

# A New Vision for University Libraries: Towards 2015

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**Abstract:**

*At UTS, plans for a new library building to open in 2015 are fuelling a re-imagining of our library. We are moving towards a new sustainable, client focussed and innovative library that will find its physical expression in a new library building, but is envisioned as being situated equally in the physical and digital environments. In this paper, we aim to describe our vision of the future by revealing some of the plans and projects already underway at UTS Library, and also by speculating a bit on our future - and perhaps yours.*

In 2015, the University of Technology Sydney Library will be located on the busy Broadway thoroughfare, within the centre of a redeveloped University city campus. It will serve as a cultural, social and knowledge hub for the University by providing "innovative and pervasive support for learning and research at UTS" (Byrne, 2009). UTS Library staff are currently undertaking various activities to shape this new identity and the integrated physical and digital services we will provide. We are looking for inspiration beyond the traditional models of academic libraries and this paper speculates on what the future could mean for us in 2015.

There are many predicted developments within the University and wider world that will impact on our future library. We must be forward thinking and not plan for what's needed now but imagine our clients of the future. We must design and prepare a new library that is capable of responding to change and providing relevant and useful services to our student and research community for many years beyond 2015. Below are listed some of the major trends in information and education environments and local University developments that will have a major impact on our new library and provide the context for our vision of the future:

- ASRS (Oviatt Library, accessed 14/9/2009): we are in the process of designing an underground Automated Storage and Retrieval System (ASRS) that will be capable of housing one million books and serials. We envisage maintaining roughly 250,000 books on open access in the new library.
- RFID: we intend to implement Radio Frequency IDentification (RFID) Tagging of our entire collection before the majority of it is decanted and loaded into the new robotic underground repository's totes in about 2013.
- Communications technology: we anticipate exponential rates of development for more affordable and robust broadband access, increased reliance on wifi and mobile access, cheaper and more capable online (cloud) storage, and the mature use of cloud computing (Horrigan, accessed 13/9/2009) for creative collaboration.
- Sustainability: will become an increasingly central consideration for institutions and individuals and in 2015 will be an expectation of our purse-holders and clients.
- We have agreed to develop a stronger cultural role for the Library within the University and beyond, building on our existing public lecture and display programs.
- Collection management: our idea of 'collection' has expanded from the library and catalogue-bound holdings we used to count so proudly to a concentric collection model which situates discovery AND access within the entire biblio-biosphere, which are merging through mass digitisation and open discovery. We will move away from an institutional catalogue and set of subscribed databases to "managing our imprint on shared global discovery systems" as envisaged by Mark Dahl (accessed 13/9/2009).
- Web 3.0 (and beyond) will create new ways of interacting online using integrated personalised cloud-based networks blending email, instant messaging (IM), micro-blogging, chat, social news and bookmarking, all of which will be available through providers such as Google (e.g. Wave (Google, accessed 14/9/2009)), MSN, Yahoo and perhaps Facebook. This will change our online "presence" and service offerings and may influence a growing demand for 24/7 operations from academic libraries. With it will

come a greater need for the provision of personalised and customised services (MacManus, accessed 13/9/2009).

- Copyright and privacy protection: challenges will increase as well as a continued need to provide a secure, safe library space for our clients in a more open and visible environment.
- UTSeScholarship: will play an increasingly important role in supporting and managing our University's intellectual capital through its three support arms: UTSiResearch, UTSePress and UTSeData. This means facilitating the creation and exchange of knowledge, and could see a broadening of our dissemination role and an extension beyond mostly text-based content into multi-media content (Lowry, et al, 2009).
- Linked Data and the Semantic Web: the last two trends need to be viewed in the context of broader advances towards something like the semantic web, with more initiatives leading to the connection or linking of richer, deeper data through Open (structured) Data initiatives, such as the current moves by several democratic governments to open up and share their data on the web (MacManus, accessed 13/9/2009).

To further explore the impact of these trends, this paper will examine the major characteristics of our future Library under the following sections (in which there is considerable overlap):

1. A new service delivery model.
2. Personalised and customised service.
3. Integrated physical and digital spaces - "e-with everything".
4. Multi-dimensional sustainability initiatives.
5. Encouraging social interaction, collaboration and networking.
6. Ooooh, that's clever! (Annet, accessed 14/9/2009) or flexibility, innovation, delighting and experimentation.

Underlining all of these characteristics, we want to distinguish our new Library by delighting and surprising our clients, to laugh in the face of convention and to provide an extraordinary service and space - making UTS Library truly a *learning space like no other* (Shepherd, accessed 14/9/2009).

## **A new service delivery model**

Web 2.0 and social media has created an online world of interaction, sharing and community engagement, radically altering behaviours in both the digital and physical worlds (Maness, 2006). This in turn has had a significant influence on the way library services are delivered (Holmberg, et al., 2009). Clients now face an abundance of library help through online and face-to-face channels, routine activities such as circulation are moving to self-service models, and the traditional quiet library has transformed into a vibrant learning commons where the social study spaces and collocation of expertise and information resources reflect online networks in physical space. Regardless of these changes in technology, the challenge for libraries remains: how do we reach our clients and provide them with high quality services? Like many libraries we have recently sought to address this issue, by creating a presence on social media sites Facebook, Twitter and YouTube with the goal of reaching clients in their online communities. By entering these spaces, we create more open communication with our clients and break down the traditional notion of the library as place. This allows us to become a more ubiquitous presence for our

clients and bridge the gap between physical and digital library services (McDonald & Tiffen, 2009).

In the years until 2015, we expect to experiment much more heavily with social media, information and communications technologies, client service and pedagogical imperatives to develop a more integrated, user-centric service delivery model. This will allow clients to engage seamlessly with the Library at their point of need and in ways that are personalised and flexible, regardless of their location in physical or digital space.

Mobile and wireless technologies are revolutionising the way clients interact and communicate with the library, how they search for and access resources, and how they utilise the library as place. Using a mobile device the library client of 2015 will be able to: search the library catalogue, select material based on reviews and ratings by fellow clients, view full text online resources and reserve print materials. Upon visiting the Library building, mobile and RFID technology will: assist clients in locating selected resources on the shelf, instantly provide access to extended information such as reviews and recommended readings on screen, and allow self-check out the item at the shelf. Borrowing from functionality already available in social media, Global Positioning System (GPS) technology will allow clients to identify friends or colleagues already in the library and join a group study session. In addition, mobile devices could be used to: scan QR codes (two-dimensional barcodes), which link to video of the latest library tips or participate in an online information literacy session. All of these services will be transparent and unmediated by library staff, allowing clients to be independent, but will allow them to contact staff if assistance is required using a range of telecommunications (ECAR, 2005).

The technology to enable many of these services is already available and libraries are beginning to produce catalogues and other search tools, information literacy products, reference services and information resources which are mobile-ready. Outside libraries, multimodal forms of input (visual, audio, location and action based) are being used to deliver innovative services which we can borrow from. Text to talk is used in services like Tell Me (accessed 14/9/2009) which allows users to ask a simple question using voice, such as the location of the nearest restaurant, and receive a text answer. Shazam (accessed 14/9/2009) is a service which captures snippets of music using a phone's microphone and then identifies the song; social networking capabilities are added to allow the creation and sharing of playlists. Snaptell (accessed 14/9/2009) works similarly in allowing users to take photos of book, DVD and CD covers and get links to information from sources like IMDb, Google, and Wikipedia (Fox, 2009; Jones, 2009).

By 2015, we expect that the application of these technologies will have advanced much further in exploiting the communication and location capabilities of mobile devices to enable interactive and immersive experiences. Responding to this will require service models which remove library staff from behind the desk, becoming more visible and accessible in both the physical and digital world; roaming the library building, embedded in faculties and present in social media sites. We are looking not just to libraries but to the retail and commercial sectors for our inspiration in planning these new service models.

The Apple Genius Bar offers one exemplar, as do high-end retail concept stores. In these spaces expert assistance is not hidden behind the barrier of a desk, but is highly visible and a seamless part of the spaces occupied by both products and clients. For example, an Apple Store user can commence their request for assistance online with tutorials and forums where help can be provided by both Apple staff and fellow users. The transition from the online to the physical store is relatively simple with store locators and an option to make an appointment. Once in the store, assistance is visible and often proactive in its approach and clients can seek assistance from 'experts' or have the opportunity to learn from peers in a casual atmosphere with open displays, comfortable seating and drop-in workshops.

In libraries there have already been moves in this direction with one-desk or triage style service models (Sontag & Palsson, 2007; Gardner, 2006). These begin to break down the barriers between the client and the library and remove the need for clients to know and seek out the right source of help for themselves. In our library of the future this ability to guide clients smoothly towards the right forms of assistance will be a key component, as our central location within a renewed University hub will demand cooperative and colocated services between the Library and other support services, such as student services, IT help, academic and ESL assistance and student counselling. Both our online and physical spaces must reflect this range of services, with appropriate and personalised assistance always available. Aspects of personalisation will be discussed later in this paper, but in the context of a new service delivery model it is appropriate to briefly mention here the concept of personalised 'portfolios' of staff (both library and other support staff), which will enable easier referrals and self-selection of relevant assistance by clients (Bell, 2009). For example, a researcher could check staff profiles on the library website, locate the person with the most relevant subject expertise, contact them immediately via IM, or 'favourite' them to set up an individual consultation later, which could take place in person or using web-conferencing technologies.

To deliver this 'always on' service delivery model we will need to work smarter. ASRS, RFID and mobile technologies all offer the potential to allow more flexible work patterns and shift the focus from traditional and time-consuming tasks to delivering more client-focussed services (Davies & Roberts, 2009).

Collaboration between libraries in various time zones will allow online reference services to be delivered extended hours, as the AskNow! (National and State Libraries Australasia, accessed 13/9/2009) service and an earlier pilot at UTS Library demonstrate. For face-to-face services collaborations with other support services will allow us to both offer better, more integrated services to clients, and also share resourcing burdens and enable extended opening hours. Zoning of physical spaces will also allow extended opening of parts of the physical building to meet client demands while limiting the costs of operating a physical space. For example study and computing spaces and access to high demand physical resources may be open 24/7, but other services, such as book delivery from the ASRS, may only be available during specified hours. Pointers to this type of integrated, open learning commons already exist in Warwick University's Learning Grid where a range of support services are available 24/7 (accessed 14/9/2009).

## Personalised and customised spaces

Libraries have long been aware of the benefits of personalising the library experience to better meet the needs of clients through services such as MyLibrary, study guides and subject resources (Cohen, 2000). Personalisation or the 'personal web' has been described in the 2009 Horizon Report as one of the key trends to effect learning-focussed organisations over the next three to five years (Johnson, Levine & Smith, 2009). Indeed personalisation is emerging as a top trend for 2009 (MacManus, accessed 13/9/2009) and is a significant factor to consider in the ever-present battle against information overload (Micarelli, et. al., 2007). The everyday use of customisable social media tools such as igoogole, Facebook and mobile applications (Apps) have created higher expectations of library services. As Reeb and Gibbons note: "Students arrive at the library Web site with expectations raised by these numerous personalized and customized systems. When they do not find resources that appear to be tailored specifically for their information needs, they move on to other information resources" (2004, p.126). It is no longer acceptable to have a one-size-fits-all attitude to library clients. We aim to personalise the service we provide from the inside out by introducing our personalities and expertise through open profiles and professional personas, flexible and responsive physical spaces within the library and personalised online teaching, learning and research support.

By 2015, MyLibrary will better meet client expectations of personalisation, by offering a central point to login and: check borrowing history and renew loans, save searches as RSS feeds, select search result options, top databases, access a shared collaborative space, update status and share resources on Facebook and Twitter, add gadgets such as 'Fave' librarian, Top iTunesU (Apple, accessed 14/9/2009) resources and top resources for your subject (as tagged by clients). It would be possible to provide each client with an already personalised MyLibrary based on administrative information. This would allow students, researchers, academics and support staff to login and further customise the space to better meet their teaching learning and research needs (Johnson, Levine & Smith, 2009).

This personal online portal exists with the assumption that library staff will be a part of this process. By allowing themselves to be more open about their personas, librarians can be 'favourited' by clients and provide more personal service in the physical and digital realms. Another assumption is that the OPAC will have developed with mobile and social media capabilities allowing content to be tagged while browsing online or while at the shelf via a mobile device (SOPAC, accessed 12/09/2009).

While Web 2.0 has enabled customisation to occur online, the physical library is still largely governed by the efficient uniformity imposed since the 1960s. Social study spaces such as information/learning commons are one way to allow customisation of the physical space by providing more open and flexible study areas. This concept must be extended to take account of the vastly different needs of all faculties and the needs of clients for both private and communal spaces, with dedicated spaces aimed at providing the facilities and expertise needed by specific subject areas (Gayton, 2009). There are already trends in academic libraries toward subject-based digital centres, which aim to provide a flexible, customised space meeting the needs of all client groups. These digital centers bring together technologies, physical and online

resources, and expertise from the library and beyond in flexible spaces suitable for teaching, presenting, experimenting and collaborating. For example, the Center for Educational Resources, at John Hopkins University, which through innovation in spatial and service design "aligns with the university library's evolving role away from print-based repositories to electronic collaborations that enable application of digital collections and networked services to new approaches in instructional and scholarly communication" (accessed 12/09/2009).

Customisation can also take place by allowing physical and digital resources to be tagged by clients to create more intuitive resource discovery and access. Social media is well known for allowing users to tag online content such as text, video, images, and bookmarks. This allows users to create a personalised metadata system that is shared with others to create folksonomies (Guy & Tonkin, 2006). While not replacing traditional classification systems, folksonomies make it easier for clients to find resources, by allowing them to search and browse using everyday language. If the online world of information can be navigated more easily through this personalised classification system, why is the physical world not developing in the same direction? If we allow the physical space of the library to more closely mirror the virtual space, we could create a more engaging space with more opportunities for serendipitous discovery (Anderson, et al., 2007). Resource tagging in the library catalogue will enable clients physically browsing the shelves to scan items with their phone to see user-generated tags and comments to determine if the resource is useful. They could then 'share' the resource with their project team, tutorial group etc. in the shared collaborative space or via Facebook or Twitter (Maness, 2006). Going one step further, with augmented reality (AR) (Kirkpatrick, accessed 13/9/2009), a client could hold their camera phone in front of a shelf and the resources with the highest client ratings would be recommended via the AR screen. Libraries could automate responsive collection management practices by using tagging data and RFID.

By 2015, libraries should be providing clients with an integrated physical and digital space that is personal and responsive to needs and expectations. This would enable the development of a more engaging and interactive physical space that more closely mirrors what clients have come to expect online. Through the development of the semantic web there is even greater potential for user-generated tags to be a useful tool for the personalisation of information discovery and access in 2015 and beyond (Specia & Motta, 2007).

## **Spaces that encourage social interaction, collaboration and which facilitate networking ("*community*")**

Our new library will allow for serendipity (Anderson, et al., 2007) in physical and digital spaces to enhance the possibility of "bumping into" someone or something interesting or relevant. These spaces will be developed to facilitate the communal exchange of ideas and become "places to see and be seen". (JISC, accessed 14/9/2009). Cafes and social spaces help to promote collaboration and networking in the library and our recent move into Facebook and Twitter signals our awareness of the need to make our web presence more interactive and social.

In a recent Academic and Research Libraries (ARL) Report on learning and research spaces in libraries, it was noted:

[the] best of these facilities are informed by user-centered studies that tap into the genuine needs of undergraduates and the faculty who teach them. These leading-edge spaces also provide opportunities to showcase student art and projects, hear intriguing lectures from local and visiting personalities, and find ample opportunities for social engagement (Stuart, accessed 12/9/2009).

We believe that our university community will respond in kind to extraordinary spaces and services provided by the new library, so we are aiming at the following characteristics, many of which we are trialling in redeveloped spaces in our current libraries:

- Porous: like the transparency of the Apple Store in Sydney's George Street, we want the activities on the inside to be visible and accessible. The relationship between our staff and clients must be visible in both online and physical space, making them feel part of the university community.
- Engaging (including 24/7): we will design spaces and services that encourage social interaction, community and repeat visits through engagement with public art, regular talks, and live performances.
- Adaptive: our physical and digital spaces must be flexible and adaptive for different purposes with furnishings and spaces capable of easy reconfiguration. Flexible spaces will be intended for: quiet work, communal study, socialising and public access. We also imagine a distributed centre of work for staff and the ability to work from home or elsewhere.
- Productive: our new library will use design features that influence behaviour, inspire learning and promote collaborative processes. A greater amount of our library will be dedicated to client use because two thirds of our resource collection will be stored in our underground ASRS. This means space for interaction, sharing, engaging, collaborating and sustainability initiatives including: interactive learning spaces, multi-media rooms for media editing, gaming and facilities for projection of work in progress or research on large screens or walls.
- Responsive: the new library must be able to respond rapidly to new demands. Advances in technology and altered expectations could increase or change the demands for some of our services and we must be agile enough to respond accordingly.

## **Integration of physical and digital “knowledge bank” / “e-with everything”**

In a recent talk at UTS on ‘Digital Urbanism’, Professor Tom Barker spoke about a conceptual design for the British Library as a ‘bank of culture’. This design concept proposes using the derelict but heritage listed Battersea Power Station as a new site for the British Library (which is running out of space), as a re-imagined ‘Knowledge Bank’. The Knowledge Bank conceives of the library as a space where knowledge and ideas are transferred and shared, borrowing in some senses from traditional banking and commerce, using creativity and knowledge in rich multi-media formats as the currency (Barker, 2009). It transforms the traditional idea of a library as a store of knowledge with clients as passive recipients of information, to a place where

content is created and consumed. At UTS Library, as we increasingly focus on our role in supporting the entire research cycle from data collection to publishing and archiving, the Knowledge Bank is an important concept in supporting research and scholarship.

At UTS, we are highly active in establishing a successful institutional repository and electronic press, UTSiResearch and UTSePress. These initiatives support researchers in publishing their work using open access models that ensure sustainable and universal access to the research output of the University. We have recently extended our role into data curation as the NSW node of The Australian Social Science Data Archive (ASSDA) and a trusted repository of Indigenous language data (ATSIDA). Collectively these research services are known as UTSeScholarship (accessed 14/9/2009) and form a vital part of the Library's core business supporting research. As we look towards the future we expect UTSeScholarship and our role in supporting research to grow and our institutional repository to archive, preserve and make available a diversity of media types and formats.

UTSeScholarship could also expand through the inclusion of curated material to assist in establishing the identity of UTS Library and building the profile of the University. We are considering the creation of a digital collection that would include material on UTS luminaries and the wider UTS community. Drawing on the UTS theme of 'where creativity intersects with technology', this expansion could emulate the Oxford project (Lee & Lindsay, 2009) through inviting community submission of digitised and digital objects. This special collection has the potential to create a tremendous resource for teaching and research and to promote the prestige of both the Library and the University. The Hanover Research Council report into the Academic Library of the Future cites this as an issue of increasing importance for libraries as "the knowledge industry becomes influenced by corporate principles" (2009, p.3).

We will also be broadening the role of UTS eScholarship as a scholarly publisher. We are a partner in the Public Knowledge Project to develop an open monograph publishing system, and by 2015 we will be looking at UTSeScholarship as an open source portal to larger distributed collections; a provider and consumer of content in a global open-access scholarly environment. This model offers obvious advantages to the Library in terms of economies of scale, collaboration and sharing of workload, but, more importantly, it offers advantages to researchers in giving them federated access to huge data banks of research output, and increased dissemination and impact of their own work. David Prosser, SPARC Europe Director, (2007) quotes Tony Hay on the need to "integrate, federate and analyse information from many disparate, distributed, data resources" as a prerequisite for the success of e-Research and e-Science.

By 2015, our scholarly publishing will have expanded considerably to implement a diverse, media-rich, open-access archive and publishing network that functions as part of the global open access network, providing disseminated access to, and preservation of, research outputs in the form of data, pre-prints, post-prints, creative and student works. The average researcher will have multi-modal support from the library at their point of need using IM, SMS, email, social networking and face-to-face

methods to assist with locating information, managing data, publishing in institutional repositories and open access journals.

## Sustainability

We are aware of the increasing expectations for environmental and ethical responsibility from our clients – and ourselves. Real progress towards a sustainable future will be a key element in our reputation building – especially amongst our current and future students, a cohort who consistently indicate climate change, sustainability and a broader social agenda as issues important to them. This means creating a building from sustainable materials whose operation will have minimal impact on the environment. We are already looking at sustainability initiatives, such as: rain water collection and sewer mining, re-using building waste (or even some of our weeded books) as materials for flooring and furniture and green courtyards and rooftop gardens to circulate clean air, such as the SYNTHe prototype in Los Angeles (Inhabitat, accessed 14/9/2009).

However being a green library means more than using 'green' building design. We will need to model and influence 'greener' behaviour through greener resource procurement, new work-practices, facilitates to encourage alternate forms of transport, healthy living initiatives and modelling of green and cooperative behaviours. This could include: facilitating a university freecycle.org website and swap days; organising monthly organic markets outside the Library or encouraging staff to use public transport, car-pooling and alternate forms of transport. Green businesses, such as Digital Eskimo and the Melbourne City Council, provide ideas and inspiration, and we agree with the assessment of Dave Gravina of Digital Eskimo, who explains that it is the actions we inspire, rather than operational initiatives, that will have the biggest influence on our ecological footprint. (Gravina, accessed 14/9/2009).

To prepare for a new green building and green work practices we are working with the University's Institute for Sustainable Futures to complete a carbon footprint audit of our operations. This will provide a baseline which will allow us to measure our progress. We aim to visibly display our progress towards the reduction of our carbon footprint thus modelling green behaviour in every way. Several sites around the world that are already moving in this direction include: Nuages Vert (accessed, 14/9/2009) in Helsinki, In-the-Air Madrid (accessed 14/9/2009) and the solar powered GreenPix (accessed 14/9/2009), a sustainable digital media wall in Beijing.

## Experimentation and fun

In our attempt to create *a learning space like no other*, we have been inspired by Paul Annett of Clearleft (accessed 13/9/2009) from SXSW Interactive 2009 (Annett, accessed 13/9/2009). We must ensure our new library will be flexible, adaptable and capable of both surprising and delighting our clients with extraordinary features in the way Paul Annett describes:

*Find inspiration for innovation. See technological quirks as opportunities. Try something previously unheard of with your site design. Laugh in the face of*

*convention... Get away with it. And if it doesn't work, try something else instead (Annett, accessed 13/9/2009).*

We see the new library as a significant cultural hub within the University. In addition to the learning, research and social spaces and services described above, we see the library as a showcase to express the diversity of the University's creative and research output. Art from the University's collection should be featured prominently, and we will allow for spaces that may be used for special exhibitions, performances and events. As Crit Stuart explains: "These properties showcase the intellectual outpouring of the university and celebrate the creative mind. Many of these spaces serve other purposes and "transform" into their special properties as needed" (Stuart, 2009 p.14).

In 2015, our new Library will be a vital part of a new creative digital ecosystem. This ecosystem will serve the entire University community and is dependent on both a mobile platform (such as iPhone/iPod Touch) and an online portal (such as iTunes) that encourages a more interactive community for both staff and students. Through this portal users could contribute content and access relevant information for studies, research and life: anywhere, anytime. Real-time and social communication would be facilitated and there would be closer integration between online and physical campus features and services. Increased engagement with each other and the University would also be effectively encouraged through this living online ecosystem for play and learning (Williams, 2009).

A range of features will be provided such as:

- a single point of entry for university information and services on the mobile device;
- a choice of single purpose tools or applications;
- a home for online lectures and seminars; and
- a social network that encourages sharing, collaboration and friendship.

Rather than enforce a "push" model, we hope to develop a system featuring customisation, improved usability and responsive delivery of quality content. For example, Oklahoma Christian University (OC) (inTouch, accessed 14/9/2009) in the USA provides Mac laptops and an iPhone/iPod Touch to each student. Their application is called 'OC inTouch' and is free to download from the iTunes Store. Features include: campus news and information; a student newspaper; course information, student grades, announcements, class rosters, media; student information (including a mailbox), entertainment options on campus, campus directory, an opinions feature, and other campus applications optimised for iPhone/iPod (such as attendance, polls, flashcards). Our application will encourage social networking and not just serve as an interactive notice-board. Our student population is much larger than OC's, so it has potential (with some incentives) to become more vibrant and self-sustaining in terms of user-generated content. Other features could include: a video channel, university news, sports/club news, media sharing, and university-specific social network portals for Facebook and Twitter. The Library must play an integral role in this new digital ecosystem, along with other service providers within the University community.

## Conclusion

Reaching our vision of an inclusive, responsive and ubiquitous library that serves the needs of our clients will be an exciting challenge for both Library staff and clients. Stakeholder engagement will form a vital component in planning our new Library. Studies show that engaging users in the design process increases what Sommerville and Collins refer to as "the efficacy of th[e] inclusive, learner-centered (re)design approach for library facilities, services, and systems" (Somerville & Collins, 2008, p. 803). In late 2009, our staff are participating in an investigative project in which they are encouraged to search for exemplars of innovative physical and online spatial design and services. Visits have already been undertaken and more are planned to local and overseas sites of interest, in order to compile an online database to inform the design process, including stakeholder consultation. We are not just looking at other new or redeveloped library spaces; we are encouraging our staff to seek inspiration from almost anywhere including museums, new banks, large shopping malls and retail concept stores, green buildings and businesses, experimental learning spaces and book stores. This series of staff investigations will be just one component in an ongoing program of stakeholder engagement. Also included will be regular public forums and presentations from Library staff and experts in design, technology, sustainability and any other relevant areas. Clients will be asked to provide input in creative ways, through an expansion of our existing LibFlicks competition, to encourage "digital storytelling" which will help us understand our clients' needs, and an annual Earth Hour competition which will encourage our clients to have a vital input into how we ensure the environmental sustainability of our Library building, services and processes.

This intensive process of research and exploration mirrors what we hope to achieve in our new building: spaces and services which are inspired by best practice from a wide field of endeavours, but which leap beyond current concepts of technology, information, education and sustainability to be truly revolutionary and experimental.

The new centrally-located library and underground book repository, combined with the technological advances we have mentioned above, gives us the chance to continue a record of innovation at UTS that is already evident in our physical spaces, services and digital presence. We look forward to the opening of the new library in 2015 as another step on our journey, not the final destination. We envision our new library as both a physical building and a digital campus which is user-focused, personalised, flexible, engaging and facilitates collaboration, learning, research and information creation and sharing – truly *a learning space like no other*.

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