UNILINC is 30

The year was 1978, a time in Australia when many were seeking to return to the conservatism and comfort of years passed, while others kept alive hopes of a new future. One such hope gave rise to a wonderful success story in library cooperation – the founding of a library network.

This November will see the 30th anniversary of the formal incorporation of the former CLANN Limited (now known as UNILINC).

The idea for UNILINC came from a desire to harness the then new computer technology with the cooperative spirit so typical of libraries. The Library of Congress had developed the MARC standard for cataloguing in the 1960s making it possible to share cataloguing effort. Libraries were quick to realise the potential for improving service delivery by such sharing. Formalised networks quickly developed most notably OCLC. In Australia, the first move towards a library network had its origins in the investment by the federal government in library resources for the new and rapidly developing colleges of advanced education – an investment not matched by the staff resources necessary to catalogue and process the material. In 1975 the NSW Higher Education Board commissioned Dorothy Peake and Carmel Maguire to undertake research into the cataloguing needs of the colleges resulting in the report 'Investigation of the cataloguing requirements of New South Wales colleges of advanced education' (1976). The report recommended the formation of a library network for the purposes of sharing systems, initially for cataloguing, and thus reducing the rate of rise of per unit library costs and achieving greater resource sharing. It took another two years to canvas the idea amongst the colleges and get their agreement and to obtain funding for a contract with the Australian company Libramatics to begin work on the network MARC database. This time was also needed to research and develop a legal structure capable of sustaining the organisation over the long term.

Each year since 1978 has seen an extension of the original mission as CLANN (now UNILINC) developed and grew despite numerous political and economic vicissitudes. It has withstood the massive changes impacting upon it and its Members from changes in educational policy at both the state and federal level over the thirty years. It has seen Members come and go and its client base grow. The fundamental principal of libraries working together has enabled the company to embrace innovation achieving many firsts in the process. The spirit of cooperation has been supported by sound business principles which have helped ensure its enduring success.

Today UNILINC provides services to over 100 libraries in Australia and worldwide. It has a staff of twenty and is located in the Sydney CBD. Executive Director and CEO, Rona Wade, says "UNILINC exists to serve libraries. Their needs inspire and drive our operations. We hope we continue to provide affordable high quality services for many years to come".

UNILINC's core activities include:

- an integrated library system supporting 50 libraries in Australia and Canada
- support for open source software solutions
- an increasing array of hosted systems
- institutional repositories
- management of electronic resources
- full text linking and portal services
- information literacy
- contract cataloguing and shelf-ready services including vernacular cataloguing (CJK)
- development of software such as the fully interactive Web-ezy Information literacy program
- best practice library management and benchmarking consulting
- training - SFX, Metalib, Verde, Cataloguing, Acquisitions, HTML and Libraries Australia etc.

Information about UNILINC can be found at **http://www.unilinc.edu.au** and **http://www.web-ezy.com**

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Integrated learning across Monash

Librarians and learning advisers have been collaborating on programs aimed at enhancing student learning in the university environment for many years. At Monash University, this collaboration has been the precursor to a fundamental shift in the provision of learning support to students, which became the responsibility of the Library from semester 2, 2007. Under the new model, learning skills advisers are based in branch libraries across the University's six Victorian campuses. The Library defines learning skills as being the core skills and attributes that tertiary students need to learn within an academic environment and disciplinary context. These include skills in the areas of: study, reading and exam preparation; listening and note-taking; oral communication and presentation; analysis, problem-solving and critical thinking, and; academic essay, report and thesis writing.

A focus of the Library model is the integration and embedding of learning skills and information literacy into faculty curricula, building on the Library's information literacy activities over the last several years. To facilitate this, the Library's 17 learning skills advisers are co-located with librarians involved in teaching information literacy with staff working with faculty academic staff to ensure that students develop the suite of skills and understandings they need to succeed in an academic environment and for lifelong learning.

In bringing learning skills and information literacy together as a suite of broad academic skills, Monash University Library is aiming to provide high quality, cost effective services and resources that support students' learning needs and enrich and inspire them to actively participate in the learning process. The Library's recently appointed Learning Skills Manager and Information Literacy Librarian will work closely together to advance the Library's strategic goals for holistic academic skills development in all students.

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