

**FROM FLYING SOLO TO PLAYING AS A TEAM – EVOLUTION OF AN ACADEMIC
LIBRARY SERVICES TEAMS AT THE UNIVERSITY OF SOUTH AUSTRALIA**

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Abstract

Purpose: Explains why and how the University of South Australia library changed its academic outreach model. It discusses the transition from the role of specialist liaison librarian to a team approach to provide support for teaching, learning and research.

Design/methodology/approach: Examines the strategies used to build collaborative relationships with the university community and observes how these relationships have influenced the development of the role of the academic library services teams.

Findings: Concludes that university libraries need to adapt to pedagogic transformations and changes in scholarly communication. Regular and frequent reviews of staffing requirements and the roles of professional librarians are necessary to ensure that the library meets the strategic priorities of the University and responds to the constantly evolving information and resource landscape

Originality/value: Provides strategies for building productive partnerships between the library and the university community and gives examples of collaborative endeavours

Keywords: Change management; Australia; University libraries; organisational change; information services

Article type: Case study

INTRODUCTION

During the early 1970s, there was a significant push to reform tertiary education in Australia. The Whitlam Labor government assumed full funding responsibility for universities and colleges of advanced education, abolished all student fees, and made commitments on universal access to tertiary education for qualified students. University funding was bountiful and most academic libraries had generous budgets. It was during that time that 'subject librarianship' was introduced in Australian academic libraries. The most common position titles were subject librarian, information services librarian, faculty librarian and liaison librarian. Over the ensuing years the trend to appoint subject librarians was strengthened by client demand and the burgeoning range of information resources.

For several decades subject/liaison librarians provided an effective interface between the library and the teaching and research components of the University of South Australia and its antecedent institutions. They had a high level of expertise in catering to the information needs of academics and students in their portfolio. They also had a high degree of autonomy with minimum intervention from Library management. In 2004 the Library embarked on a formal change management process which contested long-established practices. The long established academic outreach model of campus based liaison librarians was replaced by division-based teams of librarians. The University consists of four academic divisions: business, education, arts and social sciences, health sciences and information technology, engineering and the environment. A full description of the University's organisational structure can be found at www.unisa.edu.au/about/divs/default.asp.

The change management process required a refocussing of professional roles, forging of new partnerships and finding new ways of responding to an ever changing context. This paper examines why and how the University of South Australia library changed its academic outreach model. I discuss the transition from the role of specialist liaison librarian to a team approach to provide support for teaching, learning and research. I also describe the collaborative relationships which have influenced the development of the role of the academic library services teams.

FORCES OF CHANGE

In the last 10 years social, economic and technological forces have caused significant and pervasive changes to higher education in Australia.. The shift from elite to mass admission to education, growth of the knowledge-based economy, internationalisation and the growing emphasis on generic and employability attributes have transformed the context for teaching and

learning and impelled universities to re-evaluate traditional curricula, modes of delivery and student learning outcomes. (Williamson 2006, Bundy 2003, West 1998). The University of South Australia has responded to the forces driving change by creating a teaching and learning environment committed to the flexible delivery of student centred learning to a globally distributed population. The University's teaching and learning strategy is predicated on graduating students with distinctive qualities which resonate societal expectations and employer needs. It has embraced the mandate to prepare graduates who have the capacity to contribute to industries competing in the global knowledge economy, to accommodate rapid and ongoing changes in the workplace and to access and use information to enable them to continue learning throughout their careers – that is, to be lifelong learners.

As well as responding to the transformations and challenges confronting higher education, university libraries are grappling with the present and future implications of the vast abundance of digital resources and their role in managing digital asset repositories, learning object repositories, the creation of metadata, the scholarly communication process and, sharing intellectual property (Parnell 2005, Phipps 2005, Wainright 2005). The digital age affords academic librarians many opportunities to augment their role as identifiers, acquirers, organisers, and access providers to knowledge. It also obliges them to re-examine their previously uncontested role of gatekeeper to information, employ ICT to embed information literacy into curriculum and embrace IT solutions for many traditional library services.

In 2000 the University of South Australia launched Blueprint 2005, a five year plan to improve its teaching and learning environment and address predictions of significant increases in the number of international students offshore and the goal of all academic programs having some aspect delivered online. The strategy involved consolidation of the University's physical and academic profile, closure of one of the five metropolitan campuses, the Underdale campus, the construction of five major buildings at other campuses, and the extension and upgrade of others. Blueprint 2005 and the rapidly escalating and omnipresent digital information and communication environment compelled the Library to undergo a formal change management process and review its services, future staffing requirements, and the roles and work practices of professional librarians.

CHALLENGES

The first challenge was closing the Library at the Underdale campus after 28 years of operation and ensuring that the services and resources of the Library were available at each campus with minimum disruption during the move. The closure took two years of extensive planning and robust discussions about deselection and relocation of resources. A detailed description of the implementation of closure and relocation plans is outside the purview of this paper. It entailed the

distribution of the Library's collection at the Underdale campus to three metropolitan campuses. Accommodating this relocation, and building works at two of the campuses, required the dismantling, move and reassembly of 15 kilometres of shelving and shifting almost one million volumes. Another sixty thousand low use resources were moved into a joint storage facility operated by the three South Australian university libraries. Sixty staff in the Library's central services units also had to be relocated to a campus 36 kilometres away from the Underdale campus.

The second challenge was to align the Library's organisational structure and resources with the University's teaching, learning and research environment and restructure roles and work practices of staff in the context of:

- the Library's role in facilitating information literacy
- development of the University's online strategy and increasing provision of information resources in the electronic format
- development of the University's teaching and learning framework, including student centred approaches, graduate qualities and flexible delivery
- accelerated development of offshore programs and increased commitment to internationalisation
- the need to target services within budget

As Higa (2005) notes, having an outdated vision statement is a barrier to any managing change process and recalcitrant staff can use it to undermine the process. To this end, and to ensure that the university community and library staff understood the intended outcome of the managing change process a new statement of strategic intent was crafted:

The University of South Australia Library will be the essential and innovative link between information and students, academics and researchers. It will provide physical and virtual spaces conducive to learning, research, and critical enquiry. The Library will add value to educational and research endeavours by providing a wide range of seamless and focused services, training, and resources to meet the information needs of our diverse clients. It will forge partnerships with academics for involvement in curriculum developments and pedagogies to ensure that students develop information literacy to enable them to function independently and successfully in an information-intensive world

The incubation time for the new structure, from initial discussions about the future role of the library in light of Blueprint to implementation, was 3.25 years. During this time extensive consultation occurred with the university community and with library staff.

LIBRARY STAFF'S REACTION TO THE RESTRUCTURE

The reduction of service points in the Library and the consolidation of activities resulted in deployment of 11.3 positions and a salary saving over half a million Australian dollars.

Understandably, most library staff were anxious about becoming redundant and many were angered by relocation to a campus far from where they lived. Many were unreceptive to library management claims that the existing structure did not adequately respond to the digital environment and was a barrier to:

- communication clarity in policies and decision making
- providing opportunities to ensure that everyone was working at the appropriate level and with a reasonable workload
- succession planning and promotional opportunities

Vicki Williamson's critique of the our profession's response to transformational changes in Australian academic libraries accurately described the mind-set of many of the University of South Australia's library staff at the time of the managing change process:

But the lethal iceberg looming in front of the good ship library is our profession's response to change, our hesitant culture and cautious attitude (Williamson, 2006 p.559)

Numerous workshops, facilitated by psychologists and managing change consultants, were organised to help staff make the transition and *grieve* over their old roles. Library management also tried to involve staff at all levels and from all campuses in the transition process. Focus groups were established to convert the theoretic framework presented in the discussion paper into an operational library services model. These groups explored the dynamics between key components of the structure and proposed working relationships and devised performance indicators to measure their efficacy.

It would dishonest to claim that at the end of the lengthy transition period all library staff were ready to embrace the new structure and work practices. Many still harboured much resistance and resentment. In workshop evaluation feedback, one liaison librarian wrote:

We worked hard to build bonds with academics – but instead of management valuing our contribution they claim that we are afraid of change. Their solution to meet any new situation is reorganising staff, and a wonderful method for creating the illusion of progress while producing confusion, inefficiency, and demoralisation.

REACTION ACADEMICS TO THE RESTRUCTURE

Over the years client surveys consistently rated the quality of service in the Library as high but access to resources and computer facilities as poor. Many senior academics were concerned that compared with other Australian university libraries, the Library's expenditure on research resources was low and expenditure on staffing was high. Organisational change provided the Library the opportunity to redirect salary savings into resource acquisition budgets. However, rather than praising the Library for this decision, many academics responding to the managing change document expressed concern that the restructure would result in a decline in services. They were unconvinced by library management claims that changing work practices, refocusing the roles of professional staff and using more IT solutions would maintain the same high quality services demanded by *all* clients, including those both on and off campus. The majority of academics were highly complimentary of the liaison librarians who supported their information needs and were sceptical about receiving the same level of service from a reduced number of liaison librarians. They were also concerned that the proposed Academic Library Services (ALS) teams would not have the same level of specialised knowledge and skills as liaison librarians dedicated to a specific subject area. Some of the most vocal academics had relied on liaison librarians as if they were their personal research assistants. They depended on liaison librarians to do their literature searches because their own knowledge of electronic information products in their area of specialisation and skills in using them were limited (Clayton 2000). Some of them regarded their liaison librarian as their clerical support expecting them to photocopy journal articles and retrieve resources from shelves. It was evident that the new ALS teams would have to work hard to regain the confidence of some academics and convey to them the level of support they could expect.

NEW BEGINNINGS

History will record 2005 as a watershed year in the chronology of the University of South Australia Library. In 2005 the new staff structure was implemented, substantial refurbishments of all metropolitan campus libraries were completed, including a 2,500 sq metre extension to the Sir Eric Neal Library building at the Mawson Lakes campus, and the new Director was appointed.

The new staff structure is made up of Academic Library Services, Library Administration, and Information Infrastructure consisting of Library Information Technology Services, Information Resource Management and Access and Enquiry Services (see appendix one organisational chart). Prior to the restructure, Library Client Services consisted of campus based teams of liaison librarians, reference librarians, paraprofessional and clerical library staff. In the new structure the client interface is divided into two collaborative areas:

- Academic Library Services – division based teams consisting of a Manager, Library Services and Academic Librarians focusing on the priorities of each of the four academic divisions and the research activities of centres and institutes.
- Access and Enquiry Services, part of Information Infrastructure – campus based teams including professional librarians, who are the initial point of contact for all enquiries and provide lending and reference services and support the activities of the Academic Library Services. The Flexible Information Services (FIS) also comes under this umbrella. Originally a reference and postal service for “distance education” students, FIS is responsible for virtual references for all clients and document delivery. Further details can be found at www.library.unisa.edu.au/fds/.

The Information Infrastructure unit was created in recognition of mass digitisation and the pivotal role of IT in core Library activities. Technical Services was renamed Information Resource Management to better reflect its role in acquiring and providing access to the full range of information resources by way of essential technical services such as acquisitions, cataloguing, and maintenance of information resources including electronic resources. The unit also provides central record keeping of all print materials that are digitised to support the University's teaching and learning programs. All such materials are accessible through the [Library catalogue](#) which is also the University's digitisation register. The unit previously known as Technology and Training became Library IT Services (LITS). The LITS is responsible for troubleshooting databases problems, hardware/software purchase or evaluation, library management system issues, email list updates, Library web issues and Helpdesk enquiries.

The educational role of the academic library is well documented in the literature (Kalin 2001, Peacock 2005, Bundy 2004, Jacobson 2000). In Australia the catalyst for much discussion regarding the academic librarian's role as an educator has been the Ross Report (National Board of Employment, Education and Training 1990). The report predicted close and continuing collaboration between teaching academics and librarians, as well as a commitment to resource

based teaching methodologies that demand information literacy. The former University Librarian, Alan Bundy, is an ardent advocate for strong curricular, pedagogical and information literacy partnerships between academics and librarians. He asserts that 'librarians need to become conversant as early as their preservice education with pedagogical concepts, issues and how people learn ((2001, p.4). His aspiration was to model the role of the academic librarian on that of school teacher librarian. He restructured core responsibilities of liaison librarians to ensure that the ALS teams would have more time for involvement in curriculum planning and development and support of their division's research priorities. They were exempt from the reference/information desk roster and the Manager, Library Services was relieved of responsibilities for the Library's physical environment. The primary responsibility of the newly established ALS teams is to

- work with academics and Learning Advisors to embed the concepts and skills associated with information literacy into the curriculum
- ensure that academic programs and divisional research endeavours are supported by appropriate information resources
- facilitate communication between the library and an academic Division to meet its teaching, learning and research objectives
- deliver training programs to academic staff and researchers to keep them abreast of electronic information products in their area of specialisation.

The transition from autonomous liaison librarian to a member of an ALS team was a steep learning curve for most. Nearly all former liaison librarians were moved to different campuses and assigned to new discipline areas. Their first challenge was to build new relationships with academics and researchers and convince them that the transition from a school based liaison librarian outreach model to the division based team of senior librarians would not result in a decline in library services. To meet this challenge they had to reconceptualise their role and use technological innovations and changes in pedagogy as leverage for creating new opportunities for collaboration. They also had to:

- find out about the teaching, learning and research priorities of their new division
- learn how to use new discipline specific databases and become familiar with the language of new disciplines
- understand the structures and content of academic programs
- consult with researchers to develop services which reflect their priorities and ensure that the Library's collections support their interests

- foster partnerships with academics and Learning Connection staff to develop strategies to integrate concepts and skills associated with information literacy into curricula
- determine the professional development needs of academics and researchers and provide them with training
- develop or identify a range of resources to enable academic staff to embed information literacy into curricula
- ensure that academic programs were supported by appropriate information
- demonstrate to the University community that the ALS teams had more time to devote to activities in support of the priorities of the Division and Research Centres and Institutes because the campus-based Access and Enquiry teams, including the Library's virtual reference service *Ask a Librarian*, would deal with routine enquiries
- survive the storming, norming and performing phases of team building and capitalise on shared expertise

REBUILDING THE TEACHING AND LEARNING RELATIONSHIP

During the last decade, new alliances and cooperative ventures between the library and other parts of the university have been facilitated by the mainstreaming of information literacy and a trend towards e-learning. A colleague from one of the Australian Technology Network University libraries asserts that:

.....to build up effective and professionally dynamic teaching and learning partnerships, it is vital that systemic barriers between academics and librarians are broken down. To do this, libraries and librarians must challenge the power quotient in universities and develop, exploit and foster strategic and diverse teaching and learning alliances (Peacock 2001, p.30).

In reconceptualising their role, the ALS teams had to make a conceptual shift from a library-centred view of information literacy as training to use specific information tools, towards viewing information literacy as a holistic educational outcome based on transferable concepts and skills. They also had to acknowledge that if they were to embed information literacy into curricula they would have to surrender sole ownership of information literacy and recognise that integrating information literacy in the curricula requires the collaborative efforts of academics, learning advisors, professional developers and librarians. A decision was made not to offer any generic information skills training. All information literacy support would be assignment based or discipline specific.

Fostering the teaching and learning relationship was a key result area in the performance plans of all academic librarians. Working within the curriculum was a key performance indicator. By the beginning of 2005, ALS teams identified existing and potential key relationships with stakeholders within each Division and contacted 80% of the academics who in 2004 had included information literacy workshops and online resources into their curriculum. They also worked on forging a robust and productive alliance with learning advisors. The ALS team for the Division of Education, Arts and Social Science in collaboration with the learning advisors developed a strategic approach to supporting academic literacy and information literacy. They produced a leaflet for academics explaining their complementary roles and the intersection of academic literacy and information literacy. The leaflet also outlined principles underpinning service provision for students:

- student preference for advice that is timely, related to assessment and discipline specific
- availability of support in a variety of modes and frequencies
- recognition of a continuum of skills required for different year levels.

By the end of 2005, all ALS teams met their performance targets. The Library's face to face information literacy sessions included lectures, joint presentations with either academics or Learning Advisors, demonstrations of electronic resources, and hands on workshops. The ALS teams delivered 253 sessions, 90.5% of which were in class time, to undergraduate students and 88 sessions, 85% of which were in class time, to postgraduate coursework students. In addition to this, they developed 61 undergraduate and 18 postgraduate coursework online assignment help resources. The aim for 2006 was to decrease the number of face to face sessions and to increase the number of online assignment help resources. As student numbers continue to increase it is not viable to deliver face to face training sessions. Information literacy support also needs to cater to the University's diverse student population which includes on campus students, off campus metropolitan students, off campus rural and remote students and, offshore students enrolled in the University of South Australia programs. Increasingly, the ALS teams are using ICT to facilitate embedment of information literacy into curriculum. Priority for face to face information literacy support is given to courses with:

- large students numbers, in particular core courses
- significant cohorts of students articulating from vocational education colleges and off shore partner institutions
- large numbers of international students.

Examples of ALS teams working with academics and Learning Advisors include:

- Online videos - in collaboration with staff from the Flexible Learning Centre, the ALS team for the Division of Business created two online videos which show students how to search some of the core Business databases; Business Source Complete and Science Direct. The project resulted from a service level agreement between the Flexible Learning Centre and the International Graduate School of Business to develop resources to support over 500 offshore Doctor of Business Administration (DBA) students. The videos are available from the DBA student portal and the Library home page under Information skills>Online training
- Transnational programs – an academic librarian from the ALS team for the Division of Health Science went to the Sepang Institute of Technology (SIT) International College in Malaysia, where the University of South Australia School of Pharmacy and Medical Sciences has a twinning arrangement involving the Bachelor of Pharmacy, Bachelor of Food Science and Nutrition and, Bachelor of Medical and Pharmaceutical Biotechnology. Information literacy sessions were run with 140 students – 80 first year students and 60 second year students. The academic librarian also assessed SIT Library resources and liaised with staff, particularly those delivering the first year Communication in Health/Communication in Biosciences courses
- Teaching and learning research grants - an academic librarian, profession development lecturer and two academics from the School of Nursing and Midwifery were awarded a Teaching and Learning Grant to assess students' information literacy
- Academic integrity - the ALS team for the Division of Division of Information Technology, Engineering and the Environment collaborated with Learning Advisors in two writers' circles for postgraduate students undertaking the course Engineering Research Practice. The course is run twice a year and over 80 students, mainly international, enrol in it. In each study period the ALS team delivered six training sessions on information search methods. These were followed by sessions on referencing and plagiarism conducted by Learning Advisors.
- Online journal – The Manager of the ALS team for the Division of Division of Education, Arts and Social Sciences was invited to join the editorial committee of the University's second open access online journal, Teaching and Learning in (Higher) Education for Sessional Staff – TALES

Cross disciplinary partnerships were built on shared understandings of how collective expertise can enhance student learning and research. Collaboration was forged by then mutual appreciation of how complementary or interdependent activities impact the partnership.

BUILDING THE RESEARCH RELATIONSHIP

Prior to 2005 the Library's reputation for supporting researchers was mediocre. Some liaison librarians had cultivated excellent relationships with individual researchers and the Library's Strategies for successful research (SSR) program was reasonably well attended. However, overall support for research was not strategic. There was an imbalance between time devoted to teaching and learning issues, and that devoted to activities supporting research. Many senior academics were dissatisfied by the fact that the Library's expenditure on research resources was low and expenditure on staffing was high. Collection development was underpinned by the tenet 'just in time rather than the just in case'. Instead of developing an extensive research collection, the Library relied heavily on inter-library loans to support research.

In the last 18 months researchers' perception of the library has been transformed for the better.

This transformation can be attributed to:

- the appointment of a new University Librarian committed to significantly improving access to scholarly resources
- the University's focus to enhance its research profile, build research capacity and strengthen the teaching research nexus.
- the Research Quality Framework (RQF), an Australian government initiative to assess the quality and impact of research undertaken at publicly-funded Australian research institutions.

Increased expenditure on acquisitions

A key strategy in the Library's 2005 action plan was to align Library services and information infrastructure to reflect the University's research and research training objectives. Put simply much greater emphasis was placed on acquiring information resources to support researchers. A performance indicator for each of the ALS teams was to meet with Deans of Research and Directors of research institutes and centres a minimum of four times a year to discuss new research directions and access to scholarly information resources.

The ALS teams used various strategies to involve academics in the review of journal subscriptions. One strategy was to deliver Subscription Roadshows to key research stakeholders

and seek their advice on journals and databases required to support research needs of the Division. The roadshows also provided the ALS teams an opportunity to highlight how journals and databases are managed. This consultation and the analysis of current journal subscriptions against ISI Journal Citation rankings to ascertain the *quality* of the journal collection resulted in new journal titles and a budget bid for funds to subscribe to Science Direct's Freedom Collection. As a result of a more strategic approach to acquiring scholarly information resources the expenditure on them was increased by 33.8%.

Research education

A major priority for the University is to increase research degree enrolments and completions, research income and research publications. All Higher Degree by Research (HDR) students are encouraged to participate in a structured program, Research Education Support Activities (RESA), which is an initiative of the Graduate Studies Office, Flexible Learning Centre and the Library. The program is designed to support students throughout their doctoral candidature:

- commencing students - comprehensive orientation information and of workshops on the development of the research proposal.
- continuing students - workshops on methodology, ethics, and research design.
- completing students - workshops on editing, life after the research degree, writing for publication, managing stress and finding quality journals to publish in.

As well as contributing to the RESA program, the ALS teams run the *Strategies for successful research* (SSR) workshops designed to assist University staff develop or update the information skills necessary to undertake research. At the beginning of 2005, the newly appointed ALS teams revised the program to better complement programs provided by Learning Connection and Research Services as well as the research training activities provided within Divisions, the Institutes and in schools and research centres. The ALS teams consulted Deans of Research, Higher Degree by Research supervisors and Heads of School to ensure the program content was relevant. The hard work paid dividends and the workshops proved to be very popular. Five hundred and fifty-seven participants attended 65 Division specific SSR workshops. This was a 317% increase on 2004 attendance. In addition to these workshops, the ALS teams ran 80 generic SSR workshops for 643 participants, 78.5% of whom attended EndNote training. Academics and HDR students who attended an SSR or RESA (library) workshops were sent courtesy emails enquiring whether they still had unanswered or further questions on the workshop content. If the workshop did not meet their needs they were invited to book a one to one consultation.

The Library also contributes to research education at the national level. The Libraries of the Australian Technology Network are jointly developing *InfoScholar: information literacy for e-research* an online resource that guides postgraduate students (and also staff) in their development of the advanced information literacy skills. It will be one of the modules that make up the online content of e-Grad School (Australia).

Research Quality Framework (RQF)

The RQF is a research evaluation model similar to the UK Research Assessment Exercise and the New Zealand Performance-Based Research Fund. In 2008 the RQF audit will use metrics to inform the peer review process. One form of metric will be bibliometrics. Bibliometrics is a way of analysing patterns of publication using quantitative measurements and statistics within a particular discipline. It may be used to examine the work of a single researcher, or to compare the work of several researchers or the work of a group of institutions. Assessment of research under the RQF will inform future public funding. The Library has a prominent role in supporting researchers in their preparation from the RQF audit. The Director is a member of the university-wide RQF Action Group. This Group is responsible for developing and communicating institutional strategies to enhance the performance of the institution in the 2008 and 2014 RQF exercises. It provides the context for Library support.

The ALS teams have run numerous workshops and developed online resources to address frequently asked questions including:

- How many times have my publications been cited?
- How can I track when each of my papers is cited?
- How do I find out if a journal has an impact factor?
- How do I find out the relative ranking of my journal within a particular field?
- Is the journal in which I am publishing a quality journal?
- What do I do if my paper is not in a journal with an impact factor?
- How do I find out who else is researching in my area and where they are publishing?
- How do I find out who are the leading researchers in my field?

As a precursor to the Research Quality Framework assessment the Library provided 314 researchers with citation counts for all their publications spanning the whole of their career, from when they started publishing to 2006. This was a mammoth exercise and encompassed an analysis of 22,950 references. It involved all professional staff, not just academic librarians and as such all staff involved in this project were required to complete a proficiency test in using Web of Science. The project took over 1,670 hours of staff time.

The Library is a partner in the national ARROW (Australian Research Repositories Online to the World) project. The research repository will make research housed in ARROW@UniSA more visible to the world at large, and will help to increase the University's research profile and impact.

Benefits for researchers include:

- research is stored safely and can be shared easily with colleagues
- search engines such as Google Scholar can find full records of publication

While some qualitative researchers are wary of the use of quantitative metrics, particularly citation analysis and journal impact factor, the RQF exercise has bolstered the library-researcher relationship.

CONCLUSION

In 2006 changes to the structure and operations of the Library recommended by the 2004 Managing Change were reviewed.

The 2004 managing change process only partially addressed:

- The constantly evolving information and resource landscape
- Succession planning
- Reconfiguration of the budget

The 2004 process also did not fully anticipate:

- The increase in the University's focus on building its research capacity
- staff dissatisfaction with aspects of the structure
- expansion of automation of many of the Library's transaction based activities
- The Library's role in managing the University's research repository, copyright and digitisation of all course readers.

Consequently the Library is once again in a managing change mode.

However, it was good news for the ALS teams. The review deemed the adoption of a division-based team approach to academic liaison a success and recommended the strengthening of each

team by the addition of an extra librarian. The ALS teams had forged productive teaching and learning relationships with teaching academics and Learning Connection by recognising that:

Involvement traditionally defined by the boundaries of professional expertise needs to be reconceptualised around multi-skilled teams with the common purpose of engineering opportunities for student learning. This approach entails professional coalitions, rather than the marking of territories, with common goals and a common vocabulary for both learners and the facilitators of learning (George 2000 p.181).

They ensured that the Library had a voice on all relevant teaching and learning committees

The ALS teams also rejuvenated and reinforced the research relationship by applying the Iannuzzi (1998) three-point plan for fostering strategic partnerships:

- Keep informed – ensured they were aware of new directions and priorities in research and research education within the University and that they had an understanding of the implications of federal government policies and initiatives
- Meet the key people – set up regular meetings with research leaders and ensured that the Library was represented at relevant forums
- Get involved – demonstrated to the research community how Library resources and services can contribute to the success of various research initiatives

The University of South Australia Library has recognised that it is imperative to adapt to pedagogic transformations and changes in scholarly communication. It is re-inventing itself as a place of learning and social connection, a “hub” where information, ICT, learners and scholars come together. The Library is neither a dinosaur nor phoenix; it is a chameleon. It is an organisation that easily and frequently changes to meet the strategic priorities of the University and responds to the constantly evolving information and resource landscape.

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APPENDIX ONE

Organisational chart 2005 -2006

