

# “The Roaring 2020s’ Information Professionals”

Robert McEntyre  
Director  
Robert McEntyre & Associates Pty Limited  
Sydney Australia

Presented at  
The Australian and New Zealand Law Librarians’ Conference  
Melbourne Australia  
September/October 2010



## Abstract

2020 has arrived.

A century earlier, the social upheaval known as the Roaring 20s began in North America and quickly spread to Europe. The spirit of the Roaring 20s was marked by a feeling of discontinuity and a break with tradition. Everything seemed feasible through the modern technology of the time.

The corporate and government sectors in Australia and New Zealand were reshaped by the 2008-2010 Global Financial Crisis. Information services in these sectors were transformed as a result of:

- ◆ Ongoing globalisation and 24/7 operations
- ◆ Organisations’ requirements including cost management
- ◆ Changes in information industry vendors’ products and service delivery models
- ◆ Changes to education and training in information management
- ◆ The availability of information professionals with the required and relevant capabilities
- ◆ The availability of diverse information and communication technologies and tools including social networking.

Information service delivery models in the corporate and government sectors have encompassed library service closures, physical and virtual information services, value centres, presumptive services, in-sourcing, embedded/co-located with clients, shared services, outsourcing, and client/product segmentation.

Information services and professionals in the 2020s’ corporate and government sectors are now very different. Law librarians no longer exist.

This paper presents 2020s’ perspectives on:

1. The corporate and government sectors’ research and information needs
2. The characteristics and generations of information users in these sectors
3. Research and information service delivery models
4. Legal information professionals working in and/or for these sectors: their capabilities, education, training, location and availability.

## 1. Introduction

Major world events such as the global financial crisis (GFC) have political, economic and social impacts. Ninety years ago in the post First World War era, the Roaring 20s was a period of social upheaval that began in North America and quickly spread to Europe. It was marked by a feeling of discontinuity and a break with tradition.

The recent GFC has affected industries and sectors in different ways and to varying levels. Doing business differently, including new business models and a strong focus on productivity and efficiency gains, are now on organizations' priority lists.

This year, IBM published a Global CEO study titled "*Capitalising on Complexity*"<sup>1</sup>. The survey was conducted across 60 countries and 33 industries with organisations of various sizes. Fewer than half of the CEOs believe their enterprises are adequately prepared to handle a highly volatile, increasingly complex business environment.

CEOs are confronted with massive shifts that include:

- ◆ Accelerated industry transformation
- ◆ New government regulations
- ◆ Changes in global economic power centres
- ◆ Growing volumes of data, and
- ◆ Rapidly evolving customer preferences.

A major survey finding was that these shifts can be overcome by instilling *creativity* throughout an organization. Other key findings included *reinventing customer relationships* by developing new channels to improve customer experiences, and *building operating dexterity* by simplifying operations to shed unnecessary complexity. *Global thinking* and *sustainability* were also identified as very important focus areas.

More than 60 percent of CEOs believe *industry transformation* is the top factor contributing to uncertainty, and the findings indicated a need to discover innovative ways of managing the organization's structure, finances, people and strategy. Seventy-nine percent (79%) of CEOs anticipate greater complexity ahead and more than half of them doubt their ability to manage it.

Over 3,600 students, both undergraduates and postgraduates, in more than 40 countries were asked the same questions as the CEOs in this study. The students interestingly shared the CEOs' views for the most part and agreed on specific courses of action.

The next decade presents an opportunity for information professionals to provide innovative and customised strategic information and knowledge services to organisations which will be operating in complex, flexible and creative environments.

---

<sup>1</sup> Source: [www.ibm.com](http://www.ibm.com)

## 2. The Australian and New Zealand Populations

Australia and New Zealand have a combined population of 26.9 million (Australia with 22.5 million and New Zealand with 4.4 million) which represents 0.3 per cent of the world's population. Conversely, 99.7 per cent of the world's population live outside both Australia and New Zealand.

The population age profiles for Australia and New Zealand are presented in Table 1.

**Table 1: Age Profiles of the Australian and New Zealand Populations**

| Age Range   | Australia <sup>2</sup> | New Zealand <sup>3</sup> |
|-------------|------------------------|--------------------------|
| Under 15    | 19%                    | 21%                      |
| 15-64       | 67%                    | 66%                      |
| 65 and over | 14%                    | 13%                      |

In several years time the millennial generation or "Generation Y"<sup>4</sup> (Gen Y) will make up half of the workforce worldwide. Those that are Gen Y today are between the ages of 15 and 28.

Employment rates in Australia for people 55 - 64 have risen to 59 per cent whereas in New Zealand it is 72.1 per cent, in Japan 65.5 per cent, Norway 68.7 per cent and in the United States 60.6 per cent<sup>5</sup>.

There are 11.3 million people in the Australian workforce<sup>6</sup> and 2.2 million in the New Zealand workforce<sup>7</sup>.

For those residents that are of workforce age, just over 20 per cent in Australia are Gen Y and in New Zealand<sup>8</sup>, more than 25 per cent are Gen Y.

<sup>2</sup> Source: <http://www.abs.gov.au/Ausstats/abs@.nsf/mf/3201.0>

<sup>3</sup> Source: [http://www.stats.govt.nz/browse\\_for\\_stats/population/estimates\\_and\\_projections/NationalPopulationEstimates\\_HOTJun10qtr.aspx](http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/NationalPopulationEstimates_HOTJun10qtr.aspx)

<sup>4</sup> Born between 1982 and June 1995, now making them between the ages of 15 and 28

<sup>5</sup> Source: Australian Financial Review August 2010

<sup>6</sup> Source: <http://www.abs.gov.au/AUSSTATS/abs@.nsf/mf/6202.0?opendocument#from-banner=LN>

<sup>7</sup> Source: [http://www.stats.govt.nz/browse\\_for\\_stats/work\\_income\\_and\\_spending/employment\\_and\\_unemployment/HouseholdLabourForceSurvey\\_HOTJun10qtr.aspx](http://www.stats.govt.nz/browse_for_stats/work_income_and_spending/employment_and_unemployment/HouseholdLabourForceSurvey_HOTJun10qtr.aspx)

<sup>8</sup> Source: Statistics New Zealand. Household Labour Force Survey Estimated Working age Population: June 2010 quarter. <http://www.stats.govt.nz/Census.aspx>

### 3. Trends with Law Librarians

The American Association of Law Libraries (AALL)<sup>9</sup> was founded in 1906. In 1991 Deborah S. Panella commented that *“the history of law libraries has been well researched”*<sup>10</sup>.

The first known law library in the USA was the Law Library Company of Philadelphia. The first known law school library in the USA was opened in 1817 at Harvard University. Law librarians are much newer.

The first law libraries were managed by lawyers themselves. As libraries' collections grew, *“caretakers”* were hired who were typically lawyers. The first school of library science was opened in 1887 when Melvil Dewey opened the Columbia School of Library Service.

Ms Panella commented that in a 1972 survey of US law firm librarians it was found that half were lawyers and half had degrees in library science. In the early 1990s, law librarian positions were filled by librarians with library science degrees and many other positions filled by lawyers and paraprofessionals. In law school library positions at that time, both law and library science degrees were common.

*“The Law Librarian of the Twentieth and Twenty-First Centuries: A Figuration in Flux”*<sup>11</sup> presents an interesting chronology of US law library and librarian characteristics. This includes:

1. In the 1800s the formation of social law libraries that was one solution to the dearth of legal resources, along with the growth of university and private firm collections.
2. In 1909 three general areas of knowledge that the law librarian should possess were outlined:
  - ◆ The science of law
  - ◆ Library science, and
  - ◆ Legal bibliography.

It was asserted that *“the many different sources from which the law librarians have been drawn have brought into the service of the libraries those whose preliminary training has been so diverse that we cannot say that the law librarians of to-day as an aggregate body have been educated in, or have acquired, special knowledge of any one of the three areas of knowledge”*.

3. Early 20th century contextualisations occurred within two settings: the *law firm library* and the *academic law library*. Each provided a different point from which the law librarian would begin exploration of the legal landscape, and each valued slightly different skills for the explorer.

For small libraries, collection development and collection maintenance were important and the managerial part of the law librarian's duties was emphasized.

<sup>9</sup> Source: <http://www.aallnet.org/about/>

<sup>10</sup> Source: *Basics of Law Librarianship*. Deborah S. Panella. 1991. The Haworth Press Inc.

[http://books.google.com.au/books?id=apcDz50ShTgC&pg=PA2&lpg=PA2&dq=in+the+1920s+%22law+librarians%22&source=bl&ots=S1XeED157Q&sig=wYy0mGpz7VWBqVqiadCnJlAA2M&hl=en&ei=TIV0TK-xNoKwvgPx9aC7CA&sa=X&oi=book\\_result&ct=result&resnum=7&ved=0CCwQ6AEwBg#v=onepage&q=in%20the%201920s%20%22law%20librarians%22&f=false](http://books.google.com.au/books?id=apcDz50ShTgC&pg=PA2&lpg=PA2&dq=in+the+1920s+%22law+librarians%22&source=bl&ots=S1XeED157Q&sig=wYy0mGpz7VWBqVqiadCnJlAA2M&hl=en&ei=TIV0TK-xNoKwvgPx9aC7CA&sa=X&oi=book_result&ct=result&resnum=7&ved=0CCwQ6AEwBg#v=onepage&q=in%20the%201920s%20%22law%20librarians%22&f=false)

<sup>11</sup> Source: Law Library Journal Vol. 101:4 [2009-24]. *The Law Librarian of the Twentieth and Twenty-First Centuries: A Figuration in Flux*. Theodora Belniak.

The librarian was the *superman* of the law school library, balancing source knowledge with teaching skill.

The law school librarian was “*a sentinel on the watch tower of knowledge, acute to scan the intellectual horizon*”. In contrast to the small law library professional, the academic law librarian was portrayed as having more of a “*public relations*” role and was expected to engage with a wider segment of the public.

4. In the 1930s following the First World War, the Great Depression and the approach to the Second World War, the legal world became more interconnected and international in scope. The law librarian had to adjust to “*new topographies in the growing landscape*”. The need for increased accessibility to national and international law pushed for the replacement of regional practices with a more streamlined approach to legal research and to the law.

It was proposed that law librarians of the 1930s should undertake courses that were a mix of law and library science:

- ◆ Three years of law school, then two years of library science
- ◆ Two years of library science and a few evening courses at law school
- ◆ Two years of library science and a thorough understanding of legal bibliography.

There was no consensus about the best proportion of law to library science and the proposed qualifications ran counter to their actual occurrence.

In 1936 the Committee on Education for Librarianship for the American Association of Law Libraries undertook survey of professional staff members of law school libraries and found that 7 per cent reported both law and library degrees, 23 per cent reported library degrees only, 19 per cent reported law degrees only, while 29 per cent reported no college training.

5. In 1940 a law librarianship course was established at the University of Washington, one of the first formal educational paths to law librarianship. The course required a degree from an accredited law school and the eventual completion of a research project instead of a thesis. The program was not popular at the time. There were nine graduates in thirteen years from this program.

6. The 1950s saw a different landscape emerge with the opportunity for law firm librarians to “*serve the library community as professionals*”. With the growth of law firms, more librarians were hired.

The librarians were referred to as “*miracle workers*” who began to catalog collections, to institute basic acquisitions procedures and, as the lawyers grew to know and trust them, to provide in-depth reference services. In law firms, collection development and providing reference to the attorneys became the librarian’s primary purpose. Finding information became the specialty of the law firm librarian. The librarian of this time had added duties which included working with AALL and local associations.

7. In the mid-1960s computer-assisted legal research became a reality. With the introduction of LexisNexis in 1973 and the later development of Westlaw, and the sale of subscriptions and proprietary terminals to law firms and to law schools, the law librarian had yet another skill to add. The librarian needed to understand not only printed sources but how to operate a computer system.
8. Since the 1960s, globalization and its impact on technology, communications, economics, politics, and travel have altered the legal landscape and those who navigate its terrain. Digitization altered the librarians' landscape. The law has been divided into increasingly specialized areas of study, and sources of information have followed suit.

The law librarian of today is not the law librarian of the past. Their roles and responsibilities, across both law firms and university law libraries, have broadened to include:

- ◆ Aligning the library service with the goals of the parent organisation.
- ◆ Business management including budget management and librarians finding ways to avoid denuding the budget for books by utilizing viable alternative resources for the same information.
- ◆ Researching demographic and business statistics.
- ◆ Prospect visits ie Law firm librarians can research the organization, finances, past legal actions, and other information on prospective clients to prepare attorneys in their competition for those clients.
- ◆ Practice management ie Law firm practice groups involving librarians in business meetings with librarians recommending purchases and generally supporting the practice.
- ◆ Collection planning ie librarians developing short and long term plans that address which materials should be in hard-copy format and those to be provided electronically.
- ◆ Space and library configuration ie the librarian being cognizant of the changing demands made on physical space of the law library and how technology may reduce space requirements.
- ◆ Patron training in technologies ie the librarian assisting in training patrons in technology use including searching.

9. In 2003 Mary Kay Kane (now Emeritus Professor of Law, University of California, Hastings College of the Law) weighed in to discussions on the academic law librarian's duties. Kane's librarian is focused on the impact of technology on the functioning of the library. *"Technology must allow maximum access as possible and empower students, faculty, and staff in its use within the law school. The library, although important, is no longer the only sphere of influence for the law librarian. Rather, it is expected and desired that the law librarian extend communication beyond the walls of the law school to better serve students and faculty. The librarian must be well-versed in both print and electronic resources, but, more importantly, must be adept at manufacturing the constructive links between those resources and the patrons".*

10. There are currently fifty-two programs with law librarianship courses offered in the United States, thirteen of which combine the J.D. (Doctor of Jurisprudence) and M.L.S. (Masters of Library Science) in a dual-degree program, and thirty-nine of which offer three or fewer law library courses.

In a 2009 discussion<sup>12</sup> with Faculty of Information students in the Law Librarianship Course at the University of Toronto (Canada), Ted Tjaden, a local lawyer and guest lecturer observed two broad themes:

- ◆ Students' concerns over the job market for future law librarians and knowledge managers
- ◆ A need for an integrated approach to information management in law firms by merging library functions with knowledge management.

Some of the questions asked by students related to the extent to which law librarians and knowledge managers need or should have "above average" IT skills and knowledge, and the relationship between records management, knowledge management and library.

At a July 2010 meeting<sup>13</sup> of US Law School and LIS School representatives, a question considered was:

- ◆ What kinds of courses do future law librarians need to take while in library school?
  - Non-legal research (eg Science, Banking, Patents)
  - Courses in management and business (eg Human Resources, Budget)
  - Virtual reference
  - Digital project management.

Over the past two years in the UK, changes have occurred in the demand for legal information professionals and paraprofessionals<sup>14</sup>. The UK, Europe and USA have been "hit hard" by the GFC when compared with both Australia and New Zealand.

One observation has been that Assistant Librarian and Information Officer roles have decreased while positions for Knowledge Management, Records Management, Business Intelligence Analysts and Knowledge Management Systems Managers have remained stable.

When people leave their information professional roles they are not necessarily being replaced. Very few new roles have been created during these two years. One estimate for 2010 indicates that the number of information professional vacancies in the legal sector is more than 50 per cent less when compared with 2008 vacancies.

The Australia Law Librarians' Association (ALLA) was formed in 1969. In early 2010 ALLA had 565 members<sup>15</sup> of which:

- ◆ 86 per cent were female
- ◆ 39 per cent worked in Law Firms, and
- ◆ 31 per cent worked in the Government Sector including Law Courts.

---

<sup>12</sup> Source: <http://www.slw.ca/2009/03/25/discussions-with-faculty-of-information-students-in-law-librarianship-course/>

<sup>13</sup> Source: <http://lib.law.washington.edu/colle/meetings.htm>

<sup>14</sup> Source: Robert McEntyre email correspondence with a UK Recruiting Company Sue Hill Recruitment <http://www.suehill.com>

<sup>15</sup> Source: Australian Law Librarians' Association.

## 4. Trends with Information Professionals and Librarians

### 4.1 Information Users, LIS People Capabilities and Roles, and Technological Capabilities

In the mid twentieth century the fictional characters of Clark Kent (with a degree in Journalism from the Metropolis University) and Lois Lane<sup>16</sup> worked for The Daily Planet newspaper. They were real-time information seekers and event observers with no more than a pencil, typewriter and telephone (booth) at hand. They were observant, strong conversationalists and caring of people.

Figure 1: Clark Kent and Lois Lane



At *UK Online Information 2002*, Roberta Shaffer<sup>17</sup> (1) commented that:

1. "End-users or information consumers had direct access to more information each year and have conflicting expectations: to access and use systems directly with no intervention between themselves and the system, and at the same time, to expect content customisation and personalised presentation.
2. Publishers and content providers continued to consolidate, so that the choices among content providers and conduits to carry information were increasingly limited.
3. Decision-making was being based less and less on hard facts, thereby elevating the "informational" role of gossip or gut reaction in the decision-making process.
4. Problem solving was increasingly trans-disciplinary and information was drawn from a variety of disciplines - that must meld together in terms of terminology, disciplinary cultures, methods of communication and peer acceptance.
5. The visual presentation of information was fast over-taking text as a preferred method of communicating."

<sup>16</sup> Source: "Clark Kent and Lois Lane in 2010. Information Professionals working in the "Technology Fashion House". Presented at *Information Online 2003* in Sydney, Australia by Robert McEntyre, Robert McEntyre & Associates Pty Limited, Sydney, Australia and Ruth McIntyre, WestOne, Perth, Australia.

<sup>17</sup> Source: Shaffer, Roberta. 2002. "Informing our Profession: What are the factors that will determine the attributes and competencies of the 21<sup>st</sup> Century Information Professional?" Presented at *Online Information 2002*, London UK, December 2002. Roberta Shaffer is the new Law Librarian of Congress.

In 2005 the Canadian study *"The Future of Human Resources in Canadian Libraries"*<sup>18</sup>, also known as the 8Rs study (*recruitment, retirement, retention, rejuvenation, repatriation, re-accreditation, remuneration and restructuring*), indicated that three key skills needed to be pursued in a library professionals' education: *Management, Leadership and Business Skills*.

The 2008 paper *"Catalyzing innovation and knowledge sharing: Librarian 2.0"*<sup>19</sup> presented the following observations, trends and considerations:

1. There has been a tangible acceleration in trying to clarify and understand what to make of social networking trends, customer co-creation of value and wikinomics, which has not necessarily helped us arrive at a clear answer of what exactly this means for business librarians and information professionals.
2. Rather than becoming obsolete with the Internet, library services became enhanced hybrid services that merged the potential of new technology with traditional services.
3. We are now seeing the emergence of Gen Y who know no world without the Internet; a generation from whom "on-demand" information services is a norm; a generation who shares ideas, concepts and new initiatives open and freely. Accessibility and customizability, however, are only part of the new expectations of Gen Y.
4. The term "*prosumer*" has come into its own as a term that describes the new organizational-consumer relationship that is increasingly preferred, and rapidly becoming expected, by clients and users. There is dwindling contentment with being a passive consumer of products as we are becoming consumers who also actively produce services and offerings. One key thing that presumptive service design offers to individuals is the ability to create value for themselves and for others in a way that is accessible to them.
5. Undertaking these (new) approaches involves a fundamental rethink of how the organisation's goals match the processes by which it does business....includes "*service innovation*"....is created with a particular value proposition in mind, which enables the user of the service to create value for themselves and their community....the key lesson from this is value is created at the point in which the service is used, and although they can facilitate it, it cannot be wholly supplied by the provider. The values created make it easy for users to be prosumers rather than active consumers in allowing creativity and connectivity outside usual scenarios
6. Librarians are well aware of the potential of democratized customisation, Web 2.0 and social networking tools.
7. The ability to create value information provision is changing from service providers to users, which might indicate that the threat to their positions that librarians began to feel in the late 1980s might now, eventually, become a distinct reality.....the value that traditional librarians offered to their service users is gradually, quietly being eroded and we can no longer assume ownership of being custodians, organisers and access-providers to information.

---

<sup>18</sup> Sources: <http://www.ls.ualberta.ca/8rs/8RsFutureofHRLibraries.pdf> and [http://www.carl-abrc.ca/projects/scholarly\\_communication/pdf/8rs\\_v.whitmell\\_report\\_rev.pdf](http://www.carl-abrc.ca/projects/scholarly_communication/pdf/8rs_v.whitmell_report_rev.pdf)

<sup>19</sup> Source: *Catalyzing innovation and knowledge sharing: Librarian 2.0*. John Cullen. *Business Information Review* 2008; 25; 253

8. Corporate libraries and information services that do not create some form of core value for the organisation may not be at the top of the queue for downsizing, but they are certainly on the danger list.
9. Situated at the intersection between several knowledge flows in the organisations, librarians and information consultants are uniquely equipped to unearthing existing, often tacit, knowledge flows in the business that have hitherto not been exploited.....Librarian 2.0 does not work or think of their role at the level of the library or information service: they work at the organisational level and challenge assumptions about what the business thinks it knows.
10. If the library or information service took over the establishment and management of wikis for example, they could ultimately create a very rich source of value for their organisations....in short, the corporate librarian has the potential to generate an understanding of the organisation, its culture and its stakeholders in a way that all CEOs wish they could....as we gradually make incremental enhancement, we can increase our influence by expanding our role, rather than by increasing our workloads.

From the 2008 "*Managing the Evolution of Library and Information Services*"<sup>20</sup> paper, salient points presented were:

1. In this self service age, there is little patience in looking for information that we cannot quickly find ourselves. The rise of Web 2.0 has only added to this phenomenon. With the emergence of social software - bringing with it an array of communication tools including Wikis, Blogs and Podcasts - you only need to have broadband connection and you have instant access to the knowledge of hundreds of thousands of people and their works, all over the world. One might ask, in such a landscape, what place is there for a library?
2. A January 2007 survey by Accenture (USA) found that middle managers spend more than a quarter of their time searching for information necessary to do their jobs. And when they find the information they thought they were looking for, they actually discover that it is often wrong.....it is indicative of a major and growing problem: in a technologically-enabled age, we are struggling more than ever to use information effectively.
3. Budgetary and staff cuts have led to growing instances of the "solo" librarian where there were once teams. Physical library space has also disappeared in recent years, giving way in some cases to the "virtual" library.
4. Librarians are finding themselves in a far more *collaborative* environment, working closely with other functions such as marketing, and IT, in areas like competitive intelligence, and intranet design and implementation. This kind of cross functional cooperation may well be indicative of an overall business trend where departmental silos are finally breaking down altogether.
5. Whether the term "*library*" continues to exist or evolves into something new, what is certain is that more information professionals qualified in library skills will be needed in the future.

---

<sup>20</sup> Source: *Managing the Evolution of Library and Information Services*. Carolyn Poynton. 2008. Ark Group.

In March 2009 the Wall Street Journal closed its library<sup>21</sup>. *"When I asked who will do research for the reporters, I was told, 'No one,'"* the memo from Leslie A. Norman (retrenched Librarian) posted on a librarian list serve stated. *"The reporters will probably be using a Lexis product called Due Diligence Dashboard."*

Ms Norman later added that it cannot replace the *"knowledge about how to research using all the tricks we've learned over the years. We figure that the reporters will probably spend 10 times our compensation trying to do their own research."*

Asked to comment on the library closing and Norman's memo, Journal Spokesman Robert Christie stated in an e-mail: *"Yes, we are closing the library. It is regrettable. Our reporters do have access to multiple databases including Factiva and this migration to digital databases as you know has been happening for many years."*

In the past decade, information service delivery models in the corporate and government sectors have encompassed library service closures, physical and virtual information services, value centres, presumptive services, in-sourcing, embedded/co-located with clients, shared services, outsourcing, and client/product segmentation.

#### **4.2 Australian LIS Workforce and Education**

The 2008 report *"An investigation into the library and information services workforce in Australia: The institutional perspective"*<sup>22</sup> revealed that in 75 per cent of the respondent libraries, more than 50 per cent of the professional LIS staff was aged over 45 years. Paraprofessional staff tended to have a younger profile: about half the respondents indicated that less than 10% of their paraprofessional workforce was aged over 55 years.

It was felt that the need for professional, paraprofessional and non-LIS staff had increased over the previous five years but it had become more difficult to recruit new staff. Respondents pointed to a poor pool of qualified and interested candidates which may have been associated with competition from other areas of the labour market. Comments of inadequate remuneration and concerns about LIS education also featured.

*"Re-conceptualising and re-positioning Australian library and information science education for the twenty-first century"*<sup>23</sup> is a 2010 national research project being managed by the Queensland University of Technology. The project aims to establish a consolidated, holistic picture of the Australian library and information science profession, and to identify how its future education and training can be mediated in both a cohesive and sustainable manner.

In the project's March 2010 Discussion Paper<sup>24</sup> it was commented that LIS education in Australia continues to be framed and undertaken in disciplinary and educational traditions that lack strategic alignment with Australia's current and future needs, limiting the productive future growth of the profession.

The current approach to LIS education lacks cohesion and sustainability, with the result that it fails to effectively or efficiently provide a diverse supply of graduates with the attributes required for professional practice in the rapidly changing twenty-first century.

---

<sup>21</sup> Source: Wall Street Journal Librarian Laments Shutdown:

[http://www.editorandpublisher.com:80/eandp/news/article\\_display.jsp?vnu\\_content\\_id=1003940607](http://www.editorandpublisher.com:80/eandp/news/article_display.jsp?vnu_content_id=1003940607)

<sup>22</sup> Source: Final Report prepared for the Australian Library and Information Association (ALIA) and National and State Libraries Australasia (NSLA). Gillian Hallam, December 2008. <http://www.alia.org.au/employment/workforce/>

<sup>23</sup> Source: <http://www.liseducation.org.au/>

<sup>24</sup> Source: [http://www.liseducation.org.au/resources/DiscussionPaper1\\_ProjectSummary\\_FINAL.pdf](http://www.liseducation.org.au/resources/DiscussionPaper1_ProjectSummary_FINAL.pdf)

Data provided by the Australian Library and Information Association (ALIA) on enrolments in and graduations from Librarian level Library and Information Studies Courses for 2005-2009 are presented in Tables 2 and 3.

It is noted that ALIA collects information about enrolments in LIS and graduations only from institutions offering ALIA recognised LIS courses<sup>25</sup>. A large number of students complete these courses by part-time study.

**Table 2: Students enrolled in University Courses leading to Librarian Level Qualification**

| Course Type                             | 2005               | 2006        | 2007        | 2008        | 2009        |
|---|--------------------|-------------|-------------|-------------|-------------|
| Graduate, Diploma, Master level courses | 1539 <sup>26</sup> | 1418        | 1542        | 1311        | 1222        |
| Bachelor level                          | 951 <sup>27</sup>  | 894         | 997         | 617         | 769         |
| <b>TOTAL</b>                            | <b>2430</b>        | <b>2312</b> | <b>2539</b> | <b>1928</b> | <b>1991</b> |

**Table 3: Graduates from University Courses leading to Librarian Level Qualification**

| Course Type                             | 2005       | 2006       | 2007       | 2008       | 2009       |
|---|------------|------------|------------|------------|------------|
| Graduate, Diploma, Master level courses | 512        | 333        | 503        | 483        | 388        |
| Bachelor level                          | 199        | 154        | 132        | 131        | 198        |
| <b>TOTAL</b>                            | <b>711</b> | <b>487</b> | <b>635</b> | <b>614</b> | <b>586</b> |

The total number of graduates in each of the five years represented between 20 and 30 per cent of those enrolled in that same calendar year. There has been a declining trend over the five years reported and most noticeably with enrolments.

Data also provided by ALIA on the enrolments in and graduations from Library Technician level Library and Information Studies Courses for 2005-2009 is presented in Tables 4 and 5. ALIA collects information about Library Technician level enrolments in and graduations only from those institutions offering ALIA recognised LIS courses<sup>28</sup>.

<sup>25</sup> Several institutions offer the LIS course as a stream within a broader course. Institutions which do this in many cases report that it is not possible to identify students enrolled in the LIS stream until they have completed the relevant major (Bachelor level courses) or combination of subjects (Graduate Diploma/Master level courses); where a number of streams are offered within a course, some institutions report that it is not possible to identify students in the library and information management stream until they have actually completed all requirements of the LIS stream and are ready to graduate.

<sup>26</sup> In 1997 there were 1,917 students enrolled in these types of courses.

<sup>27</sup> In 1997 there were 1,745 students enrolled in these types of courses – some of these courses no longer exist.

<sup>28</sup> A number of institutions enrol students directly into the Diploma level (Library Technician level) course whereas others may accept enrolments at Certificate level. Some institutions do not necessarily report enrolment numbers at Certificate level as ALIA does not recognise courses at these levels. In some cases this relates to institutional policies in place. Currently students from two institutions enrol in and graduate with the Advanced Diploma. In both these institutions the Diploma is subsumed in the Advanced Diploma. Students graduating with an Advanced Diploma are included in the statistics provided.

At the Library Technician level, ALIA recognises the Diploma. One University currently offers ALIA recognised Library Technician level courses at Associate Degree and Bachelor level. Enrolment and graduate numbers from these courses are included as AQF5 equivalent in the tables. For Library Technician level courses, many students study part-time.

**Table 4: Students enrolled in TAFE/University Courses leading to Library Technician Level Qualification**

| Course Type                        | 2005        | 2006        | 2007        | 2008        | 2009        |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Diploma level (AQF5) or equivalent | 2028        | 1751        | 1695        | 2988        | 2417        |
| Advanced Diploma level (AQF6)      |             |             |             | 171         | 190         |
| <b>TOTAL</b>                       | <b>2028</b> | <b>1751</b> | <b>1695</b> | <b>3159</b> | <b>2607</b> |

**Table 5: Graduates from TAFE/University Courses leading to Library Technician Level Qualification**

| Course Type                        | 2005       | 2006       | 2007       | 2008       | 2009       |
|------------------------------------|------------|------------|------------|------------|------------|
| Diploma level (AQF5) or equivalent | 346        | 305        | 308        | 407        | 420        |
| Advanced Diploma level (AQF6)      |            |            |            | 18         | 17         |
| <b>TOTAL</b>                       | <b>346</b> | <b>305</b> | <b>308</b> | <b>425</b> | <b>437</b> |

The total number of graduates across each of the five years generally was less than 20 per cent of those enrolled in that same year. There has been an increasing trend in both enrolments and graduates over the five year period although a noticeable enrolment decline occurred from 2008 to 2009.

#### 4.3 Librarians in the Movies

Librarians have featured in the movies<sup>29</sup>. Their roles were interesting.

- ◆ The Paper Chase (1973). Set in a famous East Coast law school, it features anxiety-ridden students making use of the library. The librarian is not really mean, but she is unbending and becomes the reason a student breaks into the building at night in order to access information he wants.
- ◆ All The President's Men (1976). A library clerk gives circulation records to reporters working on the Watergate story. Would this really happen at the Library of Congress?
- ◆ Judicial Consent (1994). Billy Wirth is a handsome law library clerk who has an affair with a trial judge.

<sup>29</sup> Source: <http://emp.byui.edu/RAISHM/films/agroup.html>

## 5. 2020 Has Arrived

2020 has arrived. The landscape has changed yet again. Over the past decade, organisations have been confronted by volatile, complex business environments.

1. Gen Y now comprises over the half of the workforce worldwide. Easy, quick access to customized information is part of the Gen Y world.
2. Business and government organisations and their information users require 24x7, fast and easy access to accurate information and data which is easily usable, interpretable and to which they add value as prosumers.
3. Information management, knowledge management, content and records management have merged.
4. Virtual libraries are the norm with access to hard copy through centralised distribution points, virtual access to multi skilled information professionals and research assistance, and online access to a plethora of general and customised information accessed through many technology devices.
5. Supply and demand for information professionals has waned in the government, business and not-for-profit sectors. New entrants with diverse capabilities (Table 6) have taken on information management and professionals' roles including information users (the prosumers) themselves.
6. These new entrants are from many disciplines. Young lawyers in organisations are trained as information professionals as part of their career paths.

**Table 6: 2020 Legal Information Professionals' Capabilities**

| Knowledge  | Experience   |
|--|--|
| <ul style="list-style-type: none"> <li>◆ Professional qualifications in Information Management, Business, Commerce, Journalism, Law, Marketing, Politics, Science or Government</li> </ul>   | <ul style="list-style-type: none"> <li>◆ Strong subject specialisation in business and legal research</li> <li>◆ Experience in modern information and electronic content management principles and practices</li> <li>◆ Experience in the use of knowledge sharing technologies and tools</li> <li>◆ Experience in working collaboratively with a range of stakeholders</li> </ul> |
| Expertise  | Skills and Attributes  |
| <ul style="list-style-type: none"> <li>◆ Strong subject specialisation in business and legal research</li> <li>◆ Expertise in modern information and electronic content management principles and practices</li> <li>◆ Expertise in the use of knowledge sharing technologies such as Web X.0</li> </ul> | <ul style="list-style-type: none"> <li>◆ Research and/or intelligence skills with a legal and business focus</li> <li>◆ Business analysis, critical thinking and problem solving</li> <li>◆ People skills: relationship management and collaboration</li> <li>◆ Project and risk management skills</li> <li>◆ Innovative and an open mind</li> </ul>                               |