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ACU Library

ACU Library Annual Report 2025

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Introduction

As Library Director, I am pleased to endorse our 2025 Annual Report. The report provides an overview of our work in 2025 that supports ACU's mission and the objectives of Vision 2033. In 2025 we strengthened access to collections and digital resources, delivered inclusive and evidence-informed services and programs, deepened partnerships that extend ACU's impact, and invested in staff capability and sustainable operations.

I would like to thank our staff, students, and partners for their contribution to this shared work that will continue to ensure that our library remains a welcoming, trusted, and mission-aligned service that supports our students and university staff in learning, teaching, research, and community engagement across ACU.

Janet Fletcher

Library Director

ACU Library's guiding principles

ACU Library fosters creativity, knowledge creation and innovation through its people, collections, services and spaces. We strive to be:

- **Insightful:** embrace a user experience (UX) approach to inform everything we do.
- **Future focused:** implement strategic and sustainable services informed through evidence-based practice.
- **Curious:** explore new technologies to strengthen networks and develop experiences.
- **Courageous:** have permission to regularly test old assumptions and seek new possibilities.
- **Extraordinary:** celebrate our difference through our curated collections.
- **United:** together we achieve great things.



Library impact, at a glance

22,825

Questions
answered on
library chat



82%

Library searches
conducted off
campus



7,501,052

ebook uses



More than **double**
the use of 2024, which
was 3,590,189.

This is likely due to our
increase in textbook
packages with
unlimited users.

6,630,855

Database searches



2,800,353

Journal article
downloads



The number of first
year text books that
are now available with
unlimited users
amounts to a potential
savings of

\$489,823

for our students.

28
921

Research
essentials
classes
Registrations



1,388

Reading lists
created with



31,080

Student
interactions

OPEN ACCESS ARTICLES PUBLISHED

210



under

9

READ AND PUBLISH AGREEMENTS

8,854

Visits to digital
collections



3,596

Loans made
from other
libraries



16

1,071

Events in
our libraries

Attendees to
events in our
libraries



Records in
Research Bank

38,004



Downloads
from Research
Bank

82,697



Learning and teaching for flourishing futures

Curriculum-embedded learning experiences

In 2025, tailored library learning experiences were embedded in 38 ACU units, representing a reach of more than 12,500 students. These experiences were delivered primarily through Canvas and included videos, H5Ps, recordings and live classes. Multiple library teams contributed, with discipline-targeted information searching the most frequently requested topic. While most learning experiences were delivered online, face-to-face delivery continued to play an important role in supporting effective learning and engagement.

Embedding an AI assistant in curriculum

In Semester 2, the Library participated in the university's Cogniti pilot across four units by creating an APA7 Cogniti agent designed to assist students to prepare accurate referencing lists. From the 55 engagements with the agent, the Library gained insights into how students expected AI to assist them, the prompts they used and the workflows they brought to automated tools. Usage highlighted how students approached citation tasks and the circumstances in which AI offered genuine benefit. This work was a valuable introduction to Cogniti as it identified the strengths and limitations of Cogniti agents for library purposes. In this case, the APA agent showed that it could achieve some, but not all, of the students' referencing objectives. Further development work with Cogniti and other AI tools will continue in 2026.



Inclusive approaches for diverse cohorts

In 2025, the Library supported student onboarding and orientation through a coordinated program delivered on campus and online. This work focused on enabling confidence, capability and belonging for students entering university through non-traditional pathways or learning how to navigate academic environments for the first time. Staff delivered introductory sessions and tours to help students navigate library spaces, access core services, and connect quickly with help. Support was provided to a range of cohorts, including commencing students, Aboriginal and/or Torres Strait Islander students participating in pre-orientation programs, Clemente/pathway students, veteran students and other campus-based and online students. The Library collaborated with key partners to align messaging and deliver joint support, including the Academic Skills Unit (ASU), Peer Assisted Study Skills (PASS), and the Transition and Orientation Team.

Targeted programs included Uni Step-Up, STEP, Diploma Programs, Foundation Studies, the Tertiary Preparation Program, Away From Base cohorts in Education and Midwifery, and Aboriginal and/or Torres Strait Islander peoples orientation. The Library also partnered with the accelerated Bachelor and Diploma of Early Childhood program to deliver searching and referencing support during the program's first weekend symposium, providing students with a strong academic foundation from the outset. These initiatives demonstrate the Library's role in supporting student formation and success by embedding learning support early and aligning it closely with course structures and cohort contexts.

The Library extended inclusive practice through its engagement with community-based and specialist cohorts. Support for the Clemente program included campus library tours and introductory sessions designed to build confidence in using library spaces, services and resources, reinforcing ACU's commitment to justice and inclusion through education. The Library also delivered introductory information sessions for students in the Veterans Program and participated in veterans' community activities at multiple campuses. Together, these initiatives highlight the Library's contribution to creating welcoming learning environments that recognise students' diverse experiences and support equitable participation in higher education.

Collections that enable learning and teaching excellence

In 2025, the Library strengthened its collections to support high-quality teaching and learning across the university, with a focus on curriculum alignment, student affordability and long term sustainability. Investment in digital collections included the acquisition of IEEE Xplore and O'Reilly Online Learning to underpin ACU's expansion into computer and data science, alongside active streamlining of existing holdings to maintain a lean and sustainable collection. The Library also continued to contribute to formal course review activity by assessing the suitability of collection resources in relation to evolving discipline requirements, supporting curriculum integrity and consistency across programs.

In parallel, the Library strengthened the student learning experience by improving access to prescribed and recommended learning materials. The Library acquired two major electronic textbook collections with unlimited access, increasing the availability of textbooks that are free for students to use. Student uptake was immediate, most notably within the Cambridge Higher Education Textbook collection, where usage increased from 67,981 downloads in 2024 to 795,310 in 2025.

Lecturer engagement with the Library's digital reading list platform, Leganto, continued to mature. This alignment between curriculum and collections strengthened copyright compliance and improved the accessibility and consistency of learning materials within the Canvas learning management system. These initiatives demonstrate the Library's contribution to a coherent, high-quality learning experience that reduces cost and access barriers for students while supporting academic standards and curriculum integrity.



Managing collections risk to support learning continuity

In November 2025, negotiations for a renewed Read and Publish agreement between the Council of Australasian University Librarians (CAUL) and Elsevier paused, creating a risk of loss of access to Elsevier journal content via ScienceDirect for 2026. For ACU Library, this represented a significant collections risk, particularly for disciplines with high reliance on Elsevier journals, including areas within the Faculty of Health Sciences. The situation required an immediate assessment of potential impacts on learning and teaching and the identification of mitigation strategies to support continuity of access to scholarly content.

In response, the Library implemented a set of targeted, collection-centred mitigation measures focused on maintaining access to essential scholarly material rather than replicating the Elsevier package in full. Actions included prioritising discovery and promotion of equivalent or complementary journal content from other publishers where available, strengthening document delivery services to support teaching and learning needs, and confirming continued access to previously licensed Elsevier backfiles and perpetual access entitlements.

These measures were designed to support continuity for students and staff while avoiding the creation of new large-scale collection dependencies. Although CAUL and Elsevier ultimately reached an agreement in December 2025, restoring access, the work undertaken during the negotiation pause provided valuable evidence to inform future collection planning and strengthened the Library's preparedness to manage similar risks in ways that prioritise learning quality and institutional sustainability.



Digital capability for an AI-rich world

In 2025, the Library focused on strengthening the university's capability to engage with generative artificial intelligence in ways that support learning quality, academic integrity and responsible use across teaching, research and digital environments.

Ethical and critical AI literacy for students and staff

The Library strengthened the university's capability to navigate generative artificial intelligence by significantly enhancing the [AI Hub](#). First launched in 2024, the AI Hub rapidly became a widely used resource for both staff and students, embedded into multiple Canvas units and circulated across faculties.

In 2025, all AI Hub guides underwent a comprehensive review to improve clarity, update content and align with ACU's emerging institutional AI policies. The updated guides reflect the university's new AI resources for staff and students, ensuring consistency in advice across the institution. The AI Hub was included in the "Associated information" section of the [Policy on the use of generative artificial intelligence in research](#), signalling its role as an authoritative institutional resource for researchers.

26, 816 views
across all AI Hub
guides in 2025

“The AI Hub provides resources to build your digital confidence in an effective, ethical and responsible way.”

— ACU Library, AI Hub



The Library recognised a gap in dedicated AI ethics coverage among local and international university libraries and saw an opportunity for ACU to provide meaningful leadership in this area. In response, the Library published an [AI Ethics](#) guide in August 2025, designed to articulate what ethical AI use means within a Catholic university context. Feedback from the Faculty of Theology and Philosophy, academic staff and the associate deans (learning and teaching) further enhanced the guide.

Grounded in Catholic Social Teaching and aligned with ACU's distinctive mission, the guide provides a foundational framework for responsible, values-led engagement with AI. It was widely promoted across internal communication channels and committees, and academic staff who reviewed the guide responded positively. It became the AI Hub's second most-visited resource during the latter half of 2025.

With expertise in information and digital literacies, the Library is well positioned to support the university's capability development in generative artificial intelligence. Throughout 2025, library staff delivered sessions for ACU staff exploring the implications of generative artificial intelligence for copyright and research, alongside refresher sessions focused on foundational AI concepts and effective use. This work builds on the Library's early leadership in this area, which began in 2023, and continues to strengthen ACU's capacity for confident and responsible engagement with emerging technologies.

AI-enabled platforms and discovery environments

Artificial intelligence is increasingly embedded across library technologies, including databases, ebook platforms, library management systems and discovery tools, often as a vendor-provided capability rather than through local configuration. During the year, several database platforms introduced natural language search functionality, prompting the Library to consider the implications for search behaviour, information literacy and user expectations within an AI-rich discovery environment.

Alongside this, the Library began selectively using available AI tools to support internal workflows associated with core platforms such as Alma and Leganto. These tools were used to assist with tasks including metadata enhancement and the preparation of reading lists, helping to reduce repetitive manual work and allowing staff capacity to be redirected toward higher-value activities. As a part of this, the Library proactively engaged with some vendors to improve the accuracy and reliability of these evolving technologies. This approach reflected the Library's emphasis on stewardship and responsible experimentation and implementation of AI.

Enabling AI-responsive assessment and academic integrity

In 2025, the Library contributed to the university's coordinated response to generative artificial intelligence. Through its involvement in the Assessment Design Advisory Group, the Library supported institution-wide efforts to ensure that assessment practices remained pedagogically robust and aligned with TEQSA expectations and accreditation requirements. This contribution assisted the university's move from a predominately risk-based response to AI towards a more sustainable approach that emphasises sound assessment design, comparability of standards and assurance of learning in an AI-abundant environment.

The Library also worked collaboratively to strengthen university-wide guidance on the responsible use of AI. In October 2025, the Library partnered with the Academic Integrity team to develop a unified [*Your checklist for responsible use of AI*](#), aligning the checklist with the university's broader student-facing integrity messaging. This ensured consistent expectations and a coherent institutional approach to supporting students' understanding of appropriate AI use in learning and assessment.

Empowering research with integrity and impact

Research infrastructure and systems

In 2025, the Library supported ACU's research endeavours through a combination of infrastructure renewal, researcher engagement and system stewardship. A significant milestone was the transition of Research Bank, the institutional repository, to the DSpace platform hosted by Atmire. Completed in October 2025, the migration involved the transfer of 37,000 records and over 40GB of data, ensuring the ongoing stability, discoverability and preservation of ACU research outputs, including higher degree by research theses.

Participation in the EResearch Working Party strengthened cross-institutional collaboration around the technical and data needs that underpin contemporary research practice. Through this forum, the Library contributed to coordinated approaches to research systems such as REDCap and Qualtrics, data management and infrastructure that support the university's research capability. In 2025, the working party reviewed over 100 data management plans of ACU researchers. These data management plans provide insight into ACU's research activities and can identify future required infrastructure needs. Plans are now required to provide an indication of AI usage and to also highlight any research involving Aboriginal and/or Torres Strait Islander peoples.



Researcher development and engagement

Research Essentials continued as the Library's flagship professional learning program for higher degree by research students and early career researchers. In 2025, the program focused on scholarly publishing strategies, including open access publishing, researcher profiles, measuring research impact and research data management. The Library expanded the program to include sessions on data visualisation and working with data, and began incorporating content on the responsible use of AI in research contexts, reflecting evolving researcher needs.

Alongside structured programs, the Library continued to provide tailored research support through consultations and advisory services. Through continued engagement with the Graduate Research School, First Peoples Directorate, Grants Office, and Research Systems and Performance, the Library contributed to a coordinated and consistent approach to research support across the university.

As part of this advisory role, Library staff contributed to the development of the Indigenous Cultural and Intellectual Property Protocol by providing feedback in the areas of collections and research data. This work supported culturally responsible information practice and reflected the Library's contribution to ethical stewardship of knowledge.

Open access, integrity and research impact

The Library continued to support ACU's commitment to open access through the management of nine Read and Publish agreements negotiated via the CAUL consortium. Since their adoption in 2022, these agreements have contributed to a sustained increase in open access publishing, with approximately [40 percent of ACU research outputs now openly available](#). This work enhances the visibility, accessibility and societal impact of ACU research, aligned with the university's mission and values.

Research impact reporting remained a key area of focus in 2025. Library staff prepared 19 impact reports to support ARC and NHMRC grant applications and provided additional consultation support for academic staff applying for promotion. These services support research excellence by enabling evidence-based articulation of research performance and impact.

The appointment of a new copyright coordinator in May 2025 further strengthened the Library's capacity to provide authoritative advice on copyright, licensing and the responsible use of AI in relation to copyrighted material. Through this role, the Library supported the university to navigate regulatory and ethical considerations with clarity and confidence.

Access to knowledge for the common good

The Library advances access to knowledge as a public good by extending the reach of ACU's collections beyond the classroom, supporting student learning, research and community engagement. Through digital platforms, curated collections and active partnerships, the Library enables knowledge to be discovered, used and shared in ways that align with ACU's mission and contribute to educational, scholarly and cultural life.

Extending access through digital collections

In 2025, the Library expanded and curated digital collections that support learning, research and public engagement beyond traditional academic audiences. The appointment of a curated collections librarian in May 2025 reflects the Library's commitment to extending the scope, visibility and impact of its distinctive collections for use nationally and internationally.

The implementation of Quartex as the Library's digital collections platform enabled the discovery and presentation of unique content that had previously been accessible only through physical collections. Three digital collections were launched in June 2025, each reflecting ACU's commitment to education, scholarship and Catholic tradition.



Libraries are a cultural and social space.

— Exploring the Future of ACU Library



Mission boxes

View the [Mission Boxes collection](#).

Mission Boxes, sometimes known as mite, giving or charity boxes, were used in the 1800s to raise funds for overseas missionaries. Drawn from the Nolan Children's Literature Collection at the Melbourne Campus, this digital collection offers insight into the design, creativity and educational purpose of these artefacts, supporting historical research and public understanding of missionary traditions.

Julian Tenison Woods

View the [Julian Tenison Woods collection](#).

As a co-founder of the Sisters of Saint Joseph – *for the Catholic education of children from poor families* – alongside Mary MacKillop, Julian Tenison Woods is key figure in Catholic education in Australia. It is likely his interest in Australian geology, palaeontology, and zoology is less well known. The items in this collection are a small sample of his prodigious work in this area, highlighting his meticulous drawing and accounts of geological formation.

The Children's Newspaper

View the [Children's Newspaper collection](#).

The Children's Newspaper provides a unique insight into the early twentieth-century British Empire from the perspective of a child. The collection includes selected issues published between 1923 and 1932. The accompanying [Brought to Life digital exhibition](#) uses AI-enabled techniques to animate selected content and stories, supporting engagement with historical material in new and accessible ways.





Activating collections through scholarship and community engagement

The Library actively supported the use of its collections through events, partnerships and scholarly engagement that connected students, researchers and communities with ACU's distinctive special collections.

In 2025, the Melbourne Campus Library hosted an artist talk by Rachel Anne Buch, the 2024 [ACU Historical Children's Fellowship](#) recipient, who discussed her creative practice and research using the [Nolan Historical Children's Literature Collection](#). The event was attended by Faculty of Education and Arts staff, members of the Nolan family, and Emeritus Professor Margot Hillel OAM, demonstrating the role of library collections in fostering scholarly dialogue and community connection.

The Library also contributed to cultural engagement and literacy through participation in First Nations activities and events. These included hosting a NAIDOC Week Photography Exhibition and opening event at the Brisbane Campus Library, delivered in partnership with the First Peoples Directorate and external education partners. Indigenous Literacy Day was also hosted at the Brisbane Library, featuring story time with primary school students. Education and psychology students supported the event by reading with children and facilitating activities, with more than seventy children from two local primary schools attending.

Through connection and collaboration with the National School of Arts and Humanities, Associate Professor Benjamin Mountford and the University of Adelaide, the Library supported a student internship focused on the Historical Children's Book Collections. The internship linked ACU expertise and collections with Associate Professor Mountford's Australian rail history research, funded through a \$461,067 University of Adelaide-led grant, and involved examining and describing children's railway stories to strengthen discovery and future research use of the collection.

Building on these research connections, the Library welcomed Professor Simon Potter from the University of Bristol to consult the Historical Children's Literature Collection, with a particular focus on stories of ships. During the visit, Professor Potter photographed selected missionary titles relating to China to share with colleagues undertaking China-focused research at the University of Bristol, strengthening links between ACU's collections and international research networks. Professor Potter plans to return in 2026 to continue this work.

Community access and contribution to the common good

Alongside digital access and scholarly engagement, the Library contributes to the common good by supporting learning in non-traditional and restricted environments. In 2025, ACU Library liaised with the education supervisor at Hopkins Correctional Centre to facilitate the donation of deselected print resources from the Ballarat and Melbourne campuses. The donated materials expanded access to educational reading resources, with a formal agreement established to manage collection and recycling of unsuitable items.





Study in a place that feels like home.

Spaces that enable belonging and success

The Library supports student success and belonging by providing inclusive, responsive and purpose-designed spaces that enable learning, connection and wellbeing. In 2025, the Library focused on aligning its service model, physical and digital environments, and programs to ensure that library spaces support students at key moments of transition and throughout their learning journey.

During 2025, the Library Service Model was reviewed and a new model developed, guided by a focus on creating spaces that enable belonging and student success. The revised service approach was implemented throughout the year.

As part of this shift, bulky information desks were removed and replaced with fit-for-purpose consultation zones. This supported a move away from a static enquiry model towards a more responsive, roving service approach. All Library staff took regular walk-throughs to increase visibility and provide timely support at students' point of need, contributing to safe, welcoming and supportive library environments. Enhancements to the online room booking process simplified access to study spaces.

In 2025, the Library delivered the Online Presence Project to assess the effectiveness of its digital environment. The review examined how effectively the Library reached students and staff online, and where targeted improvements would deliver the greatest impact. Recommended improvements include restyling the library homepage to make it more visually appealing and to highlight unique aspects of the library, upgrading library signage in campus libraries and incorporating library communications into existing ACU media channels. This will be done in 2026.

At Blacktown, the Library opened new student study spaces designed in partnership with Properties and Facilities. The spaces reflect student preferences identified through feedback and usage data, and includes a dedicated quiet zone, booth-style seating, powered study tables, and four additional bookable study rooms equipped with large-screen PCs.

Spaces and services for wellbeing and inclusion

The Library prioritised inclusive and welcoming environments that support student wellbeing and belonging, particularly during periods of transition and peak academic demand.

At Brisbane, a kitchenette and hot and cold drink vending machine were installed. Low sensory rooms were launched at the North Sydney and Brisbane libraries to support neurodivergent students and others who benefit from reduced sensory stimulation. To support wellbeing during peak study periods, study snacks were provided across all campus libraries during exam study week and exams, and several campus libraries partnered with Campus Ministry to deliver Random Acts of Kindness initiatives.

The Library also supported student transition through orientation and connection activities delivered within library spaces. These included Getting Started Day and Connect2Uni morning teas for commencing students, orientation activities for non-recent school leavers, and a trial of New Student Transition sessions for first-year international students and students identified as at risk.

Throughout the year, the Library partnered with teams across the university to deliver community-focused events that activated library spaces and strengthened connections. National Simultaneous Storytime was delivered in collaboration with the Equity and Inclusion teams, with 230 local primary school students participating alongside Faculty of Education and Arts students. At Canberra, the Library hosted a School of Education read-aloud event attended by preschoolers, teachers and parents, with first-year education students using library spaces and resources to facilitate the activity. Australia's Biggest Morning Tea was also hosted at the Brisbane Library to support community wellbeing and charitable giving.

Responding to changing patterns of student use

During 2025, more than 30,500 resources were deselected from the Library collection, enabling spaces to be reconfigured to better support individual and group study. Usage patterns across campus libraries indicate that students value increased access to a range of study environments that support both quiet study and collaborative learning.

Contribution to ACU's mission and public life

Library spaces also supported the expression of ACU's mission through participation in Mission Week activities. These included Mission Week stalls, reflective spaces within libraries, a morning tea for the feast day of St Mary MacKillop, and a pilgrimage walk at the Brisbane Library. A highlight of Mission Week at the Melbourne Campus was *Priest, scholar, musician: Unlocking the Percy Jones Collection*, attended by staff from the Faculty of Education and Arts, IRCI and the Melbourne Diocesan Centre. The Diocesan newsletter included an article on the event.



Our people and professional capacity

ACU Library's capacity to deliver high-quality, responsive services is underpinned by a capable and connected workforce operating across multiple campuses and service modes. In 2025, the Library comprised 64 staff delivering physical and digital services and resources to seven Australian campuses, alongside the provision of digital services and resources to student and staff studying at the Rome Campus and via ACU Online.

Library staff engaged with students and staff across all faculties and directorates, facilitating access to resources through Primo, Leganto and the Library website, and developing programs and learning resources that support learning, teaching and research across the university. This work requires not only strong professional expertise, but the ability to collaborate effectively across teams, campuses and institutional priorities.

Sustained investment in people remains central to strengthening the Library's institutional foundations. By supporting staff capability, connection and leadership at all levels, the Library ensures it can respond to evolving student and staff needs, deliver services at scale, and contribute meaningfully to university objectives now and into the future.



Digital scholarship expertise is likely to require new roles and the acquisition of new skills by current staff.

— Exploring the Future of ACU Library



Developing capability and leadership in practice

During 2025, the Library focused on developing professional capability through practical, embedded and collaborative approaches that supported both individual growth and collective effectiveness.

The Library was an early adopter of Skilltype, a library-focused professional development online platform that enables staff to identify strengths and development areas within their skillsets. Introduced in March 2025, Skilltype supports a more intentional approach to professional learning by enabling staff to reflect on capability development while assisting managers to understand emerging strengths and gaps across teams. In Australia/NZ Skilltype is hosted by CAVAL. All ACU Library staff accessed the platform during the year with over 950 videos downloaded. Later in 2025, several Australian academic libraries also subscribed to Skilltype creating a community of practice to share learnings.

Capability development was also supported through Library Bites, a weekly 15-minute drop-in learning series open to all library staff. Sessions covered a wide range of topics, including new databases, emerging AI tools and the impact of international events on Australian research. In addition to knowledge sharing, Library Bites provided a supportive environment for staff to build confidence and presentation skills through peer-led learning.

The Library also invested in opportunities for collective reflection and connection. The Big Day In, held in July 2025, brought staff together across three campuses for a day focused on reflecting on the Library's role within the institution and planning for future priorities. A key outcome of the day was strengthening relationships across teams and campuses, supporting a shared sense of purpose and direction.

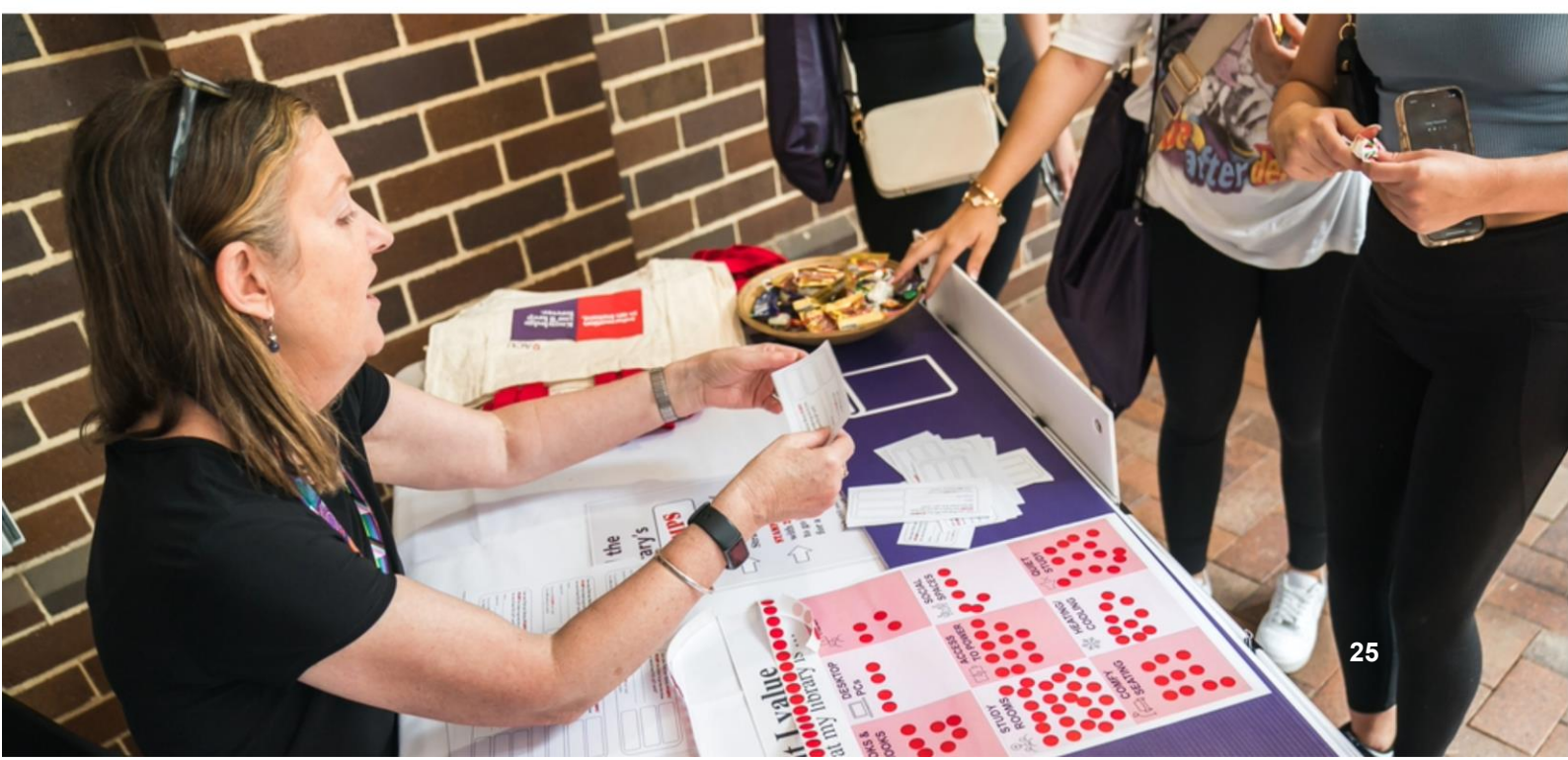
Leadership capability was further supported through continued participation in the CAVAL Mentoring Program, a cross-institutional initiative designed to build capacity for staff at different career stages. In 2025, three Library staff participated with two staff acting as mentors and one as a mentee.

Professional expertise and sector contribution

Library staff contributed professional expertise beyond ACU through leadership roles, collaborative networks and scholarly and professional dissemination, strengthening the Library's standing within the higher education and library sectors.

In 2025, Library staff held leadership and representative roles across a range of national and international professional bodies and communities of practice, including CAUL, CAVAL, ALIA, ANZTLA, IFLA, VALA and QULOC. These roles supported sector wide collaboration, knowledge exchange and the advancement of professional practice, while ensuring ACU Library remained connected to emerging trends and shared challenges across the sector. As part of IFLA's Library Design Committee, in April the library director attended a ten-day study tour of academic, public and special libraries in Hong Kong and mainland China. Learnings about library designs, approaches to student services, technological innovations and automation, promotion and use of special collections, and community activities will inform the library's future model for its campus libraries. This planning work continued with a short project undertaken by Warren and Mahoney architects later in the year which recommended that an overarching vision and spatial model be developed for the library.

Staff also contributed to professional and scholarly discourse reflecting the Library's commitment to professional engagement as an integral part of institutional capability and reputation. Activities included participating on national conference committees and presenting at national conferences as well as authoring and co-authoring publications, such as systematic reviews.





library.acu.edu.au