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Future perfect – will we have made it? Workforce planning issues in the library and information sector

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Biography

Gillian Hallam is an Associate Professor in the School of Information Systems at the Queensland University of Technology, coordinating the library and information management courses. She teaches in the areas of information organisation, reference and information services, collection and access management and professional practice. Gillian is also engaged in the area of teaching and learning research and has won a number of university teaching awards. She has a deep interest in professional development, mentoring and continuing education for information professionals. Prior to joining QUT, she worked as a librarian in the corporate sector, managing business and legal information. Gillian is the CAVAL Visiting Scholar in 2006, coinciding with a sabbatical to research workforce planning issues in the library and information services (LIS) sector. Gillian is immediate past president of the ALIA and chairs ALIA's Education Reference Group. Gillian is also a member of CILIP and SLA and is a Fellow of the Higher Education Research & Development Society of Australasia (HERDSA).

Abstract

While the impact of the shortage of doctors makes front page news and political parties promote rival strategies to increase the number of apprenticeships for the trades, to date little attention has been paid to the workforce challenges that the library and information profession will inevitably face in the next five to ten years. As business and governments focus ever more keenly on knowledge and innovation as key drivers for social and economic development, library managers must consider their ability to recruit, retain and develop the talented and committed workforce needed to contribute to this dynamic information environment.

While anecdotal evidence indicates that the ageing workforce will lead to staff shortages, the problem is compounded by the changing skill set that librarians need in the Information Age. What are the predictions for potential labour shortages, what types of jobs will be available through the combined factors of the retirement of workers and the creation of new jobs, what is the skill set required for current and future jobs? Critically, the future of the library profession in Australia requires a more strategic approach to workforce planning and career development in an increasingly competitive employment market.

This paper reports on a current project, coordinated by Queensland University of Technology in conjunction with ALIA and CAVAL, which aims to foster an awareness of the importance of workforce planning and to develop a collaborative framework for career long learning for the library profession, bringing together employers, educators, trainers and individual practitioners.

Introduction

Few days pass without some form of comment in the media about the anticipated skills shortage in Australia. In Queensland, where the health services are seen to have reached crisis point, the keen public focus on the shortage of doctors and nursing staff has prompted the State Government to respond with the offer of considerable salary increases and major recruitment drives overseas. At the same time, there has been considerable attention paid to the shortage of skilled labour within the trades, with political parties introducing policies to increase the number of apprenticeships and to entice young people back into vocational education. As this paper is being written, there are news reports about the imminent shortage of unskilled labour, especially in the agricultural sector. Current information from the Australian Bureau of Statistics (ABS) indicates that the national unemployment rate has dropped below 5% (ABS, 2006a) for the first time in thirty years, and employers across all areas of business and industry are reporting difficulties in hiring the 'right' people.

Population projections published by the ABS highlight the ongoing ageing of Australia's population, due to sustained low levels of fertility combined with increasing life expectancy at birth. In 2004, the median age of Australia's population was 36.4 years, but is projected to increase to between 39.9 years and 41.7 years by 2021 and to between 44.6 years and 48.2 years in 2051. This means that the age composition of Australia's population will also change considerably: by 2051 there will be a much greater proportion of people aged 65 years and over, and a lower proportion of people aged under 15 years. 2004 figures indicate that 13% of the Australian population was aged 65 years and over, but this proportion is projected to double to between 26% and 28% in 2051 and to increase to between 27% and 31% in 2101. Meanwhile, the proportion of people aged under 15 years is likely to decrease from 20% in 2004 to between 13% and 16% in 2051, remaining around that level up to 2101 (ABS, 2006b).

The changes anticipated in Australia's population will inevitably put pressure on the labour force, particularly in terms of competition for skilled workers: "Demographic change will develop into the challenge of replacing skilled older workers from a much smaller pool of younger workers" (Professions Australia, 2005). The government itself is aware of these growing pressures: "A tighter labour market is in prospect, a factor of wider demographic shifts and the ageing of the population. In the Australian Public Service (APS) we are already experiencing shortages for some skills and will face increasing competition for others. We need to be well positioned to succeed in the 'war for talent'" (APSC, 2005). A whole raft of professions and industry sectors are loudly expressing anxiety about how they will meet their labour needs over the next five to ten years, for example the mining industry, consulting engineers, quantity surveyors, railway engineers, health professionals (Professions Australia, 2005), planners (Holliday, 2004), and local government, specifically in regional and rural areas (NSW, 2006). Commonwealth, State and local governments are all examining the issues in some depth. The issues are undeniably complex, with the interplay between social and economic factors, education and training, and migration policy. Professions Australia has proposed that meaningful

information should be obtained by “mapping Australia’s longer term requirements for professional skills... to develop a comprehensive overview of the professional resource issues, challenges and opportunities facing Australia over the next 5-10 years... supplemented by qualitative analysis of sector-specific and cross-sector professional workforce issues” (Professions Australia, 2005, p.15).

At the same time, as information and knowledge are increasingly recognised by business and government to be key drivers for social, technical and economic development, it is imperative that library and information professionals secure their place in this changing world. The literature abounds with references to the challenges the profession faces: “Change the lightbulb or flick the switch – our choice” (Cleyle & McGillis, 2005), “The role of the library in the wired society – compete or withdraw” (Sommers, 2004), “Ambient findability: libraries at the crossroads of ubiquitous computing” (Morville, 2005), “Libraries now have the power to be so much more, or so much less” (Tennant, n.d., cited by State Library of Queensland, 2006). Where does the libraries and information services (LIS) sector sit in terms of grappling with the workforce challenges that it will inevitably face in the next five to ten years? What research should be conducted so that the sector can obtain “a comprehensive overview of the [LIS] professional resource issues, challenges and opportunities”? What strategies are already in place that can support the future workforce development needs?

As a verb tense, Future Perfect “refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now” (Edufind, 2006). There is an underlying assumption that the action will have been completed by a specific time. Will the LIS profession have been able to ensure a strong and secure future for its members by 2010 or 2020?

This paper provides an overview of importance of workforce planning for the LIS sector, highlighting a number of issues that, today, are going to impact on the profession of the future. A number of international initiatives are examined, which will inform a significant research project to be undertaken collaboratively by Queensland University of Technology, the Australian Library and Information Association (ALIA) and CAVAL Collaborative Solutions in the coming months. The goals and scope of this project are presented, together with a description of the research approaches to be used. It is hoped that the paper will encourage LIS professionals across Australia to participate in the research at both the individual and institutional levels, to foster professional aspirations for and engagement with our future perfect – will we have made it?

Current picture of the LIS sector in Australia

Set against the context of the skills mapping and related education and training issues as discussed by Professions Australia (2005), a review of the literature has produced some insightful ideas for the LIS sector:

The report suggests that librarianship is now passing through a period of considerable change, which makes earlier patterns of

library education obsolete. It cites technological revolution as one factor that should radically alter the types of service offered by libraries. A redefinition of the goals of library education is required, and a broad review of the whole field of librarianship would provide the background against which discussions could be held and decisions be made... An analysis of the types and functions of library posts in all types of libraries is urgently required. When this has been done it will be possible to decide the skills and knowledge which are necessary to perform the duties relevant to each post... There is keen competition for trained personnel... The library profession has, therefore, the responsibility for seeing that the available manpower is used efficiently.

This passage highlights the imperative of ensuring that we have a skilled workforce and that LIS education adequately meets employers' needs. Mapping the desired skill set and remaining competitive in the tightening labour market are fundamental to effective workforce planning. Ironically, this is a summary of a report published in 1967 – almost forty years ago (Bramley, 1969, pp.96-7). One wonders whether the writers of this report pondered about their own views of the future perfect.

In Australia, the LIS sector accounts for about 29,000 workers, in a labour market of around about ten million employees. The breakdown shows around 13,000 are librarians, 5,000 are library technicians and 7,300 are employed as library assistants. A further 3,500 work as archivists or intelligence professionals (Teece, 2005). In terms of the age profile of the occupation, it is commonly acknowledged that librarians sit at the older end of the spectrum as workers, with the median age of 46 years. 60% of workers are aged 45 years or over, compared with the figure of 35% across all occupations, and only 14% are under 35 years of age, compared with 42% across all occupations (Australian Job Search, 2006a). Statistics for library technicians follow a similar pattern (Australian Job Search, 2006b), while there is a younger demographic amongst library assistants, with 25% under the age of 35 years (Australian Job Search, 2006c). The sector is highly feminised, with 89% of librarians being women. Only 2.5% of library technicians are male. These figures demonstrate the need for employers to seriously consider their workforce needs and their employment practices, as a large number of workers look towards seeking to reduce their hours of employment or head into retirement.

Through its course recognition processes, ALIA captures data about the number of students and graduates involved in LIS education (Hallam, 2006). In Australia, LIS students may enrol in either undergraduate or postgraduate studies. While the postgraduate courses, such as a Graduate Diploma in Library Studies or a Master of Information Management, will have a clearly defined, discrete cohort of students, the undergraduate programs may have a common qualification such as a Bachelor of Arts or Bachelor of Information Technology, with students distributed across a number of different streams, only one of which may be the LIS stream. In some faculties, the enrolment in one specific subject, such as LIS Professional Practice, may be the only way to discretely identify the LIS student cohort.

The data collected in the 2005 ALIA Annual Course Returns indicate that there are currently about 1500 students enrolled in the postgraduate programs and about eight hundred students enrolled in undergraduate courses. Numbers of students enrolled in postgraduate courses peaked in 1997 (1917 students), then dropped noticeably over the period 1998-1999, with a low of 1373, which reflects the timeframe when full-fee paying courses were introduced for postgraduate courses in Australia. In 1997 there was a rush of students 'getting in fast' before the postgraduate fees were introduced. The past few years indicate greater stability in the number of postgraduate students and graduates.

The figures for undergraduate students show a drop of almost 54% from the 1997 high of 1745 students to the 2005 figure of 811, although the number of graduates completing the undergraduate courses has actually remained fairly stable, highlighting the trend for students to drop out of courses before graduation, an issue of significant concern in the higher education sector. A number of undergraduate courses have closed over the past few years, which can be directly attributed to the impact of the higher education reforms, putting universities under far greater financial pressure. Smaller courses inevitably become vulnerable and threatened in this market.

The data collected by ALIA in the ACRs indicate that, on average, about 30% of postgraduate students complete their course in any year, compared with about 20% of undergraduate students. While both types of program attract a high percentage of part-time students, there is, as noted, a higher drop out rate for undergraduate courses. On average, around seven hundred new graduates theoretically enter the workforce each year, although a significant proportion of these may already be employed in the LIS sector.

As the sector becomes more aware of the potential impact of the 'greying' of LIS workers, specific attention must be drawn to the 'greying' of the LIS educators in Australia. The ALIA data has highlighted the fact that not only has there been a progressive decline in numbers of staff members teaching in the LIS discipline, with the number of university staff decreasing literally by 50% over the period 1996-2005, from 130 to 64 teachers. The VET sector has experienced a similar decline in staff, dropping 43% over ten years, from 79.2 to 45 teachers in the library technician courses. While there is no hard data, anecdotally the majority of the academic staff are over 50 years old. Admittedly this situation does reflect the general demographic trends in the higher education sector. Hugo (2004) has reported 2001 census data to indicate that more than 70% of lecturers and tutors are over 45 years, and almost 20% are over 55 years. Within the context of the current study, however, the potential lack of academic staff to run LIS education programs in this country is a matter of significant concern.

The imperative for workforce planning initiatives

The demographic picture of the ageing LIS workforce is not limited to Australia: indeed around the world, professional alarm bells have been ringing, resulting in some interesting initiatives in a number of countries such as Canada, the United States and the United Kingdom.

International initiatives

In Canada, a national research project culminated with the published report, *"8Rs Future of human resources in Canadian libraries"* (Ingles, 2005). The project was funded collaboratively by the Canadian Library Association (CLA), regional library associations and a number of key employers across the library, museum and archives sector.

In the United Kingdom, the primary focus has been on the public library sector, with the *"Recruit, retain and lead"* project (Usherwood et al, 2001), which was initially instigated by the British Library Research and Innovation Centre, with funding and responsibility passing to the Library and Information Commission, and subsequently to Re:source: the Council for Museums, Archives and Libraries. A further study, *Towards a strategy for workforce development* (Re:source, 2003), was undertaken to identify the information required for the Council to determine its role in workforce development and leadership. Re:source changed its name to the Museums, Libraries and Archives Council (MLA) in 2004. The MLA is funded by the British government, under the jurisdiction of the Department for Culture, Media and Sport. The organisation has a strong regional presence, with nine agencies providing local regional focus across England, and enjoys close relationships with the MLAs in Scotland, Wales and Northern Ireland. The MLA's strategy work in turn led into the development of the *"Learning for change: Workforce development strategy"* (MLA, 2004). The MLA has committed £1.25 million to the workforce development strategy.

In the United States, the Institute for Museum and Library Science (IMLS) awarded almost US\$1 million to the University of North Carolina at Chapel Hill and a number of key partners from the University of Pittsburgh, Syracuse University, Special Libraries Association (SLA), Association of Research Libraries (ARL), and the American Society for Information Science & Technology (ASIS&T), to undertake a research study into *The future of librarians in the workforce*. (As an aside, it should be noted that in 2005 the IMLS also awarded more than US\$21 million in grants to LIS schools in the United States to support the recruitment and education of a new generation of librarians.) At the sectoral and regional levels, the Association of College and Research Libraries (ACRL) has reported on their study, *Recruitment, retention and restructuring: Human resources in academic libraries* (ACRL, 2002) and the Library Research Service (LRS) has published its report into *Retirement, retention and recruitment: The future of librarianship in Colorado* (Steffen et al, 2004).

Inevitably it goes beyond the scope of this paper to report fully on the scope and findings of these projects in the northern hemisphere. It is important, however, to identify the areas of common ground that have stimulated the research project activities and to highlight some of the research approaches that are have been or are being used in the studies.

In England, there were concerns about the "cultural malaise" that infected many library and museum workplaces, with an increasing awareness that the sector is failing to attract the best and brightest employees. There was a sense of disaffectedness amongst the workers, as well as amongst the managers.

Negative statements were repeatedly heard by the researchers: “we are all over the place”, “the position in relation to staff development is abysmal”, “the higher your position, the less training you get”, “the barrier to your training is your director” or “people treat going on a training course as if it were a punishment” (Re:source, 2003, p.4). The sector was perceived to have endemic problems: willpower was lacking, inertia ruled and there was open hostility to learning: “The barrier to training is the belief that you do not need to be trained, yet the people who don’t want to be trained are the ones that need it most” (Re:source, 2003, p.5).

These micro level concerns translate into macro level issues. These include concerns about the ageing and the inevitable retirement of senior LIS professionals; low unemployment levels, meaning a dwindling pool of applicants to recruit from; flattening or even declining numbers of LIS graduates; the increased competition from other career sectors; less than competitive salaries; and the lingering negative image of the profession. The Canadian study distilled these issues in to eight key elements, the 8Rs: Recruitment, Retention, Retirement, Remuneration, Rejuvenation, Restructuring, Repatriation and Re-accreditation (Ingles, 2005). These elements focus in turn on the pressure to ensure there is a sufficient number of adequately trained and experienced staff, plus the critical need to rejuvenate mid-level staff, who due to downsizing and hierarchical flattening of the organisational structures in the library workplace, have not had the opportunity to develop managerial or leadership skills. Fundamental to the whole debate is the need to identify the required knowledge, skills and attributes of both current and future staff.

A number of parallels are apparent in the scope of the IMLS study, which seeks to identify the true nature of the anticipated labour shortages in the LIS field that may result from the retirement of older workers. Beyond this, the project aims to assess the number and types of jobs which are likely to emerge, through both factors of retirement and job creation, not only in libraries but also in the broader information industries sectors. Interestingly, the document *Australian jobs 2005* (DEWR, 2005) predicts that the future employment growth prospects for librarians are declining (1 on the scale of 1-5), while the employment growth prospects for archivists and intelligence professionals will reflect extremely strong growth (5 on the scale of 1-5). Salary projections are also higher for archivists and intelligence professionals than for librarians. The Australian Job Search website defines ‘archivists’ as people who “plan and organise systems and procedures for the safekeeping of records and historically valuable documents”, while intelligence professionals “manage the collection and processing of data to produce intelligence for public and private sector organisations in their planning, operations and personnel functions” (Australian Job Search, 2006d). Positions listed include policy analysts, records managers, health information managers, records administrators. The traditional skills of librarians have a clear role to play beyond the walls of the library.

This distribution of employment opportunities feeds back into the IMLS study, with the need to determine the skills that will be required to fill the range of jobs that will be available, as well as to assess the current and future capacity of LIS schools to meet the future demand for library and information professionals. At an even broader level, the study seeks to review the importance and value of

libraries, particularly from the perspective of the funding bodies, users and potential recruits into the workforce. The key questions therefore are: What job opportunities will exist for future library and information professionals? What skills will librarians need to provide effective library services? Can LIS schools educate sufficient numbers of librarians to meet the projected needs? These questions will ultimately be channelled into the LIS profession's future strategic directions: What changes in recruitment, curriculum and employment incentives will be required to meet the projected workforce needs? What strategies should in fact be developed and pursued to address the anticipated needs in terms of the recruitment, education and retention of librarians?

The complexity of these research projects cannot be denied. Inevitably a wide range of research approaches have been or are being used to capture the full range of quantitative and qualitative data which, when analysed, will inform the future direction of the LIS profession. Common to all projects has been the need:

- to conduct an in-depth review of the literature, particularly to contextualise the research within national, regional and cultural situations;
- to establish a core reference group or steering committee of industry representatives, which once again helps to contextualise the process;
- to examine the relevant statistical data already collected by key agencies in the field or the sector;
- to develop the relevant survey instruments to capture demographic, education, career and affective data from individuals and
- to capture organisational information on current workplace practices.

The IMLS study also hopes to record information about the changes that have taken place over the past five years, in terms of the types of services provided to users, the tasks and functions performed by individual staff and the knowledge, skills and attributes required by the staff to effectively perform those tasks and to deliver the services.

Australian initiatives

Meanwhile, what about the profession here in Australia? What do we already know? Little research has been undertaken beyond the general statistical information collected by the Australian Bureau of Statistics through its census and general labour force statistics. The Australian Job Search website collates career-specific information (Australian Job Search, 2006e), including, as noted, data on librarians, library technicians, library assistants, archivists and intelligence professionals. Almost ten years ago, ALIA commissioned the Australian Centre for Industrial Relations Research and Training (ACIRRT) to conduct a survey of library workers (ie members of ALIA), to identify some of the key characteristics of the profession. A summary of the key findings, ie basic demographics, data on remuneration, casualisation of jobs, professional security and attitudes to change, was published in *InCite* (Teece, 1998), providing a very general snapshot of the profession in 1997.

It is acknowledged that number of other initiatives are being undertaken, indicating that there is indeed a growing concern about workforce development

issues, leadership and succession planning across the different areas of the LIS sector. Generally speaking, the studies are fairly informal, conducted by individual institutions or small consortia. The University of Melbourne was the first organisation to explore the issue of workforce planning in Australian academic libraries, highlighting the lack of long term planning for the future of the workforce (Bridgland, 1999). The Libraries of the Australian Technology Network (LATN) (ie the consortium of 'technology universities') engaged Canadian consultant Vicki Whitmell to work with the individual institutions and the group as a whole "to identify overall issues and concerns relating to succession planning and workforce planning among the ATN libraries" (2005). Individual ATN libraries, eg Queensland University of Technology, are subsequently progressing the work stimulated by Whitmell (McCarthy, 2005), while other related consortia, such as the Queensland University Libraries Office of Cooperation (QULOC) are also exploring the impact of the issues on their members.

A number of other library organisations in Australia are engaged in workforce planning activities within their sector. The State Library of Victoria has recently been examining some of the key issues as part of their *Workforce sustainability and leadership* project, to inform workforce strategies that will support the ongoing development of the Victorian public library network. Other State libraries, major public libraries and university libraries are debating the issues and drafting preliminary workforce development plans. This is a positive situation, but as much of this work is being undertaken as internal processes, there are probably some negative factors, such as considerable duplication of effort and a failure to share ideas to potentially develop models of best practice.

The *neXus* research project

Under the auspices of a sabbatical sponsored by Queensland University of Technology (QUT), with support from ALIA and from CAVAL Collaborative Solutions, a research project is being conducted, entitled *neXus*. 'Nexus' means the links or connections, or the series of connections, between two or more things. The *neXus* research project is therefore being undertaken to endeavour to pull together the disparate elements of workforce planning activities that are currently happening on a piecemeal basis, to report on the scope and range of initiatives across the country. It is felt that there are specific benefits to be gained for smaller organisations, to be able to draw on some of the formative work being undertaken by major employers in the sector. From another angle, the research will investigate the attributes of students and new graduates entering the profession, to try to come to grips with their own motivations and career goals as new information professionals. It will be useful to update the demographic and educational picture of the profession, to compare it with the picture we have of the profession in Australia a decade ago. Importantly, there is considerable value in aligning the project with the international projects outlined above – another dimension of the nexus between the LIS profession in different countries.

The project involves a detailed review of the professional literature to consider the issues in Australia. Specific consideration is given to the research

instruments utilised in the international studies. There is significant value in capturing Australian data that can be analysed and directly compared with the data collected in other countries, such as the United States, Canada and the United Kingdom. The research instruments, with questionnaires distributed electronically, seek to capture data at the personal and institutional levels, and provide insights into the views and aspirations of LIS workers at different stages of their careers. The level of participation may well be a telling factor in terms of the level of concern about these issues within the profession. The preliminary findings from the surveys will be presented to a series of focus groups across the country, to provide an opportunity to further add valuable qualitative data.

With QUT being the prime sponsor of the *neXus* project, there is also a specific focus on the knowledge and skills required for the future. It will not be possible, with the available resources, to undertake as complete an analysis as the IMLS project, which examines the shift in service delivery, tasks and functions performed by LIS staff and the associated skill set, over a 5 year period. Nonetheless, the project does build on the research undertaken at QUT to identify the discipline knowledge and transferable skills required by library and information professionals in the 21st century (Partridge & Hallam, 2004; Fisher, Hallam & Partridge, 2005), which has directly informed the curriculum of the postgraduate LIS course offered by QUT. The research project further seeks to take these understandings into the realm of career-long learning, to consider the possibilities and opportunities for professional development within the sector.

Beyond the research activities here in Australia, the *neXus* project involves an international study tour which will enable the author to meet with those either directly involved in the international projects detailed above and with LIS educators, training providers and professional associations that offer successful career-long learning programs, to consider the range of programs, delivery options and actual business models. In Canada, interviews will be held to determine the impact of the 8Rs report on the profession. In addition, meetings will be held with the professional associations to discuss the strategies in place that support and encourage career-long learning. The findings from the research project will be reported to the sector through the professional literature and future conference presentations.

Conclusion

At a recent *Library of the 21st Century Symposium* hosted by the State Library of Victoria, Vicki Williamson highlighted some of the issues raised in this paper:

For those of us left in the profession, collaborative research and development is the key to our future. Workforce analysis, especially around public library and academic library personnel, is needed. We also need to undertake a current workforce skills audit and plan recruitment and education strategies for the library workforce of the 21st century" (2006).

The *neXus* project is a first step in this process.

The *neXus* research project is undeniably ambitious in scope. It is hoped that there will be sufficient support from the key stakeholders to ensure that we are able to gather some of the critical information that we need to fully understand the nexus between recruitment, retention, education and the LIS curriculum here in Australia. It is hoped that it will provide at least some basic guidance to help answer some of the critical questions that confront professional leaders today:

- How can we attract the right people – the brightest and the best – to the profession?
- How can we make the career paths attractive – and sustainable?
- How can we encourage employers to enhance recruitment efforts?
- How can we increase diversity and equity in the LIS sectors?
- How should we manage the geographic issues of recruitment?
- How can we get a handle on the reality of ageing and retirement?
- How can we develop a flexible workforce that enables employers to foster and support the aspirations of a multi-generational workforce?
- How can we foster management and leadership capabilities?
- How can we increase the career-long learning opportunities for LIS staff?
- How do we determine the right model for LIS education – for both entry-level courses and for career-long learning?

For the research team, more immediate questions are posed: How much can we achieve, realistically? How important are these issues for library managers in Australia today? What is the level of interest, engagement, or complacency? Will the project succeed in inspiring true collaboration amongst individual practitioners, employers, educators and trainers, and professional bodies? Williamson criticised both the profession and the academy for being slow to respond to the changing environment: “We must challenge our traditional, cautious culture; our roles, systems, technologies, even language is changing. We must change our attitudes and skill sets. We must change our ideas and misconceptions about our educational capacity and collaborate to take our profession forward” (2006).

What can we do today that will ensure a strong and secure future? If we look ahead to 2010, will we have challenged our traditional, cautious culture? Will our attitudes and skill sets have changed, to respond to our changing roles, systems, technologies, even language? Will we have changed our ideas? Will we have developed new conceptions about our educational capacity? Will we have collaborated to take our profession forward?

Future perfect... will we have made it?

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