact on Academic Libraries

Most academic libraries offer information skills training courses/programs either as separate classes or integrated into the course curriculum.

If Australia chooses to emulate the Bologna reforms closely, then at one level, consortias of Australian universities for example the Go8s (Group of 8) may collaborate and synchronise their curriculum for example in undergraduate Engineering. This will ensure the mobility and transferability benefits envisaged in the Bologna reforms. Engineering librarians in this university consortia will then be in a position to collaborate on an aligned integrated information skills package for the undergraduate Engineering degree. Librarians will work with the academic staff in each discipline area in their own institution but will collaborate with their colleagues across institutions.

If Australian degrees are then aligned with the European degrees, then there could be an increase in European students interested in studying in Australia. There is likely to be an increasing number of potential post-graduate students than European wishing to continue their studies in Australia after three years. This would mean that library information skills programs will need to be co-ordinated through collaboration at an international level to ensure a greater support for student mobility. In place of institution specific information skills programs, could be degree based programs developed through collaboration amongst the librarians in the same disciplinary area across continents. The planning process will become quite challenging, complex and involved, but the outcome and results of this international and global collaboration could be very rewarding.

A greater reliance will be made on e-learning networks to allow for greater collaboration amongst academics, librarians and students to ensure transferability, scalability and sustainability with the development of joint programs and courses and joint learning activities using virtual modes. There will need to be the development of the necessary national and international technical, pedagogical and organizational infrastructure services to ensure that the goals and objectives can be achieved across the institutional, national and international levels.

Research Quality Framework (RQF)

The RQF process is aimed to provide a framework for assessing research performance across research institutions (universities and research agencies) in Australia. It is envisaged that this will result in the best research in the country being identified. It is proposed that this information can then be communicated in a meaningful way to consumers of research via the Accessibility Framework. The principle dimensions to be considered for this assessment are quality and impact.

2010: A Library Odyssey

Similar research exercises have occurred in the United Kingdom, Hong Kong and New Zealand. These have accumulated significant experience on what works and what does not, on what produces desirable behaviours in researchers and institutions, and what produces perverse behaviours. In Australia, there are proposals for the RQF to occur at various levels: the university, departments, research groupings of some kind.

The scores result in funding determination and will be published for all universities. Quality will be assessed on a five point scale using the four best research outputs for each researcher in a group between 2001 and 2006. The objective of the RQF is to pinpoint precisely where the best research is taking place and to make that research accessible to the end user.

- The Library responds: Managing Open Access and UQ eSpace

UQ eSpace is the University of Queensland's institutional digital repository for publications, research, and teaching materials. Deposited material covers a very wide range of subjects and disciplines. The repository holds the full text of many peer-reviewed published articles and conference papers, as well as book chapters, theses and other forms of written research from UQ academic staff and postgraduate students. It contains working and discussion papers, technical reports and some preprints. Research datasets, sound and image collections, multimedia, software and other forms of research data are also held. Learning objects and other course-related materials are also included in the repository.

UQ eSpace will be used to deliver the RQF process at UQ in partnership with the Office of the Deputy Vice-Chancellor (DVC) (Research) and the Office of Research and Postgraduate Studies (ORPS). Up until now, the annual HERDC (Higher Education Research Data Collection) reporting has been the job of the ORPS. ORPS collects the bibliographic data annually via the Research Master system. Data from that system then is taken from Business Objects where the counts are done and reported to DEST (Department of Education, Science and Technology).

In 2005, an RQF trial was undertaken which delivered the information to assessors via Web pages created for the trials. This highlighted the need for some kind of repository solution to support this exercise. The UQ Library got involved because it:

- (1) has the subscriptions to deliver the electronic content (and hard copy books) so the Office of the DVC (Research) and the ORPS needed us;
- (2) has the mechanism in the form of a repository eg. UQ eSpace;
- (3) has the expertise to quality check the data
- (4) needs content for the Library repository (as a way of mandating a take up of the UQ eSpace service)

So the involvement has resulted in a win-win partnership all round. It has certainly cemented better relations between the research arm(s) of the University and placed the Library's repository at the heart of The University of Queensland's research reporting.

2010: A Library Odyssey

So The University of Queensland will soon have a single system for research publication reporting - the data will be entered *once* into UQ eSpace and will then be available for other uses such as grant applications.

Information and Communication Technology in UQ Library

The last three to four decades has seen a rapid development in information and communication technology. This development has made it possible for information dissemination to be done in innovative and non-traditional ways. Libraries have been at the forefront in utilising ICT in providing services to their clients.

At UQ Library, service policies and procedures involving the use of new technology products have been initiated, implemented and supported by the academic Faculties. All library facilities are designed and equipped using the latest technology.

■ PDA Project

At UQ Library, one of the health sciences libraries provides services to Rural Clinical Division University of Queensland School of Medicine. The users – medical students and staff are located in several hospitals, general practitioner surgeries and community medical centres in Central and South West Queensland. Providing access to information resources to those students and staff has always been a challenge for the health sciences library staff. In 2003, the Library succeeded in gaining Commonwealth Government funding for a project involving the use of PDA technology. The purpose of the project is “to provide access to authoritative, evidence-based information to rural medical students at their point of need and to address equity issues for students who are placed in remote or isolated areas and have limited access to information and technology infrastructure.” (Heath et al 2004)

During 2003 and 2004 approximately 100 PDAs were loaned to students and staff in the Rural Clinical Division in outback Australia. Key resources such as *the Oxford Handbook of Clinical Medicine*, *The Oxford Concise Medical Dictionary*, *MIMS (Monthly Index of Medical Specialities – Australia Pharmaceutical Database)* and *Archimedes Clinical Calculator* were accessible in the palm of their hand. In 2006, The PDA project was the major component of *The Integrated Package of Innovative Rural Medical Education* which won the national prestigious award - Carrick Australian Award for University Teaching. To continue their successful PDA service, the Library has decided to purchase 92 more PDA units in 2007, renew the subscription to the Australian Medicines Handbook at the beginning of 2008, replace Oxford Handbook of Clinical Specialties and Oxford Concise Medical Dictionary with new editions when available and evaluate any additional resources for inclusion for this service.

■ ICT Facilities and Services

The role of academic library has been changing and evolving. It is no longer just a physical place for lending out books or providing access to online information resources (staff and students can do this from their homes and offices and virtually anywhere). The Library is becoming a place that facilitates access and

2010: A Library Odyssey

communication for its users. Students and staff members use the library for checking emails, meeting with their groups and having seminars and group discussion. In order to cater for this ever increasing demand from its users, the UQ Library established facilities equipped with latest information and communication technology.

At the Dorothy Hill Physical Sciences and Engineering Library, for example, the Don Carruthers eXchange Zone is a facility equipped with video conferencing and teleconferencing, wireless and electric whiteboard facilities. Presentation can be conducted through lectern mode or table mode. Postgraduate students and staff members use this facility for seminars, group meetings, international PhD thesis oral examinations and job interviews. The facility is booked out daily by 90 per cent. The technology in this facility will soon be updated to include Smartboard and its ancillary equipment to ensure more flexible and interactive modes of teaching and communication can be employed.

For eighteen months, from 2005 - 2006, the Biological Sciences Library underwent a major refurbishment. The whole interior of the building has been redesigned, the services and service points have been re-examined and re-aligned with a view to improving and enhancing all its service delivery. The newly refurbished library has no information desk or loans desk service points. Instead there is only the "Welcome Desk" staffed by library technicians. There is also an AskIT desk with experienced IT technicians rostered during the busy times of the day. Users are encouraged to use auto-loan machines to check-out their books. Courtesy phones are available in the book stacks to enable users to call library staff if they need help. All around the Library, computers have been set up in flexible ways that allow students to have group discussion around computers, work on their assignment by themselves, or be in a library training class with the librarian/presenter talking to a group of up to 20-30 people.

At all UQ branch libraries, data ports, power points and wireless networks have been installed. Students can use their own laptops into the library to access online resources wirelessly or via cable. Laptops which have basic office applications and internet browser are also available for one day loan from several branch libraries. A trial is being conducted of roaming librarians with PC tablets walking around the Library, so that students can have their queries answered where they are.

■ AskIT training programs

The impact of information and communication technology in the Library has meant that the provision of training and sufficient support to Library users has been a priority. AskIT was established in 2000. An AskIT desk was set up and staffed by experienced IT technicians to answer all computer related queries. 86 hours a week phone service is also available through this service.

AskIT not only provides IT technical support to all branch libraries but also runs a series of generic as well as customised training courses to all UQ students for free. The training courses include: how to use MS Excel, PowerPoint, Word and UQ intranet. In 2006, 284 generic and customised classes were conducted with 2994 students attended.

2010: A Library Odyssey

To maintain high standards in providing information and communication technology service through having a group of experienced technicians alone is not enough. With 14 branches spread over three main campuses and other research sites all over Queensland, it is not practical for Library IT technicians to run around trying to fix up problems at all locations at all times. Library staff members working at the front line should have sufficient IT knowledge to be able to troubleshoot basic technical problems. If the problem cannot then be fixed at this stage, the Library staff then report this to the Library IT technician with detailed description of the problem so that solutions could be quickly worked out.

In 1996, the UQ Library initiated a program for a group of library staff to go through a systematic training in information and communication technology. Qualified staff then became Library Information Technology Liaison Officer – LITLO. Any permanent staff member can volunteer to become a LITLO. The LITLO training is for a year and consists of two levels with practical work test at each level. Once they “graduate” and become qualified LITLOs, they take up LITLO duties in their work branch/section. LITLO duties include providing: low level installation and maintenance for workstations, first line support for IT related problems, and communicating problems beyond their level of expertise directly to the Library Technology Service section.

The LITLO program has proven to be very successful. Many library staff value this as an opportunity to gain new skills and to become more involved in challenging work. The Library management sees it as “an excellent way of distributing the workload and ensuring low level problems can be resolved quickly at the local level” (Foster & Manning 2001). With the support of pro-active LITLOs in library branches, the Library is able to ensure quality service delivery in IT matters.

■ SMS trial

In 2003 as an outcome of a staff planning session, a project group was formed to investigate SMS as an additional means of communicating with registered UQ staff and students. From 6th December 2004 to 18th February 2005, the SMS trial took place, in which 100 UQ staff and students participated. After the trial, it was decided that because the University of Queensland is planning to implement SMS system soon, the UQ Library SMS would ‘piggy-bag’ onto the University Server for this service... At present the Library and the University are looking at the cost scheme to decide the best way to implement the SMS system as a means of communicating with Library clients.

■ Streaming project

Since 2004 the Library has embraced the possibilities that digital technologies could offer. Broadcasts are recorded digitally and stored on the library server. Digital recording has simplified and sped up the process of converting recordings into streaming media format. Recordings for courses with large enrolments are often available online as the programmes could be viewed by multiple patrons any time of the day even when the library is closed. Students or academics can access the resources from their home, office, computer lab or lecture theatre, or from within the Library. Their research and study can be completed at a time and in an atmosphere

2010: A Library Odyssey

which best suits their needs. This is particularly attractive for patrons with mobility problems, those that study remotely, and those who have time and employment pressures and are unable to get to the Library during opening hours.

The *UQ Memory* is one of the most significant digitisation project conducted by the Library Multimedia team. Old photos, sound recordings, moving pictures and documents were digitised and displayed online through the Library web site. This special collection includes oral history interviews with former University staff, early promotional and documentary films on the University, and historical images and documents.

Internationalisation

Over the last 50 years, Australia's policy on international education has undergone several significant policy changes. In the 1950's, Australia provided foreign aid-related scholarships to selected "sponsored" students from needy "developing countries" as part of the Colombo Plan. In 1974 the Federal Labour Government "took over" the total funding bill for higher education and abolished tuition fees. This free tuition was also extended to foreign students. In 1979, a decision was taken to introduce tuition fee for private (i.e. non-government-sponsored) overseas students.

When Australia's international trade balance began to decline in the early 1980s, the federal government introduced a full fee paying overseas student policy. Despite protest from some Australian academics, foreign students and their governments, most universities saw little option but to engage in the pursuit of revenue through competitive marketing and student recruitment programs in Asia. There has been a spectacular growth in international enrolments. (Smart and Ang, 1996)

Australia is the third largest commercial exporter of higher education services internationally, after the United States and the United Kingdom. In 2005, Australian public universities enrolled a total of 344,815 international students, constituting 36% of the country's total higher education enrolments.

The majority of international students study at the undergraduate level, 21% mostly for a three or four year bachelor's degree, 48% percent at the postgraduate level and 19% per cent at doctoral level.

■ The Library's International activities

Under the pressures of globalization and internationalisation, the activities of librarians have expanded considerably. Most libraries have responded to this increase in international education through library's improved information skills packages. As Becker points out, globalization and internationalisation have contributed to the need for a different type of librarian, one who is capable of working and thinking in new ways that encompass cultural sensitivity. Librarians need new perspectives and skills training in order to be effective within a changing and increasingly international context. (Becker 2006)

2010: A Library Odyssey

■ Support for International Students

The diverse community at the University of Queensland includes 6590 international students from 148 countries. In response to this, the Library has delivered client focused innovative information products, services and programs of the highest quality, which are integrated with and central to the University's teaching, learning and research activities.

International students studying at the University of Queensland have access to the full range of Library services and facilities. In addition, a customised orientation program is offered, which includes library tours and a Discovering the Library seminar. Students studying on AusAid scholarships are required to attend the Introductory Academic Programme (IAP) which incorporates four hours of information skills training. Some international students choose to enrol in the Academic Preparation Programme (AAP) which also incorporates a library information skills session, the Library liaises with Student Support Services to integrate these classes. Higher level English language students enrolled at the Institute of Continuing and TESOL Education (ICTE) are given Library training seminars and tours. Librarians work with Learning Advisers at the University's Student Support Services to help students become independent and confident learners who able to achieve their academic goals and to further their information gathering and communication skills and prepare them, in many cases, for further study in Australia.

Foundation Year Students receive borrowing rights and access to all facilities while they are in any of the branches of the University of Queensland Library. They also receive training in the use of services and a tour of the facilities.

International students receive the same services as domestic students. However, in addition, specialist services are also provided such as:

- Nominated International Student Liaison Officers in the library, to assist international students and students from non English speaking backgrounds
- Information to Library staff who speak more than one language and can be of assistance
- Specialised software on library computers, to enable the web browser to read many other language scripts
- International newspapers to keep up to date with what is happening at home and a tailored website newspaper page
- All Library computers have email access to help students keep in touch with their family and friends
- Extensive opening hours and 24/7 access to the Library's resources via the Internet
- A specialised webpage providing information for international students

■ Training of international librarians

Since 2000, the Library has provided training in information management to librarians and library technicians from Thailand, Indonesia, Vietnam, Malaysia, Myanmar, Fiji, Saudi Arabia and Sri Lanka. They undertake training modules in the *Creating the Library of the Future* Program and in some cases have included

2010: A Library Odyssey

practical work experience in specialist branch libraries. Participants spent periods, ranging from one week to two months at the University of Queensland Library. The Library remains in contact with past participants establishing and in some cases, have established an ongoing professional working relationship by providing advice and support and in return, gained a greater understanding of how those libraries operate.

■ Partnership program in the University and the Library's role

Over the recent five years, the University of Queensland has established twinning¹ and articulation arrangements² with overseas institutions. This corporate venture is in accordance with the University's Strategic Plan and is aimed at building opportunities for collaboration and strategic partnerships in teaching and learning with institutions in the world. All seven academic faculties are actively involved in this venture. 300 partner institutions from 43 countries have signed about 450 different levels of agreements with UQ. Every year, the university receives many academics and visiting scholars from partner institutions all over the world. 220 visitors in 2006 and 170 in 2005 visited UQ. There are also academic scholars staying at UQ for a longer period of time for collaborative purposes.

These activities clearly have had an impact on UQ Library, because visiting scholars require access to the library resources and they also need help on how to use these resources. The Library has responded pro-actively by designing a special training program to cater for the special needs of these visiting academics.

Recently, UQ played hosts to ten Chinese engineering academics from Chong Qing University, China who are working collaboratively with their UQ colleagues for a period of one year. Their goals are to understand how the Australian university system operates and to collaborate with UQ academics in their fields of research. A customised information skills training program was delivered by one of the librarians from the Dorothy Hill Physical Sciences and Engineering Library with a Chinese background introducing them into the different ways of accessing information.

DEVELOPMENTS IN UQ TEACHING AND LEARNING AND THE UQ LIBRARY'S RESPONSE

The UQ's Teaching and Learning Plan (2003-2007) states that the excellence of learning opportunities and outcomes depends on the quality of the teaching and learning experience. To provide a high quality experience for students requires an environment that fosters critical inquiry as well as innovation and creativity... We

¹ University programs offered with a partner institution/private provider on the basis of a pre-defined number of specified semesters at the other institution followed by a period of study at UQ. Students enrol in UQ programs and the specific courses are owned/developed by UQ; and the partner institution and UQ provide the teaching staff. UQ is responsible for overall Quality Assurance of the program. The program is administered jointly by UQ and partner institution

² It involves the transfer of credit from a partner institution to UQ. The student enrolls in the partner institution's program and undertakes its courses. Students have the option of applying for admission to UQ and transferring to UQ programs. UQ is not responsible for teaching courses at the partner institution. UQ maintains its Quality Assurance by exercising control over the credit/articulation arrangements

2010: A Library Odyssey

must ensure that facilities and resources are available to support students and staff. These include high-quality and flexible teaching and learning spaces, including laboratories and field facilities, libraries with a range of resources accessible on and off-campus, and access to information and communications technology for classes and independent study. (Gardner, 2003)

Providing high-quality teaching and learning experience is one of the most important aims of the university. Today's undergraduate students are pushing the academic library to rethink the ways in which it presents its most basic services. The majority of students are now part of a new generation born in or after 1982 and most often labelled "Generation Y" but also sometimes referred to as the Net Generation, the Digital Generation, the Echo Boom Generation, or the Millennials. (Gardner and Eng, 2005)

The UQ Library has been very proactive in responding to the challenges offered in the provision of services across different generational groups. The Library has been involved in new developments in the University's teaching, learning and research activities looking at generational issues.

Enhancing First Year Experience

In 2003, the University of Queensland embarked on new initiatives to improve first year students' experience at the University. "It is recognised that the first year of a student's life at the University poses particular challenges for the student and the institution ... the University must be able to assist them to deal with their social and educational transition ... Making this transition effectively increases the chances of academic success for students and their overall satisfaction with their University studies." (Burnett, 2006)

Various studies have been conducted to examine the problems faced by the first year students and strategies have been developed by educators to help students to cope with the transition from school to university effectively. (Reindl, 2006) (Huon, 2000) (Beder, 1997) Moving from secondary school to university is only one of the many life transitions that students need to face with. However the first year experience has significant impact on students' development in their academic fields. Positive experience leads to positive outcomes.

Over the years, the library has worked closely with the faculties, schools and government to ensure that the new students are provided with "excellence of learning experience and outcomes". It has been clearly demonstrated in the Library operational plan 2007.

The University of Queensland Library delivers client-focused innovative information products, services and programs of the highest quality that are integrated with, and central to, the University's teaching, learning, research and community service activities. The Library facilitates excellence in teaching, creates an appropriate learning and research environment, anticipates and responds to student learning and research needs, contribute to positive graduate outcomes and provides the information infrastructure necessary for leading edge teaching, learning and research activity.

2010: A Library Odyssey

The Library has taken a proactive role in collaborating with the Faculties and Schools to assist first year students experience a smooth transition from school to university. It is believed that by alleviating their fear and anxiety will increase the students' chances for higher academic achievement as well as the level of satisfaction with their university studies. The development of the First-year BA Community web site and the First-year Engineering Learning Space are two significant developments aimed at enriching the first year student learning experience. While the online learning community model is adapted to provide a virtual meeting place for the first-year BA students, the School of Engineering has chosen a physical meeting place for its first-year Engineering students to congregate recognising the different needs and learning styles of the two student cohorts. The University of Queensland Library Cyberschool, established in 1999 has also played an important role in preparing students for their tertiary experience.

■ BA First-Year Community Lounge

In 2004 a working party was formed to report to the Academic Board regarding student's learning experience. The report states that

“To engage first year students, the University must be able to assist them to deal with their social and educational transition. Among other issues, first year students need to forge a sense of belonging, both socially and academically, in the new environment in which they find themselves. Making this transition effectively increases the chances of academic success for students and their overall satisfaction with their university studies.”

Following the recommendations from the report, the Faculty of Arts has launched an innovative “First Year BA Community Web Page” in February 2007. The aim of this special webpage is to provide a space for the first-year BA students, academics, staff and senior students to form a 'learning community' where they can share idea and information freely and seamlessly.

Traditionally, the Bachelor of Arts Programme provides a large variety of academic disciplines for students to explore in particular their first year study. Student enrolment is normally quite large³. Unlike other programmes where students are grouped by the nature of their study disciplines, the first-year BA students may enrol for courses across different disciplines which make it harder for them to form peer groups when they are in the University. Following consultation with student groups and academics, the online learning model was chosen as a communication and networking forum for the Arts students.

The Library has actively participated in the development and maintenance of this BA Community web page. A Library staff has been taking the responsibility for the oversight of the development of the library column. Library staff have selected and rephrased library information in an informal way that is also most relevant for the first year students.

The Library's involvement in the BA First Year Community web site gives the librarians another avenue to use a new tool to deliver library services to the

³ 2,104 students enrolled in 1st year BA in 2006.

2010: A Library Odyssey

Generation Y effectively. Each Arts team liaison librarian has his/her own Blog which will be one of the channels to distribute library information and communicate with the first year students informally. The librarians are very enthusiastic about using the Blog as new content can be quickly posted without having to go through the webmaster and/ or putting it up on the main Library web page. Blogging also creates a collaborative learning community as it encourage students to respond to ideas and comments which will help to enrich understanding across the curriculum.

■ First Year Engineering Centre

Collaborative and interdisciplinary approach is vital to positive learning outcomes in modern Engineering education and practice. The School has established a learning space for the students – First Year Engineering Centre (FYEC). The centre is conveniently located in the Engineering precinct with easy access to the Physical Sciences and Engineering Library and School of Engineering Office. This centre is centrally located and highly visible. It is specially designed to attract students so that they will spend a considerable proportion of their campus time in this meeting space.

The Library has been involved in the design and development stages of the FYEC. The School sees the Library as an integral partner in the first year engineering students⁴ experience. It has been proposed that librarians will have a presence in the FYEC to answer queries, help students with their study and assist the first years develop information skills. As information is seamless and borderless, so should the librarians' work.

■ UQL Cyberschool

The UQL Cyberschool offers a distinctive, unique and comprehensive support programme to high school students, parents and teachers in regional and remote Queensland. This programme is a successful collaboration between the Library, community schools, commercial publishers and the government. The UQ Library is the only Australian university library committed to providing free outreach programmes for secondary schools.

With the support of the University's Vice-Chancellor and Deputy Vice-Chancellor, a trial outreach program was established in 1998. The trial programme received enormous support and positive feedback from the participants. Following the successful trial, the Library's Cyberschool was then officially launched in 1999.

The UQL Cyberschool is designed to help senior secondary students adapt to the learning models at a tertiary institution which will enhance their study skills and build up their confidence when they later attend university. The programme provides information skills training to secondary students and professional development workshops for teachers in particular those disadvantaged by distance. The Cyberschool staff play a major role in coordinating consortia agreement with the commercial publishing partners to provide an extensive range of online databases at

⁴ 1263 students enrolled in 1st year B.Eng in 2006.

2010: A Library Odyssey

an affordable rate to secondary schools. A dedicated website is set up to provide extensive support to students, teachers as well as parents.

The UQL Cyberschool web site is welcomed by teachers and teacher librarians throughout Queensland and interstate as a lot of the resources are freely available to all users.⁵

The Cyberschool program has been recognised by professional organisations, Government and the University for its dedicated contributions and service to schools and the community. It has won The Australian Library and Information Association Award for Innovation for Academic Libraries in 2001; the inaugural International Association of School Librarianship (IASL) SOFTLINK International Excellence Award in 2004; the UQL Cyberschool was a finalist in the Australian Awards for University Teaching in 2005.

New Initiatives in Teaching and Learning Delivery

The University of Queensland has undertaken new teaching and learning initiatives in recent years. The Library has been working very closely with different academic units to provide quality support to these new initiatives.

■ Foundation Courses in Bachelor of Science Program

In 2006, two working parties were formed to review Bachelor of Science degree offered in UQ. After extended and comprehensive work, the parties recommended two foundation courses to be made compulsory to all BSc students, this new program will start in 2008.

“The key features of these courses are that they (!) provide an introduction to the principles of science and demonstrate the importance of interdisciplinary study, and (!!) provide the quantitative and statistical knowledge required to develop and evaluate scientific experiments.”

Library information skills such as searching, interpreting, evaluating and utilising information are part of “principles of science” and part of “knowledge required to develop and evaluate scientific experiments”. To become a “scientist”, students need to develop their information skills at the same time as they gain knowledge about the principles of science. To that effect, two Library staff are part of the Project team planning for the inclusion and integration of information skills into these foundation courses.

■ Electronic Course Profiles (ECP)

⁵ Over 1.19 million users have visited the web page and 732,000 accesses was recorded for using curriculum resources provided. Professional development workshops have been offered to 1751 teachers and teacher librarians from 35 schools in regional and remote areas of Queensland. A further 7,619 senior secondary school students and teachers have attended information literacy workshops and training in Brisbane and the South-East. Over these years, 284 UQ library tours were conducted for specifically for secondary students and 6,194 students were benefit from the visit.

2010: A Library Odyssey

The Electronic Course Profiles initiative started in 2005 and was fully implemented two years later. Now every course offered in the University of Queensland, has a profile. The ECP aims at providing students with course information on the web in a systematic way. It also enables administration officers to more easily deliver and archive course information.

All liaison librarians undertook the project training and have been granted viewer access to the database. Before each semester starts, librarians check the learning resource list in the Course Profile to make sure that those resources are available in the Library. There is a link in every course profile to the Library Course Resources page which shows students their textbooks and other recommended readings and the availability of these items. Each liaison librarian works very closely with the course coordinators to ensure that the correct information about library resources are recorded on the ECP.

■ Multimedia project

The Library Multimedia Services works in partnership with academics to deliver high quality teaching and learning resources to enhance the flexibility and quality of the student learning experience. Each week the multimedia librarian will review the programme descriptions from all commercial TV channels and pay TV station. Relevant programmes which are useful for teaching and research will then be selected for recording. Details of the recorded programmes will be distributed to all academics. Academics can request programme series, whole programmes, or segments to be catalogued and kept in the Library's collection.

The service also supports students requiring to access material in languages other than English. This has enabled the Library to establish a large collection of documentaries and feature films in a variety of foreign languages. Recording from the National Multicultural and Multilingual Broadcaster (SBS) and Pay TV channels such as *World Movies*, has facilitated the acquisition of titles otherwise unavailable commercially. Off-air recording also gives UQ viewers access to English language sub titles frequently not available from commercial copies. By providing access to a range of broadcasts in Asian and European languages, the service greatly assists those teaching and studying these languages. It also assists students from Non-English-Speaking-Backgrounds (NESB) by providing resources in their first language and access to resources to help improve their English oral comprehension and speaking skills. This enhances the social, cultural and educational experience of these students in Australia.

■ MBBS information resources portal

The MBBS (Bachelor of Medicine/Bachelor of Surgery) Information Resources Portal, which has been developed by the MBBS Curriculum Committee and the Biological Sciences Library, is another example a successful collaborative effort between the Faculty of Medicine and the Library. In 2006, the Medical School established a gateway "MBBS Portal" which provides a range of administrative and teaching tools for the MBBS programme. It recognised that MBBS students and academics need to access specific online resources to support the teaching and learning in medical field. A comprehensive website was set up to address those needs. The web site is

2010: A Library Odyssey

administered by the Biological Sciences Library and is central in providing easy access to core online information resources for lifelong learning in a rapidly changing field where the practice of evidence based medicine is strongly emphasised.

- RAPID (Researchers and Postgraduates Information Discovery) and Endnote training

For many years the UQ Library has offered information skills workshops and EndNote training to postgraduate students and researchers in face to face mode. In 2002, the Library recognised that many students have family and work commitments that influences and changes their learning styles and behaviour. In 2006, a flexibly delivered information skills package, Researchers and Postgraduates Information Discovery (RAPID) was developed by the Library. The course enables independent study of the information discovery process for research and utilises a problem-based format. The whole course is presented in five modules. There are several options for students to choose to complete the whole course in their own pace. Self learning, face to face and online teaching and learning modes are offered to cater for the different learning styles and needs. Students can choose any method or a combination of methods to work through the programme.

Separate EndNote training is also available to all Library clients. The software has been made available online for downloading since 2006, as a way of distributing the software to undergraduate students. The promotion of the use of EndNote across the University has significantly enhanced the research recordings of the University and has a positive effect in addressing the issue of plagiarism. The Library has taken the role of training staff and students at UQ in the use of this software and in providing technical support and developing data filters for importing data into EndNote.

CONCLUSION

This paper summarises the main issues (like the monolith in *2001: A Space Odyssey*) that have to date impacted the higher education scene in Australia in the 21st century. It shows how one library (like the ape/homo sapiens), the UQ Library, has faced up to the challenges and worked systematically, strategically and evolutionarily towards responding pro-actively and innovatively (using the tools offered by computers and technology) to battle through towards its goal. By staying ahead of the game, the UQ Library, in similar ways to the Phoenix and the Starchild, is able to renew and rejuvenate itself and therefore maintain its relevance and “mortality”.

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