UniSQ Library Stories of 2022

UNISQ LIBRARY STORIES OF 2022

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University of Southern Queensland
Toowoomba

CONTENTS

Part I. Introduction

Part II. Sustainable Development Goals

Part III. Conclusion

PART I
INTRODUCTION

1.

Acknowledgement of Country

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 and present.

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.

2.

About UniSQ Library

The University of Southern Queensland (UniSQ) is a multi-campus, regional university located in South-East Queensland. UniSQ Library is part of the Academic Division and is led by the University Librarian and Director (Library Services), Carmel O'Sullivan.

UniSQ Library Services partners with students and academic and professional staff to provide services, resources, collections, expertise, and infrastructure that help to meet research, teaching, & learning needs, both online and on-campus. In delivering a range of services, the Library enables students and staff to reach their potential. This includes:

- "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".[1]

UniSQ Toowoomba campus Japanese Gardens (2022)

1. University of Southern Queensland. (2022). About USQ Library. https://web.archive.org/web/20220314211617/https://usq.edu.au/library/usq-libraries/about-library

Introduction

How has the University of Southern Queensland (UniSQ) Library helped contribute to a more inclusive, sustainable, and equitable future?

In this 2022 report, UniSQ Library staff and students share reflective stories that explore how the Library has contributed to an inclusive, sustainable, and equitable future, mapped to the United Nations (UN) Sustainable Development Goals (SDGs). These narratives demonstrate how UniSQ Library's outcomes are having a positive impact locally and align with the global framework of the UN SDGs and its aims. The aim of the SDGs to "ensure that all human beings can fulfil their potential" aligns with UniSQ Library's own aim to see students develop the confidence and skills to reach their potential and for staff to reach their potential as researchers,

teachers, and professionals.[1] [2] This is within a safe, healthy, sustainable, and equitable environment that supports access to quality education and participation.

The SDGs include 17 goal, with 169 targets, and these were adopted by UN members in 2015. The International Federation of Library Associations (IFLA) advocate for libraries to be "recognised as essential partners for inclusive, sustainable development" and to drive progress and support across all 17 goals.[3]

This report follows the first volume of UniSQ Library Stories which was published in 2020. The 2022 publication brings together student and staff voices. It supports an understanding and awareness of not only what the SDGs are, but how our values, purpose, and vision align with these goals. Students and Library staff share accounts of how our services contribute to inclusive, sustainable, and equitable goals, connecting our local context to a global landscape.

1. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development.* https://sdgs.un.org/sites/default/files/publications/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf

2. University of Southern Queensland. (2022). About USQ Library. https://web.archive.org/web/20220314211617/https://usq.edu.au/library/usq-libraries/about-library

3. International Federation of Library Associations and Institutions. (n.d.). *Powering sustainable development.* https://web.archive.org/web/20220901054807/https://www.ifla.org/units/sustainable-development/

UniSQ Library & the UN SDGs
A timeline

An interactive H5P element has been excluded from this version of the text. You can view it online here:

https://usq.pressbooks.pub/librarystories2022/?p=641#h5p-6

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4. Thorpe, C., & Gunton, L. (2021). Assessing the United Nation's Sustainable Development Goals in academic libraries. Journal of Librarianship and Information Science. https://doi.org/10.1177/09610006211005528

An Evidence Based Approach

Evidence Based Practice at UniSQ

UniSQ Library's culture of evidence based practice has informed our work around the UN SDGs. Evidence based practice means engaging in "a structured process of collecting, interpreting and applying valid and reliable research and evidence to support decision-making and continuous service improvement".[1] Our approach is one which seeks to incorporate evidence, values, and reflection into our professional practice and decision-making. This has supported an ongoing

1. Howlett, A., & Thorpe, C. (2020). Applied and conceptual approaches to evidence-based practice in research and academic libraries. *LIBER Quarterly: The Journal of the Association of European Research Libraries, 30*(1), 1–17. https://doi.org/10.18352/lq.10320

exploration of how we can use the UN SDGs as a framework for reflecting and reporting on Library activities and impact.

Evidence, values, & reflection

Emilia Bell (Coordinator, Evidence Based Practice)

UniSQ Library has a strong and intentional commitment to evidence based practice (EBP), positioning this as a "visible, embedded and valuable part of professional practice".[2] One way that the Library helps to facilitate and carry through this commitment is with an Evidence Based Practice Coordinator role, which has been in place since 2017.

It is through continuing to develop a culture of evidence based practice that new approaches to evaluating Library services, such as with the UN SDGs, have taken place within

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2. Howlett, A., & Thorpe, C. (2018, July 30 - August 2). *'It's what we do here': Embedding evidence based practice at USQ Library* [Paper presentation]. Asia-Pacific Library and Information Conference 2018, Gold Coast, Australia. http://eprints.usq.edu.au/id/eprint/34729

UniSQ Library. Further, by encouraging sharing, exploration, and experimentation, UniSQ Library promotes reflective practice as an integral part of EBP.

An evidence based and a reflective mindset supports our approaches to decision-making, continuous service improvement, and the values that drive this. By bringing evidence, reflection, and values together we can embrace new ways of collecting, appraising, and sharing evidence and to consider whose voices, perspectives, and values are reflected in this.[3] As we engage with the SDGs as a framework, bringing in student voices and new approaches to reflection and storytelling, we consider not only the role that evidence plays in highlighting our contributions to sustainability, but the diverse values and experiences in the stories communicating this.

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3. Bell, E. C. (2022). Values-based practice in EBLIP: A review. *Evidence Based Library and Information Practice, 17*(3), 119-134. https://doi.org/10.18438/eblip30176

Reflective Practice in Academic Libraries and UniSQ Library

Rowena McGregor (Liaison Librarian); Kate Derrington (Lead Learning Advisor)

Reflection has a long history in libraries, as evidenced by Maria Grant's (2007) review of empirical literature.[1] Grant (2007) argued that *analytical reflection* in particular provided benefits to libraries and staff as it (a) focused on a single event (b) after the event had occurred, and most importantly (c) linked learning gleaned from the event to future practice. To our minds, this description of analytical reflection reads like a contemporary account of *reflective practice*. Library surveys conducted in 2014 in the United Kingdom (Greenhill & Sen,

1. Grant, M. (2007). The role of reflection in the library and information sector: a systematic review. *Health Information & Libraries Journal, 24*(3), 155-166. https://doi.org/10.1111/j.1471-1842.2007.00731.x

2014),[2] and in the United States (Miller, 2020),[3] confirmed that what we would now call reflective practice continues to provide many personal, professional, and institutional benefits. These benefits include an increase in learning from planned and unplanned events, and the ability to use this learning to improve planning and positively impact the outcomes of future events.

At the University of Southern Queensland, reflective practice is embedded into many professional activities. Reflective practice supports our Evidence Based Practice ethos, providing accessible, qualitative evidence of our activities. For example, all library staff are required to nominate a form of reflection as part of the application for professional development, as reflection following training increases the likelihood that the training will be both meaningful to the participant and impactful to their future professional practice (Thorpe & Howlett, 2020).[4] Staff reflections can also be used as evidence of institutional commitment to a goal. This is the

2. Greenall, J., & Sen, B. (2014). Reflective practice in the library and information sector. *Journal of Librarianship and Information Science, 48*(2), 137-150. https://doi.org/10.1177/0961000614551450

3. Miller, J. (2020). Reflective practice and health sciences librarians: engagement, benefits, and barriers. *Journal of the Medical Library Association, 108*(1), 17-28. https://doi.org/10.5195%2Fjmla.2020.777

4. Thorpe, C., & Howlett, A. (2020). Applied and conceptual approaches to evidence-based practice in research and academic libraries. *Liber Quarterly: The Journal of European Research Libraries, 30*(1). https://doi.org/10.18352/lq.10320

case of our previous report on the United Nations Sustainable Development Goals.

Reflective practice is unlikely to spontaneously arise in a library. Greenhill & Sen (2014) and Miller (2020) claimed that limited time, and lack of confidence and skill meant that professional development and time allocated for reflection were required for libraries and staff to fully benefit from the practice. Sadly, these requirements were often reported to be insufficient in many library environments. Therefore, to support reflective practice at the University of Southern Queensland Library, we use a variety of strategies to counter these potential barriers. Our professional development applications offer a variety of reflective activities as examples, and staff have reflected via personal journal entries and reports to managers; presentations to peers; blog posts; conference presentations; and professional and academic journal articles (Gunton & McGregor, 2022; Thorpe, 2021).[56]

Mindful that our diverse Library staff have varying opportunities to engage in reflection, we recognised a more explicit approach may also be beneficial and enable staff to

5. Gunton, L. & McGregor, R. (2022). Exploring reflective practice to develop an evidence based mindset in libraries. In: *Conference on Academic Library Management 2022*, 25 Apr – 29 Apr 2022. https://youtu.be/T9lGHg7ivXU

6. Thorpe, C. (2021). Transforming a university library into a learning organisation. *Library Management, 42*(6/7), 436-447. https://doi.org/10.1108/LM-01-2021-0003

confidently include reflective practice in their annual professional development goals. Therefore, in 2022 Kate and I provided a range of professional development activities. These consisted of:

1. A themed 'Evidence Based Practice Newsletter' on the use of reflective practice in academic libraries. The content included general information on reflection in libraries and provided context for the other opportunities.

2. A workshop offered online discussing the rational for reflective practice and applying Borton's (1970) model to library-related case studies as practice of implementing reflective thinking.[7] At the completion of the workshop, staff drafted reflections that they could further develop for their professional development goals if desired.

3. An open invitation to all workshop participants to contribute to a qualitative journal article on the benefits and barriers to reflective practice as experienced by employees of an academic (university) library.

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7. Borton, Terry. 1970. Reach, touch and teach. McGraw-Hill.

Where to from here / What next?

The final professional development activity supporting reflective activity in the Library is a proposed co-creation of a qualitative journal article for publication. Workshop participants have been invited to contribute vignettes of their experiences of reflection. These vignettes will be in the form of an anonymised summary of a professional reflection plus an account of the impact of the reflective process on their practice. We hope that all of these activities will facilitate reflective practice. The journal article will provide an external motivation for staff and should also demonstrate the intrinsic value of reflective practice.

PART II
SUSTAINABLE DEVELOPMENT GOALS

Sustainable Development Goals

The following chapters include stories from UniSQ students and Library staff. These stories demonstrate how UniSQ Library services, projects, and outcomes continue to contribute to the UN Sustainable Development Goals (SDGs).

Using the SDGs as a global framework, we can reflect on the ways that UniSQ Library is contributing to:

1. End Poverty (SDG 1)

2. Good Health and Wellbeing (SDG 3)

3. Quality Education (SDG 4)

4. Decent Work and Economic Growth (SDG 8)

5. Industry, Innovation, & Infrastructure (SDG 9)

6. Reduced Inequalities (SDG 10)

7. Peace, justice, and strong institutions (SDG 16)

8. Partnerships for the Goals (SDG 17)

SDG 1 Ending Poverty

"To end poverty in all its forms everywhere "[1]

Poverty and financial instability have a significant impact on access to basic needs for health, education, shelter, and the like. A lack of access to these basic needs increases economic disparities and other inequalities. Australian universities and their libraries can play a role in reducing financial burdens around learning resources, widening access to education and supporting a diverse range of students.

Reducing students' financial

1. United Nations. (n.d.). *No Poverty: Why it matters.* https://web.archive.org/web/20220828162053/https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/1_Why-It-Matters-2020.pdf

burden through free textbooks

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

University should be focused on educational opportunity, but for many students this is overshadowed by financial instability. Australian student poverty causes one in seven students to regularly miss meals (Universities Australia, 2018),[2] increases instances of mental health issues and access to medical services (ACOSS, 2019),[3] reduces housing stability (Morris, Hastings, & Ramia, 2021)[4], and limits student access to essential health services (ACOSS, 2019). Additionally, educational costs are a contributing factor to student retention (2019), four out of five domestic students undertake paid employment whilst studying even though half of these

2. Universities Australia. (2018, August 13). *One in seven uni students regularly go without food*. https://web.archive.org/web/20221007053650/ https://www.universitiesaustralia.edu.au/media-item/one-in-seven-uni-students-regularly-go-without-food

3. Australian Council of Social Service (ACOSS). (2019). *Starved of Opportunity – Young People's Experience of Youth Allowance and Newstart*. https://web.archive.org/web/20220308084937/https://raisetherate.org.au/wp-content/uploads/2020/02/Starved-Of-Opportunity-Young-Peoples-Experience-Of-Youth-Allowance-And-Newstart-November-25th.pdf

4. Morris, A.; Hastings, C.; & Ramia, G. (2021, March 23). *As one gets out, another gets in: thousands of students are 'hot bedding',* The Conversation. https://web.archive.org/web/20220630060522/https://theconversation.com/as-one-gets-out-another-gets-in-thousands-of-students-are-hot-bedding-156589

students admit their job negatively impacts their study (Universities Australia, 2018).

Whilst most costs associated with study (such as course fees, travel, rent, internet and phone bills) are beyond the control of individual lecturers and institutions, the cost of learning resources can be directly addressed. At the University of Southern Queensland (UniSQ), the student cohort is approximately 75% online, 52% first-in-family, and 25% from low socio-economic backgrounds; we also service the second-largest incarcerated student population nationally (over 700 students). By encouraging and supporting lecturers to adopt, adapt, and author open textbooks, the institution reduces costly textbook bills to effectively zero.

The focus of open educational practice is to increase is to increase access, affordability, and participation in higher education (Barker, Jeffrey, Jhangiani, & Veletsianos, 2018),[5] whilst supporting open-informed pedagogies and authentic assessment practices (Wiley, & Hilton III, 2018)[6] and positioning the university as a contributor to societal knowledge. Open textbooks are included in The Hewlett

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5. Barker, J., Jeffrey, K., Jhangiani, R., & Veletsianos, G. (2018). Eight patterns of open textbook adoption in British Columbia. *International Review of Research in Open and Distance Learning, 19*(3), 320–334. https://doi.org/10.19173/irrodl.v19i3.3723

6. Wiley, D., & Hilton III, J. L. (2018). Defining OER-Enabled Pedagogy. *The International Review of Research in Open and Distributed Learning, 19*(4), 141-147. https://doi.org/10.19173/irrodl.v19i4.3601

Foundation's (2022) open resource definition *"teaching, learning and research materials...that reside in the public domain or have been released under an open license that permit no-cost access, use, adaptation and redistribution by others with no or limited restrictions."*[7]

UniSQ has produced 15 open textbooks across 42 courses, saving students AUD 723,000 (2015-2022). Our open texts have been accessed on every continent and country, and offer flexibility for students and self-directed learners to engage with knowledge generated by the university. This has reduced the financial burden on UniSQ's students, particularly those from low-socio economic backgrounds, whilst simultaneously encouraging pedagogical innovation from faculty. Whilst the use of open textbooks will not end poverty, it effectively and directly contributes to an environment that promotes greater equity of access to educational opportunity – and thus employment, empowerment, and social mobility for students.

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7. Hewlett Foundation. (2022). *Open education.* https://web.archive.org/web/20220901060629/https://hewlett.org/strategy/open-education/

SDG 3 Good Health & Wellbeing

"To ensure healthy lives and promote well-being for all at all ages." [1]

Academic libraries play a role in supporting the health and wellbeing of their clients, both students and staff. UniSQ Library's spaces, collections, resources, and people can all contribute to ensuring that the wellbeing of students and staff is supported in their learning and research. Additionally, academic libraries can support the wellbeing of library staff by providing safe workspaces, development

1. United Nations. (n.d.). *Good health and wellbeing: Why it matters.* https://web.archive.org/web/20220805162630/https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/03/3_Why-It-Matters-2020.pdf

opportunities, and upholding commitments to diversity, inclusion, and belonging.

The Library Space

Teaki Page (UniSQ Student & Library Officer)

The library space at Ipswich is beautiful and calming. Once I get here, I feel really productive. It's made a difference because it's also a place I can relax. I've felt so confident and calm here. You can't get this quiet or this feeling anywhere else. It's my favourite place to be – I come here and always feel better. It's also a welcoming space, knowing my children could sit quietly with me while I studied. It's accessible.

Library Displays

Tahnya Bella (Library Officer)

The Ipswich campus Client Support team use dynamic and creative displays to highlight the importance of a safe space for all students and staff. Utilising the unique space to build displays around themes such as mental health, gender equality and violence, LGBTQI+ and First Nations, they endeavor to create avenues for conversation and support.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://usq.pressbooks.pub/librarystories2022/?p=5#oembed-1*

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SDG 4 Quality Education

"Ensure inclusive and quality education for all and promote lifelong learning." [1]

Quality education is a commitment to ensuring inclusive and equitable education in safe and effective learning environments. This means supporting access to education for all.

UniSQ Library contributes to quality higher education by supporting students and staff across learning, teaching, and research. This includes developing collections, services, and resources that are built on open access principles and that acknowledge diverse

1. United Nations. (n.d). *Quality education: Why it matters.* https://web.archive.org/web/20220818132358/https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/4_Why-It-Matters-2020.pdf

voices, knowledge, and learning experiences. Collaborations and partnerships, including with students, help to strengthen and continue UniSQ Library's contributions to quality education.

My University Life

Michelle Fisher (UniSQ Student)

The staff at UniSQ Library (Toowoomba Campus) have been exceptionally helpful with assisting me in my Post Graduate studies. They have provided assistance with inter-library loans and borrowing of books, posted directly to my home address. Studying my TESOL (GCTS) involves a lot of reading and research and having the support of the library staff, means that I am able to focus on my research and not worry about administration issues. It has made a huge impact on my learning journey. I also have a severe physical disability and am legally blind, which comes with its own challenges. Having the support of staff from UniSQ enables me to enjoy my learning journey.

First Nations Resources Collection

Marjorie Jeffers (Liaison Librarian)

In 2021/22, The UniSQ Library, in partnership with the College for First Nations, created a curated collection of First Nations resources. Our aim was to address an identified need for students to locate First Nations authors and First Nations Knowledges in ways that reflected First Nations perspectives. Over a period of 12 months the Liaison Librarian and College staff worked to curate collections which share authors, yarns, community histories, resistance and change.

Built around the cultural framework that informs the teaching of the First Nations Australia major at UniSQ, the *First Nations Resources Collection* amplifies the First Nations voices, histories and culture that are part of the UniSQ library collection. The *First Nations Resource Collection* comprises 11 individual collections. These collections are browsable and searchable, and thus enhance the discoverability of First Nations authors and their works.

The *First Nations Resources Collection* presents an opportunity to build cultural capacity across the university. Developing and maintaining the collection allows the Library to play a role in acknowledging and sharing First Nations voices, culture and histories with the whole university. This achievement was acknowledged by the Pro Vice Chancellor First Nations Education and Research. Professor Dreise chose to launch the Collection during NAIDOC week 2022 and he described the collection as a 'living document' that would evolve with continued staff and student feedback and serve all disciplines.

The Library continues to work closely with the College for First Nations to build and maintain a relevant collection of First Nations resources that support teaching and learning. Feedback from First Nations staff and students, and sector wide initiatives, indicate that the Library and the College may even expand the ways in which we work together. The Library is a universally accessed space for staff, students and researchers. With a continuing commitment to First Nations perspectives the Library can contribute to building a community that values First Nations peoples, histories and culture.

View the First Nations Resources Collection.

Library orientation support

Teaki Page (UniSQ Student & Library Officer)

During orientation, the presentations from Liaison librarians and Learning Advisors made a big difference. Realising how much support there was for any roadblock I hit, I found that I could get help from the university. Especially as a mature age student, it feels like so long since you've studied.

Knowing that I could reach out for that support really made a huge difference. I realised there were all types of students going to university as well. We were given a lot of skills (everything from researching in the Library to notetaking) but were also shown where we could go to seek out support. I remember feeling like I would be valued as an individual

student, not a number. I don't think I would have stuck it out had I not attended the Library orientation.

Makerspace

Steph Piper (Coordinator, Community Engagement) talks with Emilia Bell (Coordinator, Evidence Based Practice) about how the Makerspace contributes to the student learning experience and contributes to teaching and coursework.

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Peer Assisted Study Sessions

Ben Ingram (Coordinator, Peer-Learning)
What is PASS?

Peer Assisted Study Sessions (or PASS) is an academic support program that's embedded in challenging university courses. The program employs a student PASS leader, who has previously excelled in the course, to facilitate group study sessions for students who are currently undertaking the course. PASS leaders assist others in strengthening their understanding of course concepts, develop effective academic skills and become more familiar with the University Environment.

Halfway through Semester Two 2022, the PASS program has partnered with 42 courses. Over 650 students have participated in the program with just over 2600 attendances. Students are asked to provide feedback at different times in the semester to measure the impact of PASS on the student experience. Some of the results have been summarised below and categorised according to the Online Engagement Framework for Higher Education developed by Redmond et al. (2018).[2]

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2. Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). An

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https://usq.pressbooks.pub/librarystories2022/?p=30#h5p-11

Open Educational Practice

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

The focus of open educational practice (OEP) is to increase access, affordability, and participation in higher education (Barker et al., 2018),[3] whilst supporting open-informed pedagogies and authentic assessment practices (Wiley & Hilton III, 2018)[4] that position the university as a contributor

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online engagement framework for higher education. *Online Learning, 22*(1), 183-204. https://doi.org/10.24059/olj.v22i1.1175

3. Barker, J., Jeffrey, K., Jhangiani, R., & Veletsianos, G. (2018). Eight patterns of open textbook adoption in British Columbia. *International Review of Research in Open and Distance Learning, 19*(3), 320–334. https://doi.org/10.19173/irrodl.v19i3.3723

4. Wiley, D., & Hilton III, J. L. (2018). Defining OER-enabled pedagogy. *The International Review of Research in Open and Distributed Learning, 19*(4). https://doi.org/10.19173/irrodl.v19i4.3601

to societal knowledge. Two approaches have been used at UniSQ to enhance the quality of education by using OEP.

Firstly, positioning students as active contributors to knowledge creation, and as emerging professionals respects the experiences and learning students bring to their university education. Connecting a students' discipline and profession through authentic assessment not only builds relevance, but engagement and achievement. Open assessment is a student-centred design enabling student co-creation of openly licenced resources subsequently used at the institution or within the profession (Werth & Williams, 2022).[5]

In *Multicultural Education*, the lecturer linked students with early childhood educators, for whom they designed professional learning resources. This resulted in two open textbooks of professional learning resources co-authored by the student cohort, and the assessment has run successfully for two consecutive years. Within the first semester, student failure rates dropped from 15% to 3%, and engagement with learning resources increased from 67% to 90% (Tualaulelei, 2020).[6] Student online discussion shifted from administrative

5. Werth, E., & Williams, K. (2022). The why of open pedagogy: A value-first conceptualization for enhancing instructor praxis. *Smart Learning Environments,* 9, https://doi.org/10.1186/s40561-022-00191-0.

6. Tualaulelei, E. (2020). The benefits of creating open educational resources as assessment in an online education course. In S. Gregory, S. Warburton, & M. Parkes (Eds.), *Proceedings ASCILITE 2020 in Armidale* (pp. 282–288). https://doi.org/10.14742/ascilite2020.0109

inquiries to deeper discipline-specific inquiry. Students also recognised the authenticity of the task; one student highlighted a specific experience of the assessment as: "*I remember reflecting on the draft [resource] and deciding it just wasn't an effective, supportive resource for myself which meant it wouldn't be helpful for others. I [supported] families in my area and used this resource for families in my class.*" This student's desire to create an "effective, supportive resource" that would be "helpful for others" led her to consider her artefact more deeply and practically.

The lecturer also reflected that one of the major outcomes were "*more intentional conversations with students about how university assessments are created, their purpose and assessment expectations. The OEP project has also helped me improve course assessment practices.*" (Eseta Tualaulelei, Senior Lecturer). The books published were *Gems & Nuggets*, and *Hidden Treasures*, with other volumes of student work schedule for late 2022.

Secondly, university courseware and enacted pedagogies tend to be closed. Unlike research – that is shared through publication and built upon to advance knowledge – learning and teaching practices are often viewed as internal to the institution. Through the publication of open texts (and the implementation of open assessment), educators make their teaching and resources visible; this can lead to peer review feedback and iterative quality enhancement. UniSQ open texts have currently received seventeen openly-accessible reviews through the Open Textbook Library. Reviews are left

by other university and college lecturers, and structured around *Comprehensiveness, Content Accuracy, Relevance/ Longevity, Clarity, Consistency, Modularity, Organisation/ Structure/Flow, Interface, Grammatical Errors*, and *Cultural Relevance*. The structured reviews support authors to consider alternate approaches, inclusions, and methods should they engage with iterative development of future editions. This has already been used by the team authoring *Fundamentals of Anatomy & Physiology* who are preparing revisions for publication in late 2022.

A combination of respect and transparency underpins OEP's contribution to quality education and examples of institutional practice are leveraged to encourage more lecturers to consider open education as an approach when redeveloping educational experiences.

SDG 8 Decent Work & Economic Growth

"To promote inclusive and sustainable economic growth, employment and decent work for all." [1]

UniSQ Library provides opportunities and support for productive employment that supports diverse knowledge and backgrounds. This includes:

- Providing student opportunities for leadership and library employment,

- Facilitating placements for library and information science students,

1. United Nations. (n.d.). *Decent work and economic growth: Why it matters.* https://web.archive.org/web/20220805211452/http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/8_Why-It-Matters-2020.pdf

- Investing in staff professional development opportunities,

- Creating spaces and resources for innovation (the Makerspace), and

- Promoting flexible working conditions and safety.

Working in the UniSQ Library as a student

Ryan Heuser (UniSQ Student & Library Officer)

I started working in the Library February this year. I had a second job but had lost it due to the pandemic. I wanted to gain experience in a professional environment, but it was difficult to be trying to find work during the pandemic. In my second semester I was able to start working in the Library and was able to keep working during lockdowns because of the flexible working arrangement provided. In my work I'm representing the UniSQ Library and communicating with other staff, professionals, and students. I'm studying to be an accountant and need this experience to be talking with future clients. There are plenty of staff and students who I've been

able to have conversations with and to develop professional relationships with, all from my work in the Library.

Working in the Library has also taught me a lot about using the Library's resources. In my first semester I spent approximately $450 on textbooks. This semester I only spent $100 on my textbooks because I knew what online Library resources were available to me. Before this I was overwhelmed with the university experience and trying to get a feel for how I should approach the work. Once I started working in the Library I began to discover what other resources were available and delve into these. It hasn't just helped with employment, but has helped me be more efficient in my study and find professional contacts who can support me in my studies.

PASS Leader Development and Growth

Ben Ingram (Coordinator, Peer-Learning)
What is PASS?

Peer Assisted Study Sessions (or PASS) is an academic support program that's embedded in challenging university courses. The program employs a student PASS leader, who has previously excelled in the course, to facilitate group study sessions for students who are currently undertaking the course. PASS leaders assist others in strengthening their understanding of course concepts, develop effective academic

skills and become more familiar with the University Environment.

The PASS program employs 49 PASS leaders to facilitate PASS in over 40 courses from locations as far south as Melbourne and North to Bowen. The PASS leaders reflect the geographically dispersed nature of the University of Southern Queensland's student cohort and delivering PASS online has enabled PASS to be facilitated by students anywhere in Australia.

Leaders complete the equivalent of two days training prior to commencing their role as a PASS leader. To make training more flexible for leaders a package of 5 self-paced modules were developed that a range of topics including: Philosophy and History of Peer Learning at USQ; The Role of the PASS leader; Session Planning; Facilitating PASS; and Professionalism.

PASS Leaders described how they had learnt to communicate, build rapport, and grow in their confidence. The live training was delivered to model a PASS style session with collaborative and active learning activities throughout the session. Facilitating the workshops in this way helps to demonstrate how to engage students through various technologies and formats.

Training and development also focused on how to enable collaboration in the online space. Where collaboration in a

face to face environment was more straight forward, training sought to address this by incorporating the training around the use of online tools such as Miro, Mentimeter, Padlet and Kahoot! to enable collaboration. As a result leaders saw growth in their digital literacy skills and recognised how being a PASS leader will help them in their future career.

The Australian Handbook for Careers in Psychological Science

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

In 2022, UniSQ Library published an open textbook titled 'The Australian Handbook of Careers in Psychological Sciences' edited by Tony Machin, Tanya Machin, Carla Jeffries and Nancey Hoare. This text covers career opportunities for undergraduate students studying psychology. Despite psychology being one of the
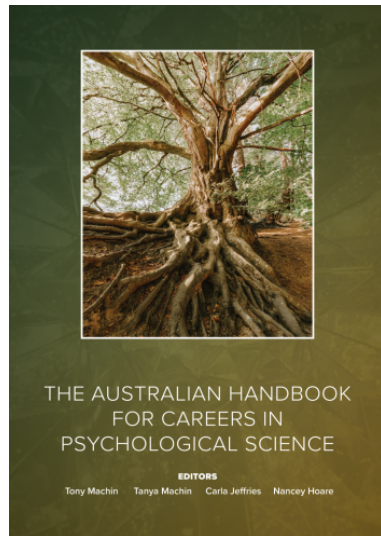
most popular undergraduate programs, students often report not knowing how training in psychology relates to careers. With chapters written by experts across Australia, this book explores just some of the many ways that students can apply their training in psychological science across a variety of careers and sectors. Engaging with lecturers and researchers nationally, the text illuminates emerging fields to which students could aspire and concurrently connects readers with up-to-date research and knowledge of the discipline.

Furthermore, the book is embedded within the undergraduate psychology degree at UniSQ, and partner institutions to provide students with authentic choice and free-to-access content to leverage for informed choices. Since publication, the book has been accessed almost 10,000 times, and the free and open nature of the text enhances the potential readership by reducing barriers to access and use.

SDG 9 Industry, Innovation, & Infrastructure

"To build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation" [1]

University libraries are valuable partners in technology, research, and innovation. The services and expertise libraries provide for research infrastructure, research data management, scholarly publishing, resource discovery and description, and open knowledge all help to foster sustainable research outcomes and innovation.

1. United Nations. (n.d.). *Industry, innovation, and infrastructure: Why it matters.* https://web.archive.org/web/20220610182029/https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/9_Why-It-Matters-2020.pdf

Many of UniSQ Library's services and facilities support the development of 'industry, innovation, and infrastructure'. The Library contributes to the creation, access, and exploration of scholarly knowledge, and delivers training programs to promote research and innovation. The Library's Makerspace is also a key site of innovation and development. It is a creative community site which hosts digital fabrication technologies, and provides expertise and hands-on learning for research, curriculum, or personal projects.

Innovation in the Makerspace

Steph Piper (Coordinator, Community Engagement) talks with Emilia Bell (Coordinator, Evidence Based Practice) about how the Makerspace supports entrepreneurship across UniSQ, transforming ideas into business and freelance work. Steph describes the role this has in graduate employment and its contribution to the wider community (such as through the design and creation of bespoke disability equipment).

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://usq.pressbooks.pub/librarystories2022/?p=250#h5p-4

SDG **10** Reduced Inequalities

"To reduce inequalities within and among countries." [1]

University libraries play a significant role in reducing inequalities and ensuring equal opportunity, locally and globally. Sustainable development depends on the inclusion of all.

UniSQ Library works to deliver services, on-campus and online, that make higher education available and accessible to everyone and provide access to information. This includes delivering services to incarcerated students and students in remote and

1. United Nations. (n.d.). *Reduced inequalities: Why it matters.* https://web.archive.org/web/20220805184026/http://www.un.org/sustainabledevelopment/wp-content/uploads/2018/01/10_Why-It-Matters-2020.pdf

regional Australia. Initiatives around open education and research also help to support wider participation in accessing and creating knowledge.

Overcoming inequality for authors, improving equity for readers

Leonie Sherwin, Manager (Research Support); Dr Tricia Kelly (Senior Research Librarian for Health, Engineering & Sciences); Douglas Eacersall (Learning Advisor, Higher Degree Research), and Margaret Bremner (Senior Research Librarian for Business, Education, Law & Arts)

There are many pathways to publishing research outputs. The drive to publish in high quality journals can sometimes result in valuable research outputs being locked behind paywalls. UniSQ Library is a strong advocate for open access pathways where possible, creating a level of equity in access for all readers. Gold Open Access pathways can be challenging for authors without access to funding for Article Processing Charges (APCs). This creates an inequality for authors, particularly for Higher Degree by Research students beginning their publishing career.

In support of open access opportunities, UniSQ explored the potential for Transformative Agreements to reduce

inequality for authors to publish Gold Open access. In 2022, UniSQ participated in a number of CAUL's Read & Publish Agreements with publishers including CSIRO, Cambridge University Press, Oxford University Press, Springer Nature and Wiley. Under these agreements, authors from participating institutions followed the standard submission and editorial process and, if their paper was accepted, the APCs were waived. The promotion of these agreements occurred at multiple levels beginning with a spotlight webinar by the Library's Research Support Team in the 2021 Open Access Week. Then in early 2022, the Library Director engaged with Heads of Schools and Centre Directors to encourage authors to utilise this opportunity to publish Gold Open access without the impediment of APCs. Members of the Library's Research Support Team and the Education Support Team continued this promotion of the agreements at group and individual levels during forums, meetings and consultations. The Library's Research Support Team also actively engaged with research students and staff in understanding the submission process and requirements under the Agreements.

During the first six months of 2022, 38 UniSQ research articles have been successfully published as Gold Open Access without Article Processing Charges under the CAUL Read & Publish Agreements. Successful submissions with waived APCs have been achieved with CSIRO, Cambridge University Press, and Springer Nature publishers. Successful submissions

have been achieved by many disciplines including Earth Sciences, Education, Computer Science, Environment, Medicine & Public Health, Economics, Finance & Accounting, Nursing, Dentistry & Healthcare, Life Sciences, Physical Sciences & Engineering, Social & Behavioural Sciences, and Materials Science. Coupled with successful publication, all readers had immediate access to the research without a financial burden or delayed access due to a publisher embargo.

Makerspace resources

Steph Piper (Coordinator, Community Engagement) talks with Emilia Bell (Coordinator, Evidence Based Practice) about how access to the Makerspace helps to reduce barriers by providing access to digital fabrication equipment and supporting skills development.

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https://usq.pressbooks.pub/librarystories2022/?p=66#video-66-1

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https://usq.pressbooks.pub/librarystories2022/?p=66#h5p-2

Diversifying textbooks

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

Content advertised as "open access" and "freely accessible" may give the impression that open educational resources (OER) are universally accessible, but many users still face inequitable barriers to access. Additionally, access doesn't equal inclusion. Textbooks often express sexism and racism contents and exclude marginalised voices.

UniSQ Library have adapted a framework and guide to enhance inclusion, diversity, equity and accessibility in OER. The framework includes considerations such as:

- Diverse and inclusive images

- Example names

- Inclusive language

- Researchers and References

- Diverse examples and balanced perspectives

- Appropriate terminology and inclusive metadata

- Indigenisation, decolonisation, and cultural inclusion

- Accessibility, usability and Universal Design for Learning

- Anti-racist and inclusive open pedagogy

Education reaches international audiences and should not be construed as a one-way communication, but rather one that embraces the diversity of experience, ways of knowing, and shared understanding that allow a society to learn from the past, but built a participatory future for all citizens. Texts that focus on inclusive representation empower educators to apply these principles authentically for the benefit of all learners, and to transparently improve the efficacy of instructors. The boundaries between formal and informal learning are increasingly porous, and equitable access to these types of texts is also increasingly important to inform and shape inclusive societies.

SDG 16 Peace, Justice, & Strong Institutions

"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels." [1]

Strong institutions focuses on services being delivered to communities equitably, with people free from violence or fear. This means access to justice, and requires that decision-making in institutions is

1. United Nations. (n.d.). *Industry, innovation, and infrastructure: Why it matters.* https://web.archive.org/web/20220828162051/https://www.un.org/ sustainabledevelopment/wp-content/uploads/2019/07/16_Why-It-Matters-2020.pdf

"responsive, inclusive, participatory and representative ... at all levels". [2]

Building Community: How unity & inclusivity increases First Nations student support

Kacie Fahey (Learning Advisor, First Nations); Carlie Waters (Learning Advisor, First Nations)

A common barrier experienced by some First Nations university students is the lack of a sense of belonging or community, particularly for first-in-family students, students studying away from home, and students whose family may not fully support a student's decision to study or understand the benefits higher education can provide the student, their family, and their community in closing educational, employment, and financial gaps. In a concerted effort to minimise these barriers, it is vital that UniSQ creates safe, supportive, and culturally appropriate environments for First Nations students during their study journey.

Building engaging environments, spaces and places for

2. United Nations (n.d.)

students creates a sense of connection and decreases the culture shock that can become overwhelming throughout a student's university experience. The building of community is, therefore, integral to the attraction, retention, and overall success of First Nations students. One way to build this community is through ensuring that there is an accessible First Nations presence virtually, as well as physically on all main campuses.

Semester 2, 2022's Student Life Expo occurred within the first three months of employment of the two new First Nations Learning Advisor positions. With a new strategic direction, marketing material, and academic support resources finalised, the final piece of the puzzle was creating a physical space to reintroduce the First Nations Learning Advisor roles to students. Due to the rapid transition of the positions, it was vital that these roles leveraged relationships with the College for First Nations (formerly the College for Indigenous Research and Education) to create this 'space'.

This collaborative approach enabled a holistic approach to First Nations student services and academic supports. By incorporating group-based activities (including earring making, weaving, collaborative artworks, and mindfulness activities), as well as informational elements pertaining to culturally competent supports available to First Nations students, each event experienced significant student engagement. This engagement in turn increased the profile of the Student Learning Advising team (formerly the Student

Learning and Development team), wider Library Services team, and College for First Nations. Providing these activity-based, creative spaces sparked genuine conversation, enabling natural relationship building, which lead into discussions regarding the suite of student supports available, and of individual student needs and goals.

Based on the success of the collaboration between the First Nations Learning Advisors and the College for First Nations at the Student Life Expo, it is evidenced that having culturally competent spaces on campus results in building stronger culturally safe communities, and increases student engagement with support services, including Library services. To build on this concept of unity and inclusivity improving access to support, additional activities such as Yarning Circles and increased presence at other events is a potentially beneficial approach.

SDG 17 Global Partnerships

"To revitalize the global partnership for sustainable development." [1]

Local and global partnerships help to mobilise resources and address challenges related to sustainable development. There is value in coming together to find solutions. Australian university libraries form partnerships and work collaboratively to achieve strategic priorities and promote common interests. UniSQ Library actively participates in many initatives to develop services that support student learning, research, and teaching. UniSQ Library is a member institution of the Council of Australian

1. United Nations. (n.d.). *Partnerships: Why they matter.* https://web.archive.org/web/20220727033234/https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/17_Why-It-Matters-2020.pdf

University Librarians (CAUL) which provides a space for collaboration and cooperative activity, nationally and internationally. This partnership helps to advance university library's essential contributions to higher education, enabling student and research successes.

CAUL 'Enabling A Modern Curriculum' Partnership

Fiona Salisbury (Director of the CAUL Enabling a Modern Curriculum Program); Tahnee Pearce (UniSQ Library Associate Director, Content)

Fiona Salisbury and Tahnee Pearce discuss with Emilia Bell how taking a national and collaborative approach with the Council of Australian University Librarians (CAUL) Open Educational Resource (OER) Collective is working collaboratively to achieve greater equity and access in education.

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Fiona and Tahnee share how academic libraries create partnerships, bringing people together.

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of the text. You can view it online
here:
https://usq.pressbooks.pub/
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2. Ponte, F., Lennox, A. & Hurley, J. (2021). The evolution of the Open Textbook Initiative. *Journal of the Australian Library and Information Association, 70*(2): 194-212. https://doi.org/10.1080/24750158.2021.1883819

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librarystories2022/?p=68#h5p-10
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Interlibrary loan network

Elizabeth Firman (Manager, Client Support)

UniSQ Library is a long standing member of the Australian interlibrary loan network which allows researchers and staff to request items held in Library collections across Australia and New Zealand. This access to information held by other libraries significantly improves the research capabilities and knowledge of all who participate.

In July 2022, UniSQ Library went live with an expansion of this traditional interlibrary loan service to offer improved and faster access to journal articles and book sections.

This new service offers UniSQ students and staff access to information sourced from over 800 libraries worldwide, including world-renowned university libraries. It offers faster turnaround time (usually within 24 hours), and for the first time UniSQ undergraduate students are also eligible to place requests for digital material not held by UniSQ. In return, UniSQ Library scans and supplies information from our collection to fill requests received from libraries around the word.

This extension to the interlibrary loan service ensures UniSQ students are connected to a wider range of information

sources and can access them in an easy, cost-free and timely way.

PART III
CONCLUSION

Conclusion

Emilia Bell (Coordinator, Evidence Based Practice)

Through reflective and evidence based practice UniSQ Library seeks to examine and understand our contribution to the United Nation's Sustainable Development Goals (SDGs). This is across our day-to-day work and it reflects the alignment of the SDGs with our professional values.

UniSQ Library recognises the importance of contributing to sustainable development, and the SDGs have provided a framework to support this in our local university context. Partnerships have been key to this as we engage with our community and recognise the local nature of global challenges. This highlights the important role that academic libraries play in contributing to the SDGs and the themes that they address. Through our Library's spaces, services, and collections – and the people dedicated to sustaining these – we continue to strive and advocate for the priorities set by the SDGs and recognise the positive impact of having such priorities embedded into our services.

UniSQ Toowoomba campus Japanese Gardens (2022)

Suggested Reading

Australian Library and Information Association. (2022). *Sustainable Development Goals: Stretch targets baseline report*. https://read.alia.org.au/sustainable-development-goals-stretch-targets-baseline-report

Council of Australian University Librarians. (2019). *CAUL sustainable development goals report 2019*. https://www.caul.edu.au/news/caul-sustainable-development-goals-report-2019

International Federation of Library Associations. (2019). *Libraries and the sustainable development goals: A storytelling manual.* https://repository.ifla.org/handle/123456789/19

International Federation of Library Associations. (n.d.). *Library map of the world: SDG stories.* https://librarymap.ifla.org/stories

Thorpe, C., & Gunton, L. (2021). Assessing the United Nation's Sustainable Development Goals in academic libraries. *Journal of Librarianship and Information Science*. https://doi.org/10.1177/09610006211005528