USQ LIBRARY STORIES OF 2020

UNIVERSITY OF SOUTHERN QUEENSLAND LIBRARY

USQ Library
Toowoomba

CONTENTS

ACKNOWLEDGEMENT OF FIRST PEOPLES

The University of Southern Queensland acknowledges the traditional custodians of the lands and waterways where the University is located. Further, we acknowledge the cultural diversity of Aboriginal and Torres Strait Islander peoples and pay respect to Elders past, present and future.

We celebrate the continuous living cultures of First Australians and acknowledge the important contributions Aboriginal and Torres Strait Islander people have and continue to make in Australian society.

The University respects and acknowledges our Aboriginal and Torres Strait Islander students, staff, Elders and visitors who come from many nations.

Image by USQ

INTRODUCTION

Lyndelle Gunton, Manager (Education Support) | Alisa Howlett, Coordinator (Evidence Based Practice)

In 2019, USQ Library undertook a mapping exercise to reflect upon, and highlight its contribution to the [United Nations Sustainable Development Goals](#) (SDGs). These goals were adopted by UN members in 2015 to provide "a shared blueprint for peace and prosperity for people and the planet, now and into the future". There are 17 goals with 169 targets and the International Federation of Library Associations (IFLA) contributed to the development of the goals. We engaged staff across the Library to develop understanding about the SDGs and reflect on how the Library's purpose and vision align with these goals. This mapping exercise led to applying the SDGs as a framework with which to evaluate outcomes and actions.

For 2020, USQ Library has chosen again to base our assessment of our services, projects and action plans on this framework. In addition to mapping the 2020 Library action goals against the University's strategic goals and the UN SDGs, we tracked our progress and final outcomes as well as identified other initiatives and activities that emerged during

the challenges faced by library staff as a result of the COVID-19 pandemic. The 2020 Library Report recognises the agile and transformative ways in which USQ Library staff has responded to the pandemic. Further to this, we looked for opportunities to enable staff to identify where their professional and personal values intersect with the SDGs. As one example, some Library teams and individual staff aligned their own 2020 professional goals with SDGs. We have sought to include those voices in the stories included in our 2020 report.

This publication gives an account of University of Southern Queensland (USQ) Library's services, activities and associated impacts during 2020. Library staff share their stories of achievements and milestones, our challenges, and experiences in contributing to the outcomes of the University's strategic goals. These narratives also demonstrate the knowledge and information infrastructures by which we enable student achievement and success, and research excellence.

We seek to raise the awareness of library staff about the broader cultural and societal implications of their roles. We seek to further engage university leaders in discussion about the SDGs and draw their attention to the value and impact of USQ Library in improving access to information and the library's role in transforming the lives of USQ students and community. Finally, we hope to encourage more university libraries to engage with the SDGs as a both benchmarking

tool and as a challenge to set stretch targets aligned with the United Nation's 2030 agenda.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://usq.pressbooks.pub/ 2020libraryreport/?p=4#video-4-1

This infographic is a visual summary of the range of services and supports that USQ Library delivered during the first half of 2020.

ABOUT USQ LIBRARY

USQ Library Services supports the learning, teaching and research needs of students and staff at the University of Southern Queensland. Using a digital first approach, USQ Library enhances student success by delivering online and on-campus study support when and where students need it. Library staff partner with academics to embed learning activities that develop academic, digital and information literacies skills that underpin successful learning outcomes and scaffold across study programs to provide graduates with quality preparation for work readiness and career progression.

USQ Library provides a supportive, connected and intuitive experience that is underpinned by the USQ strategic plan and learning, teaching and research priorities. The range of services and activities delivered by USQ Library enables:

- students to develop the confidence, resilience and skills required to reach their potential as engaged, informed and productive citizens, and
- staff to access the tools, supports and systems required to reach their potential as world-class teachers, researchers and professionals.

USQ Library is part of the Academic Division and is led by the Acting Director, Library Services, Clare Thorpe.

USQ Library employs a total of 72 staff across the three USQ campuses. This translates to 66.7 full time equivalent (FTE) roles across ten teams within the three main areas of:

- Content
- Learning and Research
- Library Experience

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO ENDING POVERTY

Image by SDG Academy used under CC-BY-NC licence.

Reading and writing are critical skills which empower people to escape from poverty and disadvantage.

As a regional university, USQ is a leader in widening higher education attainment with one of the most diverse student cohorts in the higher education sector. One half of the University's student body is from non-metropolitan areas, and one third come from low socioeconomic backgrounds. A high proportion of our students identify as Aboriginal and

Torres Strait Islander and we have the highest proportion of first in family students in Queensland.

University libraries create programs and deliver services to increase the academic, information and digital literacies of a highly diverse student group. USQ Library supports our students to develop their academic writing, reading and communication skills through the provision of our [Study Support](#) services and resources.

Transforming student learning online during COVID

Tahnee Pearse, Associate Director, Content

USQ's physical library collections were closed on 25 March 2020 to limit the spread of COVID-19. The Library clearly communicated to the USQ community the move to operating exclusively online while campus libraries were temporarily closed. An immediate and pressing challenge was to ensure that accessibility to textbooks was maintained over this time. There was a need to communicate with stakeholders, advocate for access and make informed decisions based on analytics and knowledge of licensing and copyright allowances.

At this time and during the weeks after the closure, a range of activities were undertaken. These actions were

underpinned by effective communication and liaison across Library teams and with academic staff members. This included early engagement by the Director (Library Services) with Executive Deans and Heads of School, and Liaison Librarians communicating with academic staff about alternative access options for print textbooks. The steps and results are highlighted in the infographic below.

Transforming student learning online during COVID-19

What we did...

Gathered data regarding current print textbook offerings

Acquisition of available digital formats

Liaised with academic staff members regarding open access content alternatives and options for digitising content, within copyright allowances

This resulted in...

An Improved and more equitable student learning experience due to increased accessibility to core textbooks in digital format.

Additional expenditure of $141,185.99 in 2020 on eTextbook

Heightened understanding of content availability for academic staff members, including an increased insight into open access options. Initial discussions undertaken with academics in 2020 have led to the development of core textbooks including Fundamentals of Anatomy and Physiology and initial planning for nursing-related textbook

In a climate when students were experiencing a heightened sense of stress and uncertainty, these strategies sought to relieve some financial burdens associated with purchasing textbooks and access to other study resources and information sources. Student and staff feedback indicated there was much appreciation for this increased interim availability of information required for study programs.

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO GOOD HEALTH AND WELLBEING

Image by SDG Academy used under CC-BY-NC licence.

Academic libraries make a difference to the health and well-being of their clients. As educators of the next generation of health care professionals, USQ Library provides access to evidence-based health information and research. As a provider of safe spaces on campus where students can work and study, regardless of their abilities or challenges, USQ Library supports the well-being of students throughout their learning journey.

As employers, academic libraries can also create safe workspaces for staff. USQ Library seeks to support staff wellbeing by providing safe physical and online work environments in which staff can meet the requirements of their roles and tasks, develop professionally, and be supported to achieve their goals.

Supporting Research Student Wellbeing through the USQ Research and Writing League

Douglas Eacersall, HDR Learning Advisor

The USQ Research and Writing league was set up to assist Higher Degree by Research (HDR) students with their research. This involved establishing and maintaining a safe space for students to interact with each other and share the challenges and triumphs of undertaking research. Regular meeting times were established to provide students with tailored support from library staff and opportunities for networking. This initiative supports students' wellbeing and allows them to progress through the research journey knowing they have the support of their peers and Library specialists.

Student feedback

"The Research and Writing League has helped to contain my panic and angsty moments when nearing my deadlines." (Student 1).

"It has been such a great support for me, even in only three sessions. During these sessions I have completed my confirmation proposal document, finalised my speech for the confirmation presentation and written responses to corrections given." (Student 2).

Library connections with on-campus clients

Lyndelle Gunton, Manager (Education Support)

Library staff have contributed to the on-campus experiences for students and staff by using window and resource displays to invite conversation and connection around important issues and events during the academic calendar. Client

Support teams have used events such as R U OK Week, Harmony Week and Stress Less Week and themes such as self-care during exam periods as the basis for developing window displays. Staff sought to create safe spaces and actively participated in campus-wide activities to create opportunities to connect with staff and students who use the Library's physical spaces.

Ipswich Library window display for Stress Less Week 2020.

Library staff experiences of the COVID-19 disruption

Clare Thorpe, Associate Director, Library Experience

On March 25, 2020, USQ campus libraries closed in response to risks posed by the COVID-19 pandemic. All staff who could work from home were instructed to do so. USQ Library moved to an exclusively online service model. 92% of USQ Library staff were able to work from home and transitioned

service delivery to remote models, using phone, chat, videoconferencing, and online collaboration technologies.

The stories shared by USQ Library staff of their experiences during the COVID-19 shutdown suggests evidence of an organisational culture that is resilient, innovative, productive and creative during times of crisis. The evidence identifies a number of benefits that should be encouraged and maintained as staff transition back to campus-based work. These include:

- Flexible working arrangements that support productivity and time to focus without interruptions
- Social connectedness across campuses
- Physical and mental wellness

Return to campus "re-entry" activities were designed to support staff who were anxious or reluctant to return to "old ways of working". Attention focused on strategies to avoid campus favouritism or bias creeping back in as staff returned to their Toowoomba, Springfield and Ipswich workspaces.

The stories shared in this exercise reflect favourably on Library leaders across all levels who supported staff during the COVID-19 pandemic. Library leaders and supervisors are to be congratulated on fostering a working environment that is connected, supportive, flexible and resilient.

Image by The Dark Nut used under CC0 licence.

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO QUALITY EDUCATION

Access to inclusive and equitable quality education and lifelong learning opportunities underpins the success of all 17 Sustainable Development Goals. By actively contributing to the development and delivery of quality higher education through support for learning, teaching and research, academic libraries transform the lives of individuals, families, communities and the nation (CAUL, 2019).

USQ Library deploys learning physical and online environments that are student- centred, authentic,

cooperative and engaging and supported by an extended range of high quality resources, facilities and technologies. We are committed to providing a supportive, connected and intuitive experience that enables:

- students to develop the confidence, resilience and skills required to reach their potential as engaged, informed and productive citizens, and
- staff to access the tools, supports and systems required to reach their potential as world-class teachers, researchers and professionals.

Outreach to local high school students

Kate Derrington, Learning Advisor | Lyndelle Gunton, Manager (Education Support) | Dr Eddie Thangavelu, Learning Advisor

High school students face increasing pressure to find quality information sources to include in their assessment. They also need to develop information literacy and study skills in preparation for entering tertiary study. On request for support from local high school staff, USQ Library developed the Research Help for High School online guide. This freely accessible list links students to open access resources in the Australian Senior Curriculum subject areas of biology,

chemistry, mathematics, physics, psychology, modern history, ancient history and legal studies. It also offers self-paced tutorials for developing study skills including writing, editing, and proofreading, grammar checking, and notetaking along with support for improving information searching and how to evaluate information sources.

This outreach initiative aims to establish a connection between high school students and a higher education institution while students are still in school, encouraging aspirations to continue with post-secondary education. Due to COVID-19 restrictions in 2020, access to learning resources via classroom and school libraries was impacted for many students. Promotion of the High School Research and Study Skills site was increased in 2020 to support school students transition to online study and provide information to parents and carers. Since it's introduction in January 2020, the resource has received more than 25,000 visits with a peak of 3486 in the month of May 2020. The High School Research and Study Skills site provides reliable access to quality information for students, who have difficulty accessing resources, thereby providing opportunities for students' future development and upskilling.

Research help for high school - All activity (all roles)
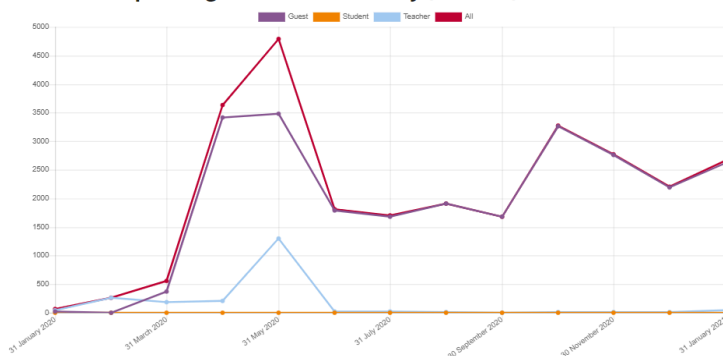
Usage data for the Research Help for High School guide in 2020. Guests equates to high school students and teachers and other members of the public. Teacher equates to USQ Library staff.

Academic integrity tool

Lyndelle Gunton, Manager (Education Support)

USQ Library has long been actively involved in issues relating to academic integrity. The Library supports students to develop awareness of the value and principles of academic integrity and how to apply them during their studies with the purpose of forming graduates who connect the importance of integrity with professional pathways. While support

Image by Giulia Forsythe used under CC0 licence.

for referencing of information sources remains a focus, USQ Library staff developed and piloted an online, self-paced learning activity for students to step through as an educative strategy for reducing incidents of academic misconduct. Over the space of three years, courses from across all disciplines of study at USQ trialled this as a mandatory learning activity. Evaluation data indicated a reduced number of incidents along with a reduction in the number of hours spent by course examiners and administrative staff in managing incidents. Student feedback suggested they are generally satisfied with their learning experience and believe that the tool is a useful way to learn about academic integrity in the USQ context. The success of the pilot led to the establishment

of a working group, which proposed a whole-of-program strategy and an implementation plan as part of the University strategy for managing academic integrity. Library staff contributed to the working group and in 2020 the Academic Integrity Tool was adopted by USQ's Academic Integrity Unit as a mandatory learning activity for all undergraduate students. In Semester 1, 2021, the Academic Integrity Tool was rolled out across courses for students to complete prior to submission of their first assessment item.

Assumed Knowledge

Akshay Sahay, Maths Learning Advisor | Debi Howarth, Manager (Student Learning and Devleopment)

The University of Southern Queensland (USQ) modified its admission's policy in 2020 enabling opportunity for greater numbers of potential students to seek admission to degree programs. The Library's Student Learning and Development Team (SLD Team) was commissioned to develop resources and approaches to diagnose and support students with academic literacy and numeracy assumed knowledge skills they maybe lacking.

The Assumed Knowledge (AK) initiative curated and created academic literacy and numeracy skill tests and resources to support student success. Resources and

approaches were promoted widely within the University. Students could access diagnostic tests to self-assess skills prior to starting courses. Students were provided with access to an array of synchronous and asynchronous resources developed within the USQ StudyDesk online learning management system.

The AK initiative has been used by a total of 135 students with subsequent increase in usage shown every semester. As per the graph shown below, the 135 students have viewed and accessed the learning resources up to a maximum of 1100 times (minimum 100 times). The initiative helped students to identify assumed knowledge deficiencies and raise awareness about the support available. The Library teams involved in developing the resources and approaches through a dedicated Moodle StudyDesk site, with exclusive access to diagnostic tests through the Library's StudyDesk pages, are now able to speak authoritatively around the need to support AK students in a variety of ways.

Student feedback has confirmed the success of this approach to assumed knowledge as demonstrated with the following testimonial:

Student feedback

"As a middle ages student returning to study, it has been difficult to understand the academic literacy and numeracy requirements for my success. The assumed knowledge diagnostic tests allowed me to gauge my level of academic literacy and numeracy skills and get the required assistance."

Peer learning

Leigh Pickstone, Coordinator (Peer Learning)

The Meet-Up Peer Assisted Learning program provides support for students by students. Experienced, successful USQ students assist others to strengthen their understanding of discipline content, improve their academic skills, and become familiar with the university environment.

The goal for Meet-Up in response to COVID-19 in 2020 was to continue connecting with and supporting students entirely online, maintaining rates of student engagement through the move to an exclusively online study and learning environment. While some Meet-Up leaders had operated online previously, there were many for whom this move from on campus to online brought significant change. Along with moving online to provide peer support to other students,

Meet-Up leaders also faced changes to their own mode of study, personal circumstances, and interacting with students stressed by the challenges the pandemic raised.

Meet-Up leaders have a mentor/mentee relationship with Course Examiners; this relationship helped facilitate any functional changes necessary on course StudyDesks. The Meet-Up leader group also has connecting structures and processes for the purpose of sharing ideas, problem solving, and building community. Peer support structures within the group using social media, planned

Image by Anna Shvets used under CC0 licence.

communications between individuals and small groups, and communications with the Peer Learning Coordinator, enabled leaders to assist each other.

All Meet-Up activity operated online from the end of March 2020 to the end of semester 1. This included several USQ student community initiatives as well as peer support through course StudyDesk sites. Over this period, approximately half the student community initiatives experienced much reduced rates of student interaction, while

course-based Meet-Up and some community Meet-Up continued to interact with students at a similar rate to the pre COVID experience. Meet-Up continued to operate largely online throughout semesters 2 and 3, continuing to engage with students at rates similar to pre COVID operation.

Meet-Up support through course StudyDesk sites utilises dedicated peer facilitated forums. Rates of interaction on these forums increased markedly between the end of May and the end of Semester 1. During this period, the number of students engaging with Meet-Up forums increased from 2255 to 3241 (a 43% increase), while the total number of forum interactions rose from 30537 to 79228, demonstrating a 159% increase in forum interactions. In semester 2 the number of students engaging with Meet-Up forums on course StudyDesk sites was 2559, and total interactions were 33117. During semester 2, interaction rates on Meet-Up forums returned to pre COVID rates, perhaps indicating that students had become more comfortable with the changes to their mode of study and environmental challenges.

Smarthinking

Dr Eddie Thangavelu, Learning Advisor | Kate Derrington, Learning Advisor

USQ provides online, on demand, 24/7, academic tutoring support via Smarthinking. This is significant for all students

but especially with the approximately 75% of the USQ student cohort studying online. Equitable and accessible opportunities early in the student's study have the potential to improve literacy and numeracy skills. Increased funding enabled the service to be offered across the university thus engendering greater equity of

opportunity. Smarthinking was either embedded directly into courses targeting commencing studentsor made available through the USQ Library Study Support page. Undertaking a multi-pronged approach to Smarthinking accessibilitydoubled the usage as students were accessing the tutoring service via different points. In 2020 submissions to Smarthinking via the embedded course links were 1259 and submissions through the Library Study Support page were 1275. In conjunction with other tangible support through Learning Advisors, Smarthinking promotes self-directed learning and improves the learning experience despite potential disruptions during COVID-19.

Online Study Support

Dr Eddie Thangavelu, Learning Advisor | Kate Derrington, Learning Advisor

USQ's Online Study Support (OSS) provides intentional online learning opportunities, across the year, incorporating teacher presence and facilitating social engagement. OSS

demonstrates best practice guidelines for online learning by offering a variety of academic, maths, and study topics each week. The learning environment promotes belonging and connectedness between students and staff. In response to COVID-19, OSS was expanded in 2020, providing additional opportunities for students to connect with Library Services and other students. The provision of this service has seen a high uptake in Semesters 2 2020, and Semester 3, 2020/21 with a total of 171 students across 30 classes. In addition, as a result of COVID-19, there were changes to exams as a form of assessment, and students requiring support in this area was evident with 83 students attending two sessions about exam strategies.

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://usq.pressbooks.pub/ 2020libraryreport/?p=229#video-229-1

Further evidence of the success of OSS can be seen in the positive feedback from students. Therefore, the OSS program gained traction and continues to grow as an avenue of support for students by enhancing the learning experience.

Student feedback

"Oh it is so nice to talk to a real person about all this. The recorded stuff is fine but this is so much better."

"I feel overwhelmed in between but each week when I come back I feel reassured."

Students as active creators of 'Gems & Nuggets': open knowledge for the community

Adrian Stagg, Manager (Open Education Practice) | Nikki Andersen, Open Education Content Librarian

USQ Library supports open education and actively engages students through the use of open assessment.

Early childhood students in the School of Education completed assessment that directly benefited professionals working in the field who were unable to access quality ongoing learning opportunities due to time, financial, and contextual resource constraints. The implementation of open assessment in the course was a transformation toward authentic, contextualised assessment that positioned sixty-seven students as future professionals and co-creators of knowledge.

Gems and Nuggets is USQ's first textbook created by students.

The Course Examiner, Dr Eseta Tualaulelei, worked with a network of early childhood educators, and was supported by the open education, and grants and awards teams. Library staff supported Dr Eseta Tualaulelei by:

- Producing learning resources for students on finding open educational resources in order to support the compliance of their assessment
- Undertaking copyright checks of each student's assessment

- Supporting the academic in the use of USQ's open textbook platform, Pressbooks

Together, they supported the publication of student work, and openly and freely disseminated the quality assured student-created content that directly met the needs of practising professionals in the form of an openly-licensed textbook called 'Gems and Nuggets.'

Aside from the publication of USQ's first student-authored text, analysis of the student data showed an increase in engagement with the assessment task, student achievement levels, and understanding core concepts in multicultural and reconciliation-based education. Feedback from the community professionals has been uniformly positive, and the focus on the quality of student work, and its' ability to meet immediate learning needs has been praised. The assessment has been facilitated a second time in S2, 2020, with subsequent student works to be published.

- Student engagement with the assessment resources in the first week of semester showed a positive increase from 47.1% to 57.5% (2019), and then 63.1% (2020), and pass rates (those students achieving 50% of total marks or more) of 97% (2019), and 83% (2020; the drop in figures ascribed to those assignments that failed only due to the marks penalty associated with late submission). Students invested in the co-creation process

with a shift in forum discussion away from administrative queries to group discussion about core discipline concepts and student-student engagement.

Providing open access resources to support historical research in schools

Margaret Bremner, Senior Research Librarian

Two academics from the School of Education approached the Library Research Support Team to create open educational resources, in particular videos that could be used with student teachers to support the extension of history teaching in schools. The resources were intended to show students how to use existing institutional collections to answer historical questions.

A Liaison Librarian was invited as a collaborative partner for the resource development. Initially the full team of academics and librarians met to scope the project. Storyboard training was organised to help expand the topics and support future decision making. Although COVID 19 impacted on the choice of tools, Panopto was chosen for creating the videos.

Four videos with accompanying PDFs have been delivered to the academics. These resources have provided student

teachers with relevant and easy to follow documentation for using institutional collections in promoting historical research.

Feedback from academics in response to providing open access resources to support historical research in schools

"Thank you both so much for all of your hard work and efforts in creating these wonderful resources for us. They are absolutely spot on and will certainly complement the work we are undertaking in the various courses.

The videos are wonderful – very clear and the inclusion of the video is so helpful for someone wishes to search through the various repositories. The written resources are also wonderful – so detailed and logical with very clear steps for someone to follow through – and of course they are a wonderful companion to the videos."

Library Makerspace

Steph Piper, Coordinator (Community Engagement)

The USQ Makerspace is a community space for hands-on making with new digital fabrication technologies and traditional crafts. It focuses on experiential and problem-based teaching and learning strategies that are embedded in courses as part of curriculum or complement curricular learning activities. In addition, the Makerspace is often used for extra-curricular projects, bringing new, hands-on tech skills to students who do not have the opportunity to learn through coursework. Students can begin to develop a portfolio of projects that have been crafted through personal interest and passions with 3D printing, electronics and crafting. The Makerspace is part of the library, making the space accessible and easy to use regardless of discipline or study area. During 2020, the Makerspace transitioned from an in-person service to online workshops featuring mail-out kit workshops, allowing for a hands-on experience via distance. When the physical space reopened, online content and synchronous webinars and workshops have continued with participants from across the USQ community and beyond.

Library collections

management

Lyndelle Gunton, Manager (Education Support)

USQ Library is committed to developing and maintaining collections that support current learning, teaching and research priorities at USQ. As part of this priority, we regularly assess our physical and digital collections to ensure their currency and relevancy. In 2020, Library staff undertook an evidence-based approach to deeply understand the way students and staff use our collections. We focussed on evaluating print collection items that have not been used for more than 10 years with more than 20,000 resources removed that were surplus to need while increasing our eBook collection by nearly 1000 titles. This has resulted in a reduction in the footprint of our physical collections to make way for new and innovative ways to use our on-campus library spaces to support learning and teaching.

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO DECENT WORK AND ECONOMIC GROWTH

The promotion of productive and creative activities that support innovation for the good of society sits at the heart of both universities and libraries. USQ Library provides productive employment with flexible working conditions for staff with a diverse range of qualifications, expertise and backgrounds.

USQ Library supports student leadership and employment, invests in the professional development of staff

and provides placements for library and information science students. Access to information services and Makerspace technologies also supports the entrepreneurship ambitions of USQ students and staff.

Employment opportunities

Lyndelle Gunton, Manager (Education Support)

USQ Library takes a proactive role in contributing to practical and real world employment opportunities for students. In 2020, USQ Library employed 11 students as Assistant Library Officers across our three campus libraries. From this cohort, two casual staff members obtained longer term contracts as library staff.

USQ Library seeks to provide meaningful working experiences that provide opportunities for employees to observe and experience how the library profession operates and explore options for career progression as a result of study. Two Assistant Library Officers also commenced study to become qualified as library and information professionals following their positive experience as student employees for the Library.

As part of the Meet Up peer learning program, USQ Library employs students who are doing well in their studies to become student peer leaders. In 2020, 127 students were employed to help deliver the course-based Meet Up program.

During the year, USQ Library provided a range of
opportunities to support staff in developing their career skills.
This included career opportunities in the form of higher
duties on contracts for five library staff, Additional support
for career development through secondment arrangements
for five library staff.

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO INDUSTRY INNOVATION AND INFRASTRUCTURE

Image by SDG Academy used under CC-BY-NC licence.

USQ is committed to investing and focusing on building research outcomes for issues that are vital to our regions and communities. USQ Library supports this ambition through our Research Support services that enable the discovery and dissemination of USQ research to industry and the community. USQ librarians and learning advisors contribute their wealth of experience to enable resource discovery and description; scholarly publishing and open access; delivering

training programs and supporting students and staff through the research life cycle.

USQ Library supports the principle that as a default, government-funded research data and findings are made freely and publicly available immediately upon publication.

Research support without walls

Leonie Sherwin, Manager (Research Support)

The beginning of the pandemic resulted in restrictions requiring work and study from home. Within this rapidly evolving situation, quality research support services from USQ Library did not stop.

Within lockdowns, researchers focused on writing, wrangled bibliographic software and implemented new ways of collecting data to be compliant with ethics and COVID-19 requirements. This led to an influx of enquiries with March – June 2020 having an increase of almost 75% in research consults for the Library's Research Support Team compared to the same period for 2019.

In a challenging 2020, researchers may have felt a sense of inequality for support services due to their location being far from a campus. However, USQ Library's Research Support Team was there to provide support using emails, phone,

Zoom, MS Teams and other tools to engage with USQ staff and research students regardless of where they were located in Australia or around the world.

USQ Library Makerspace PPE project

Steph Piper, Coordinator (Community Engagement)
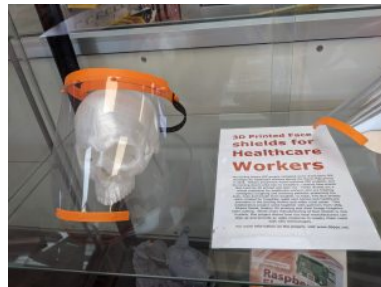
The USQ Makerspace is a community space for hands-on making with new digital fabrication technologies and traditional crafts. The Makerspace is often used for extra-curricular projects, bringing new, hands-on tech skills to students who do not have the opportunity to learn through coursework. Students can begin to develop a portfolio of projects that have been crafted through personal interest and passions with 3D printing, electronics and crafting. The makerspace is part of the Library, making the space accessible and easy to use regardless of discipline or study area.

The USQ Makerspace lead the Darling Downs PPE project in March, 2020, mitigating some of the early PPE shortages for healthcare workers in the Toowoomba and wider area.

Makers around the world launched PPE projects, and the
Darling downs area was no exception, creating face shields
that could be 3D printed and laser cut. These shields are a
critical protection for healthcare workers who are treating
contagious coughing and sneezing patients, protecting the
eyes, nose and mouth from droplets. In total, 370 face shields
were created for hospitals, aged care homes and healthcare
providers in the Darling Downs and wider rural areas.

Read the USQ news article: 3D printing on the
COVID-19 frontline

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO REDUCING INEQUALITIES

University libraries provide a range of services that remove barriers to information, including online resources, research publications and spaces for community use.

USQ is committed to making higher education available to everyone, regardless of location, socioeconomic status, technology or access to information. USQ Library provides services to students who live in remote and regional Australia, to incarcerated students and promotes open education and research to remove barriers to knowledge.

Reconciliation Action Plan

Marjorie Jeffers, Liaison Librarian

USQ Library takes an active role in reconciliation. Through representation on the USQ Reconciliation Working Group, we learn, reflect, and share ways to support the opportunities and success of Aboriginal and Torres Strait Islander students and staff. The Library acknowledges that Aboriginal and Torres Strait Islander peoples hold unique knowledge and knowledge systems. In turn, we consider all library work, including resources, information organisation, spaces and programs, should include and reflect this importance. We have commenced collection development initiatives to increase resources that reflect the knowledge and experience of Aboriginal and Torres Strait Islander peoples. We continue to expand the ways we reflect and promote reconciliation principles in our spaces, digital content, and teaching delivery.

Library Course Readings System

Robyn Tweedale, Associate Director, Learning and Research

A new Course Readings System, embedded in the

StudyDesk,has helped USQ Library provide simplified, rapid and equitable access to electronic readings and digitised of print readings for USQ students living all over Australia and the world. The new Course Readings platform was introduced and made accessible for all USQ courses in 2020. With much simplified processes and better interfaces, it has ensured easier compliance with copyright regulations.
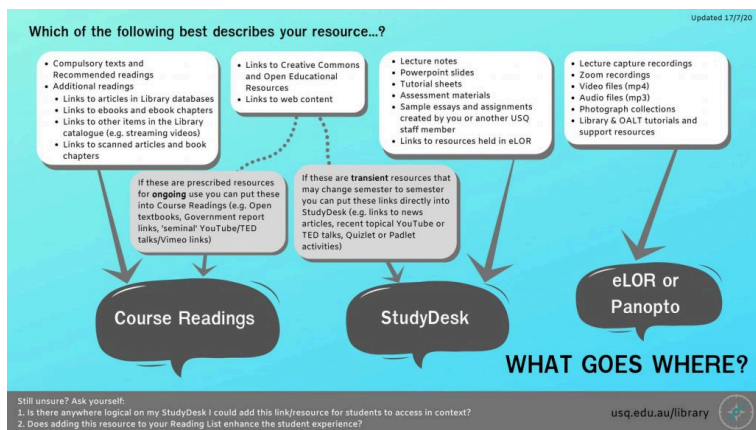
USQ Library helps course examiners to work out the best ways to store course content and learning materials and provide access for students.

The Course Readings Systemallows academic staff to add readings quickly and easily, reducing reliance on access to expensive textbooks and print resources. Staff can even build reading lists collaboratively with USQ students, enhancing the curriculum and ensuring better learning support. Liaison Librarians developed a suite of digital training materials to help staff and students learn to use the new platform.

Feedback from academics and professional staff have confirmed that the platform provides easier and improved access to information resources and readings to support learning and teaching objectives.

USQ Library's Associate Director (Learning and Research) delivered a presentation at VALA 2020 with staff from University of Sunshine Coast Library and Bond University Library about the implementation and lessons learned in across academic libraries.

View the VALA 2020 digital poster: [Adopting Leganto for Digital Asset Management](#)

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO RESPONSIBLE CONSUMPTION AND PRODUCTION

Academic libraries can take a proactive position in adopting sustainable strategies for consumption and production of content and materials relating to work and study.

Recycling of obsolete

resources

Lyndelle Gunton, Manager (Education Support)

USQ Library has made a strong commitment to the USQ objectives around environmental sustainability. In organising for items to be recycled that are obsolete and no longer needed to support learning and teaching and research, we have diverted more than 80,000 items out of landfill. This actively contributes to USQ's environmental commitment.

Campus libraries provide collection boxes for waste such as used batteries in addition to different receptacles for recyclable waste and landfill.

WAYS IN WHICH USQ LIBRARY HAS CONTRIBUTED TO PARTNERSHIPS FOR THE GOALS

Australian university libraries work collaboratively and in partnership to develop innovative services and initiatives that support the student learning journey, research outcomes and community engagement. USQ Library actively participates in a number of local, national and international partnerships that are working towards the SDGs.

Industry partnerships

Clare Thorpe, Associate Director, Library Experience

USQ Library is an active member of the Open Textbook Network (OTN), Queensland+ University Libraries' Office of Cooperation (QULOC), the Australian Library and Information Association (ALIA), the Council of Australian University Librarians (CAUL), VALA and the Australasian Open Access Strategy Group (AOASG).

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Collaborative arrangements

Lyndelle Gunton, Manager (Education Support)

USQ Library participates in the University Libraries of Australia and New Zealand borrowing scheme. The scheme is a cooperative arrangement that allows students and staff of any Australian or New Zealand university to borrow in person from any other participating university library. USQ

Library is also a member of the CAUL Electronic Information Resources Consortium (CEIRC).

CONCLUSION

Clare Thorpe, Acting Director, Library Services

The United Nation's 2030 Agenda for Sustainable Development provides an opportunity for libraries, such as USQ Library, to evaluate the breadth and depth of their contribution to quality education, reducing inequalities, supporting innovation and economic growth, and building communities. USQ Library is interested in exploring and understanding how our day-to-day work and projects contribute to the priorities identified in the SDGs. This report gives an account our Library's services, activities and associated impacts during 2020 amidst the additional challenges of the COVID-19 pandemic. We believe that a strong academic library culture is one where sustainable development is embedded in our operations and business. The SDGs have provided us with an opportunity to assess our impact with evidence against this important global framework. We encourage university libraries in Australia and beyond to engage with the SDGs as an assessment framework and as a way of impactfully contributing to sustainable development and our communities.

SUGGESTED READINGS

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