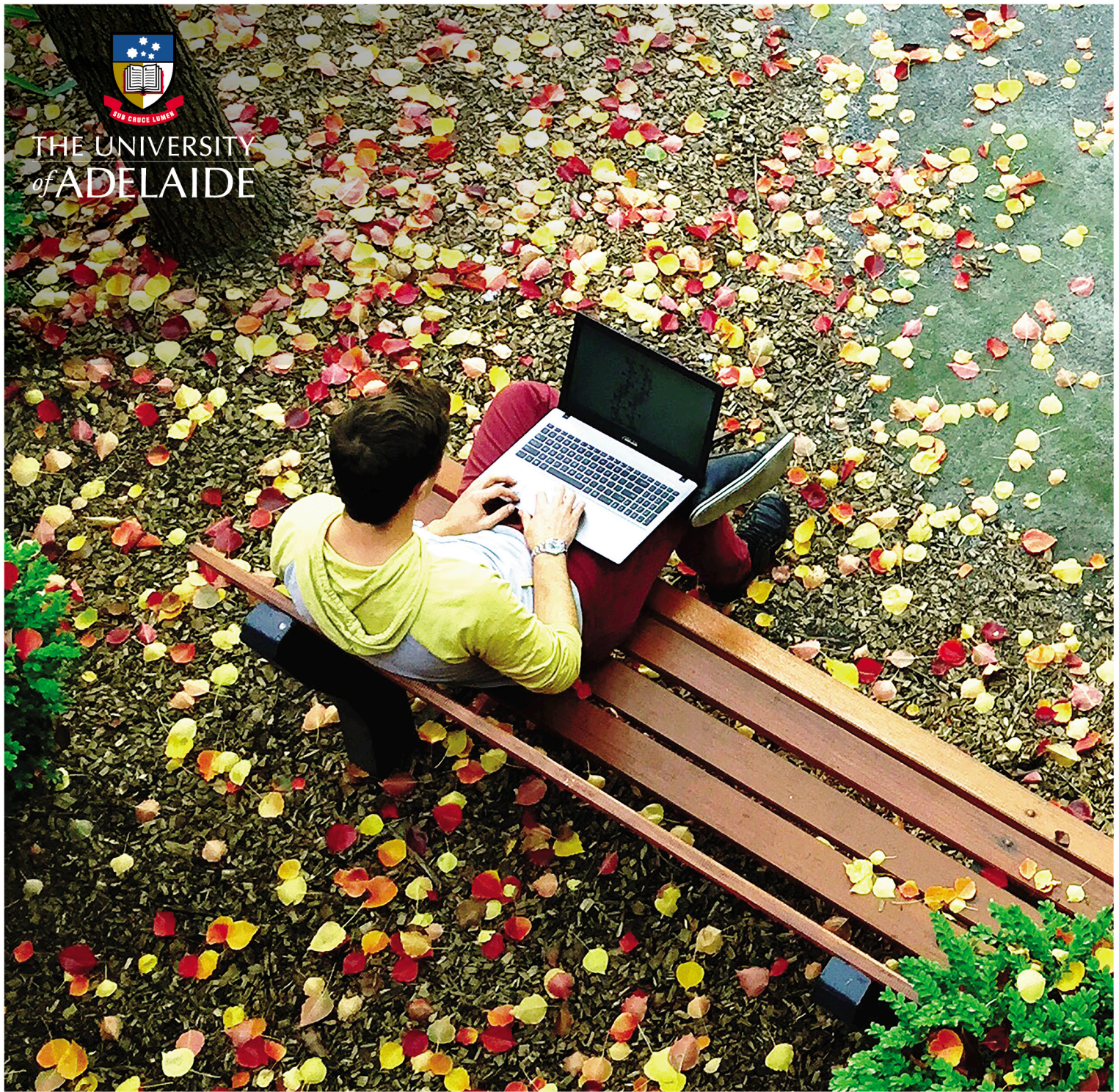




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Recommendations for a bold and agile University library

Library of the Future

Acknowledgements

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Introduction

Libraries, and more specifically academic libraries, are loved institutions. They are central to our university learning and research and staffed by professionals dedicated to free and open access to information. They are also places we remember long after our time within a University – places where we discovered, studied and created – often together – but ‘quietly please.’

Our libraries take our individual learning in directions we did not expect and show us a greater depth and history surrounding our chosen fields of study. Importantly, we rely on our libraries to preserve our history and present us with the latest in available resources for our research and discovery. They also serve as key facilitators, enabling and supporting the activities of many other academic and non-academic entities. Libraries appropriately serve as powerful symbols of our individual academic journey.

Libraries across the world, including the greatest academic libraries, are undergoing considerable transformational change as a result of the digital disruption society is now experiencing. In just the last two decades relatively new but now ubiquitous digital technologies have developed to allow for global access to information, enormous and economical storage of information and new modes of discovering and sharing knowledge. At the same time the publishing world has consolidated globally leading to more aggressive library economics that require new strategies for acquisition of essential library materials. But most importantly, the use patterns of library clients have been changing dramatically. Physical book borrowing by going to the library has declined sharply, while ‘any place any time’ access to the digital collections provided by the library has soared.

The traditional library was firmly rooted in the physical transfer of information and knowledge. People came to the physical space to specifically look at a physical item: information was defined by physical limitations. The US Association of College and Research Libraries (ACRL), however, noted a steady drop in physical material loans starting in 1997.¹ Of course the University of Adelaide’s current Libraries have significant offerings in the digital world and, by delivering material digitally, have effectively extended their reach and hours of operation. The Library of the Future will go further. Information access enabled by the Libraries will reach the people who need it where they work at all times of day. The Library of the Future will mirror the seamlessness, ease of use and efficiency seen in the very best global information services.

The road to this future will be challenging. Continued change is certain. The Libraries must respond to the needs and demands of our community in a rapidly changing context while honouring a rich tradition and history. The future will bring opportunities to improve how we serve our University community. We must seize this moment to work with our community to co-create the best Libraries for the future of the University of Adelaide.

¹ <http://acrl.ala.org/techconnect/post/the-end-of-academic-library-circulation>

Project Approach

This report is the result of a Library of the Future project that spanned the year 2015. We considered the next 20 years of the University of Adelaide Libraries. We also reflected on how we will respond to certain change while preserving and enhancing what is valued in our academic libraries today. In this report we look broadly at Library values and culture, functions, processes, people and spaces and make recommendations for changes in both the immediate (1-3 year) and longer terms.

From the very start of our process the committee focused on how to adapt and improve the Library's value to the University. In 2015 our Library costs compared favourably with research-intensive peers in the sector. Cutting library operational costs was not the aim of this process, nor does it shape the recommendations of this report. Nonetheless, resources including staff, collections, and space will need to shift significantly within the Libraries to meet what look to be very different future demands.

This report and its recommendations were developed and assembled by a broadly representative committee (see page 1). The Library of the Future Committee included representatives from all faculties, graduate and undergraduate students, administration and several members of the Libraries' senior management team. Our work included multiple university consultations and events to gather the input of many campus and community stakeholders. We visited campus libraries and conducted a campus survey with 2,264 respondents. We also received emails and letters from active researchers, students, alumni and community members, which were shared with the full committee. It is a testament to the importance of the Libraries that so many individuals from our community took the time to participate in events, write down their thoughts, and advocate passionately for the best possible future for their Libraries. We are grateful for the many ideas, suggestions and revisions suggested by all. Details of the process leading to the Library of the Future report can be found in Appendix 1.

Now and into the future



Library Services Learning and Teaching / Research

Our current services sometimes attempt to be all things to all people. We need to enhance focus on our clients and revitalise services to meet their emerging needs.



Library Collections

With a total of 1.8 million items today the Libraries are seeing a reduction in the use of physical materials. The Barr Smith Library currently holds roughly 800,000 physical items, of which 60% have not been borrowed for over 5 years. In line with global trend these usage rates continue to decline.



Library Organisation Values and Culture / Leadership / Staff and Structure

The current Library structure and roles reflect support for physical collections and have not yet fully embraced technology and user driven change. There is an opportunity to revitalise staff skills and structure for the future.



Library Facilities and Systems

Library spaces and systems have not been updated for some years and require careful re-planning in the future. Spaces must be co-created with the core library community.

"I have often wished that the library offered a service for archiving data from research as well as research projects. I would love to know my data is safe and available for future generations to access, and I think it would (with sufficient precautions regarding anonymity) be a great new way of developing research."

- Student response to survey

To remain relevant to its users, the academic library must innovate and come up with new service models, redefine its role in the digital environment, leverage its strengths, focus on user involvement, and close the gap between user expectations and the library's ability to meet them.

- Islam, Agarwal & Ikeda, Conceptualizing value co-creation for service innovation in academic libraries

(I would like) "to be able to access more journal articles as many are often not available unless purchased."

- Student response to survey

(We need) "e-books for high volume university courses."

- Academic staff response to survey

The image of a library as an impervious vault ... has become outdated. The internet and mobile technologies have revolutionised the way that people find, consume, and interact with content.

- NMC Horizons Report 2015

"The challenge for librarians will lie in a deeper understanding of users' needs, in order to provide them with relevant information. Librarians will need to consider new skills, greater collaboration and a multi-disciplinary approach to their profession."

- ARUP Future Libraries Report

'It will be increasingly important for knowledge institutions to reinvent and reposition themselves to create efficiency in service provision and to demonstrate the measurable value they add to the economy.'

- British Library 2020 Vision

"I do prefer open and modern spaces (however I like peace and quiet when I study rather than noisy places like the Hub)"

- Student response to survey

(I would like) "enclosed booths for virtual classroom or Skype conversations."

- Academic staff response to survey

University libraries are in the unique position to offer a central, discipline-neutral space where every member of the academic community can engage in creative activities.

Location intelligence could promote new library services such as a makerspace, provide guided tours of facilities, or offer students assistance if they remain in an area... indicating that they might require help.

- NMC Horizons Report 2015

Global Library Context

The Committee reviewed the literature around library change and trends (a full list of the readings can be found in the Reading List in Appendix 9). This was complemented by a number of global library site visits by individual Committee members, as well as perspectives shared by invited guest speakers and colleagues from other academic libraries.

‘The technology environment will be constantly and rapidly changing, with the only certainty about the future being that it will be significantly different from today.’

- British Library 2020 Vision

In 2014 the New Media Consortium (NMC)² released the *NMC Horizons Report – 2014 Library Edition* aimed at identifying the major trends, significant challenges and emerging technologies shaping the future of academic and research libraries worldwide. The NMC’s international body of experts, comprising of library, education, technology and other relevant specialists, identified the following issues facing academic libraries around the world, transcending regional boundaries:

Trends:

- Increasing focus on research data management for publications
- Prioritisation of mobile content and delivery
- Evolving nature of the scholarly record
- Increasing accessibility of research content
- Continual progress in technology, standards and infrastructure
- Rise of new forms of multidisciplinary research

Challenges:

- Embedding academic and research librarians in curriculum
- Rethinking the roles and skills of librarians
- Capturing and archiving the digital outputs of research as collection material
- Competition from alternative avenues of discovery
- Embracing the need for radical change
- Maintaining ongoing integration, interoperability and collaborative projects

² In collaboration with University of Applied Sciences (HTW) Chur, Technische Informationsbibliothek (TIB) Hannover, and ETH-Bibliothek Zurich

Development in Technology:

- Electronic publishing
- Mobile apps
- Bibliometrics and citation technologies
- Open content
- The Internet of Things
- Semantic web and linked data

In addition to the NMC report, from our site visits and interviews with other libraries, it became evident to us that almost all academic and research libraries are facing similar challenges and opportunities, and are going through similar processes of considering future directions. The Library of the Future report incorporates thinking from many great libraries including the Bodleian at Oxford University, The University of Sydney, The Australian National University, Columbia University, The University of California Berkeley, the libraries at Harvard University and several others.

Current State

Like many of its peers the University of Adelaide Libraries' current services, processes and structure have grown organically out of a past based primarily on physical media. As reliance on these media has shifted the Libraries have responded by expanding services to support electronic resources, but often as additional services with separate processes and different teams. As a result the culture of the Libraries reflects two worlds: one rooted in traditional library work, while the other seeks to rapidly embrace new trends.

Current Library Services

Traditional services include physical acquisitions, cataloguing, item circulation, collection maintenance, interlibrary loans, rare books and research support. Newer services include electronic acquisitions, digital resource management (DRMC), eResearch, the University Press (digital), and Adelaide Research and Scholarship. In addition to these core library functions the Libraries also house the Image and Copy Centre (printing) and University Archives and Recordkeeping (administrative records compliance).

There is an opportunity to reconsider these service boundaries and re-establish new service groups that match the use patterns we see now and expect to grow in the future. For example, teams that support the procurement of printed library materials are considerably larger than their electronic counterparts, despite electronic purchasing making up 87.5% of current annual Library acquisitions spend³. The procedure for procurement of electronic resources is very similar to the physical one – with the same checks and gateways. This separation of services using similar procedures results in some inefficiencies and underutilised staff.

Current Library Collection

Our University Libraries hold over 1.8 million physical items across five libraries and two storage facilities. Following the global trend our physical item loans have declined, in recent years reducing by over 10% per year. While we see over 584,000 annual visits to our Libraries less than half of these visits are to borrow an item. We now see between 100,000-117,000 unique items loaned annually from our Libraries equating to about 6.5% of the collection in active loan use⁴. Despite this much of our space and processes are dedicated to support of the physical collection.

Current Library Organisation

Due in part to organic growth in services the Libraries have a very flat structure with 14 work units split equally between the University Librarian and the Deputy University Librarian. These work units have overlapping functions in some cases. Some of the more

³ 2014 data electronic acquisition spend was \$6.8M while physical was \$973K

⁴ This is for 2014 and the active percentage is likely to continue to decrease. The new library system, Alma, was installed in November 2013 and will have better trend data by November of 2016.

recently added units have one or two team members focussing on supporting a single service or task. This very flat structure struggles with coordination between teams and can be slow to react to change. There is significant opportunity to simplify the structure, improve agility and communication and lead to better clarity in roles with clear career progression opportunities for staff. See Appendix 6 for the current Structure

Duplication between Barr Smith Library services and those offered at the branch libraries suggests another opportunity. Given the increasingly digital nature of modern libraries consideration should be given to branch library structure and staff's potential to provide Library-wide services.

The culture within the Libraries is mixed. In interviews and workshops staff expressed a sense of impending significant change. While many are eager to embrace this change, others are fearful. Many staff highlighted communications challenges or 'silos' within the Libraries and expressed concerns about the Libraries' ability to change. Others felt very 'stretched' and a few suggested that problems could be addressed by increased operating budgets. Still others voiced a concern that the Libraries may be falling behind peers or specific global trends. Workshops with library clients suggest that our staff are deeply appreciated but that culturally, the Libraries are inwardly facing and 'still expecting people to come to them'. There is significant potential for a future Library leader to inspire staff, address change-related fears and invigorate the Libraries' culture.

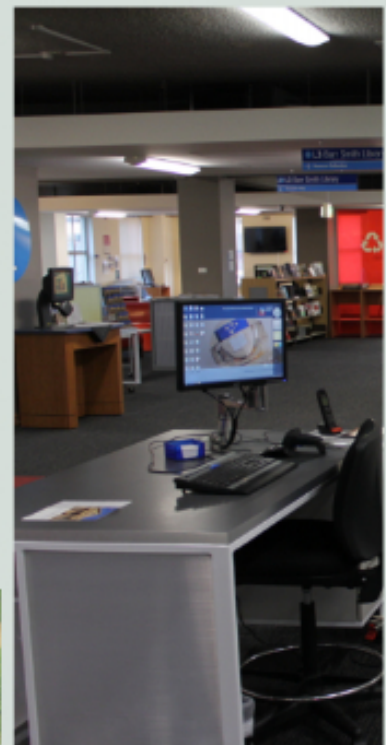
In our survey of Library clients (n=2264) we received insightful feedback about the current state of the Libraries. Satisfaction with staff was high with 95% of all clients feeling that Library staff were 'adequate' or 'excellent' at service provision.

Current Library Facilities and Systems

The Barr Smith Library was by far the most popular destination, with 43% of respondents using it weekly. The main uses of the Barr Smith Library were access to electronic resources (92%), access to an item in the collection (86%), and as a place for private study (83%).

In open text responses to surveys, undergraduate students asked for more quiet study areas, more computers and more charging stations and power points. Postgraduates wanted digital resources expanded, and again more quiet study areas and access to more computers. Academic and research staff called for expansion of digital resources, expressed the desire to maintain a physical collection and asked for better website and digital search tools.

Across all libraries 'a quiet place to study' was rated as the most important facility (86% to 92% range of response). The existence of the University of Adelaide Hub Central and campus hubs appears to have reduced the need for the Libraries to provide collaborative study spaces.



Our Library of the Future

The vision for the University of Adelaide Libraries is to reinvent ourselves as a *bold, agile and essential contributor to the learning, teaching and research aspirations of the University*. These aspirations are clearly articulated in the University's Strategic Plan 2013-23, *The Beacon of Enlightenment*. To achieve this vision the Library of the Future Committee has compiled a series of recommendations, which have been grouped around four central themes:

Library Services

Library Services include general services, services to support Learning, Teaching and Research.

Library Collections

Library Collections include both physical and online resources as well as online support presence.

Library Organisation

Library Organisation includes discussion of values and culture, leadership, staff and structure.

Library Facilities and Systems

Library Facilities and Systems encompasses branch facilities, including the location of facilities and the development of systems across all branches.

These themes are expanded below, and are grouped with a series of recommendations and timeframes. All recommendations are summarised in tables and available as a list at the end of this report.

Future Library Services

Academic library services have historically supported the educational and research mission of universities, but the changing availability and nature of information requires a fresh look at these services. To be bold, agile and essential the Libraries must focus on and understand the needs of students, academics and researchers. The Libraries must embrace this time of dynamic change and seize the opportunity to emerge with a refreshed value proposition for our community.

The Libraries will give priority to serving our current students and staff first, then alumni and future students, followed by other universities and institutions, and finally industry and the broader public.

A library's community, when too broadly interpreted, can be so large and disparate that any activity, acquisition, collection or expense can be justified. In practice, too broad a community draws resources and attention away from the library's ability to offer valued and high-impact services for its core users. Our Library of the Future will therefore clearly identify and serve our clients according to the following order of priority:

1. Current students and current staff
2. Alumni and future students
3. Other universities and institutions
4. Industry and broader public

This priority of focus should determine which electronic and physical collections we acquire, hold and make accessible. It should be reflected in our activities and our Libraries' organisational structure including the allocation of staff time. Our analysis of usage data suggests that alumni and future students make up roughly 7% of library users – they are very important to us and will continue to receive services but should only drive costs, holdings or define service sets at appropriate levels.

By prioritising we can ensure that we best support University learning, teaching and research and appropriately rationalise our resources to deliver the best mix of services and collections.

The Libraries will regularly re-engineer processes to ensure maximum service efficiency and effectiveness across all future library functions and teams.

Eradication of duplication and the streamlining of workflows and functions is now the norm in academic libraries. Digital media adoption by library clients and other library technologies will continue to have a significant influence over the way that the Libraries can operate. Often this will result in simpler automated processes requiring less manual staff effort and more direct access by clients.

Working with our clients the Libraries must adopt regular review of all processes for continuous improvement opportunities. The range of services and functions must be looked at across branches for delivery by the most appropriate staff. Revision and re-engineering processes will not only improve internal and external service provision, but should also deliver cost savings that can be redirected toward new service offerings.

The Libraries will ensure service transformation and reinvention via ongoing co-creation with our community to ensure optimal online and face-to-face experiences.

The Library of the Future is client-driven, understanding that collaboration and co-creation lead to the best results. The Libraries will plan with our clients to ensure that the services and programs we deliver are valued.

‘The nature of learning and scholarly communication will change to become more collaborative and inclusive of emerging technologies, moving away from a linear flow of information.’

- British Library 2020 Vision

Client feedback is particularly significant in the online library environment. Our clients are already accustomed to high quality digital experiences, from instant information search to social media and online shopping. Survey data indicates that library clients want improved search tools and mobile apps to help locate resources. In addition to existing Library governance, client ‘user groups’ should be established to identify needs as they emerge.

Face-to-face services within the Libraries also need to be intuitive, consistent and client-centric. The client will no longer see the library as the ‘keeper’ of information. Even for scholarly work the Libraries are only one of many information sources that clients use. Future library staff will be supportive guides and trusted partners able to help clients discover sources anywhere and qualify their academic integrity.

Future Library Services: Learning and Teaching

Library services are central to the educational mission and to the quality of the student learning experience at any university. At Adelaide, our unique educational proposition brings this relationship even more to the fore. *The Beacon of Enlightenment* sets a clear vision for a compelling higher education experience of the highest value and quality. It identifies both deep discipline knowledge and a wide range of professional and personal attributes as essential learning outcomes of our academic programs. It commits us to educational approaches that are grounded in the strong union of teaching and research, and to continuing the enrichment of our students' experiences through the development of an engaging and technologically enabled learning environment.

Student learning through the small-group discovery experience (SGDE) and participation in the creation of new knowledge through research are defining characteristics of the distinctive Adelaide education. Research-mindedness and research skills, including information and digital literacies, are not only relevant to students who want to progress to further academic study but equally to graduate employment outside the academy. These skills also play an important role in the capacity for innovation that we must nurture in students as part of their career-readiness. The future of our complex world is difficult to predict. However, we can be sure of the constancy of change itself and we envisage that our Libraries will have a key role to play in developing these skills allowing students to flourish and to contribute in such a world. The Libraries are a vital partner in enabling our educational proposition to meet the expectations, needs and aspirations of our students.

Our Libraries' role in supporting student learning is already well recognised and examples of excellent practice include the provision of information literacy resources and some of our librarians' close work with academic staff to support skills development aspects of SGDE. Building on existing foundations, the educational vision and role of our Libraries will be expanded and strengthened in the future. The Libraries will proactively collaborate with Faculties, Schools and Divisions in shaping and supporting the strategic direction and delivery of our education. The University is becoming increasingly attuned to the student voice, with an emphasis on co-creation of learning and learning environments; this will be a feature of our future Libraries' approach to the continuing enhancement of its services.

The Beacon commits the University to a path of educational excellence and transformation within a dynamic and ever more competitive global higher education landscape. Our Libraries have much to contribute to the achievement of our ambitions; like the University as a whole, in order to do so we will need to embrace transformational change and innovation in our services. This does not mean abandoning our current strengths as an enabler of high quality learning and teaching: on the contrary, we expect that these will be enhanced by the recommendations proposed in this report.

The Libraries will lead and partner in the development of our students' advanced digital literacy skills embedded in the curriculum.

The University's Strategy for Learning, Teaching and Assessment 2016-18 prioritises the continuing process of defining and embedding our 'attributes curriculum', including strengthening the development of students' research skills and digital literacies in the service both of their academic studies and their preparedness for thriving graduate careers in a rapidly changing environment.

The Libraries will contribute strongly to the implementation of the University's 'attributes curriculum', especially research skills and advanced information and digital literacy skills. In support of their enhanced educational roles we envisage our library staff will work increasingly in collaborative partnerships and multi-professional teams. Librarians will work with academic staff, eLearning advisors and learning technologists to design and deliver research skills development, and information and digital literacy content, embedded within the curriculum. This will include collaboration on the design of assessment tasks that enable students to demonstrate their digital literacy, and on initiatives to assist our students to articulate those skills that are important to employers.

The Libraries will promote digital literacy skills in the curriculum at a time of increased emphasis on teaching quality across the University. This will necessitate an evidence-based approach to measuring the quality of the learning support and educational content coming from the Libraries. The Libraries must explore further mechanisms to gather feedback from students, and implement strategies to respond to this feedback.

(I would like) 'faculty specific workshops for upper level undergraduate and new postgraduate students. These would be structured in collaboration with faculty members with a view to helping students make efficient use of the plethora of research publications and materials in a specific field. For example: to point to the best journals, most significant authors and identifying trends in research, as well as skills in critical review.'

- Student response to Library of the Future survey

The Libraries will lead and partner in open educational resources access and (re)use for learning and teaching.

The digital environment offers an ever-increasing proliferation of online resources for learning and teaching, many of which are accessible as open access materials. These include open access research datasets and open educational resources designed specifically to teach concepts in academic disciplines or more generic skills. The University is already itself a producer of digital learning and teaching assets through our development of blended learning and MOOCs. The Libraries will play a key role in providing support for access to and (re)use of open digital assets for learning and teaching, in partnership with eLearning advisors and educational technologists. Our library staff will use their copyright expertise, and their search, evaluation and curatorial skills to identify open access resources for use and reuse in teaching. The Libraries will curate and provide students with access to open material of relevance to their studies. This will drive the cultural change needed across the University in using eContent for teaching, aligning with clear student preference for accessing scholarly content at point of need, on their own devices, at their own convenience.

The Libraries will lead and partner on key aspects of learning enhancement and innovation, including in curriculum design, pedagogical development, creation of new digital learning resources, and professional support and development for academic staff.

The educational role of our library staff means that they will have a key part to play in learning enhancement and innovation initiatives including support for the professional development of our academic staff. Provision of high-quality opportunities for continuing professional development and support for teaching staff, including sessional teachers, is essential in the changing educational environment. New technologies have brought significant changes to traditional research and teaching methodologies. The Libraries can make an important contribution to developing advanced digital skills of academic staff relating both to their research and to their educational practice. Library staff can offer critical expertise in digital knowledge creation and scholarship as well as in online communication, collaboration and participation. Our library staff can also support development of skills relating to the embedding of digital information in the curriculum. This expertise can assist academic staff in the improvement of their pedagogy for the benefit of students.

Library staff will be appropriately skilled to support new University learning and teaching initiatives and directions.

There will be a need for changes to library staff profiles and the development of new expertise. Our library staff will need to forge much closer working partnerships across the University, including with academic staff, eLearning advisors, careers specialists, student academic skills professionals, and others. Collaborative leadership in learning and teaching support and innovation will be a hallmark of our future Libraries' forward-looking professional practice. This will require library staff to develop new levels of engagement and new skills. The Libraries will develop a new learning and teaching service model to meet the changing requirements of our teaching staff. This will provide vibrant, multi-faceted services including research and teaching advice, educational resource curation across all media, and digital media production capability.

Our library staff must expand their understanding of the process of discovery-based learning: underpinning pedagogies and learning design principles, assessment task design, teaching skills, and the way in which content resources are used. They must become what sometimes is referred to in the literature as 'blended' or 'embedded' librarians, combining traditional librarianship with technological, educational and subject matter expertise to facilitate a deeper contribution to the learning and teaching transformation underway. The Libraries will also connect more deeply to University program and course planning to ensure well-aligned library services and collections are available and integrated. There will be a strong role for library staff in supporting the design and delivery of SGDE and other modes of discovery-based learning. Library staff will use their expertise in research and digital skills to assist in mobilising resources like Special Collections and open access content. Library staff will require a deeper understanding of the University's Learning Management System and will work closely with eLearning advisors and academic staff to ensure that services and resources are integrated at program and course level.

(I would like) 'more access to online books in a variety of formats! This is a digital world and it is easier to do that via current technology! More access to explanatory videos i.e. "how to do..." or in fact "what this means...". This should be in conjunction with downloadable resources that accompany information! More access to documentaries made by teaching staff to set into context.'

- Student response to Library of the Future survey

The Libraries will use our unique position to support student engagement, retention and success.

Research points to a clear relationship between students' library use and their success. Alongside other staff with specialist roles supporting student engagement and success in specific academic areas such as writing and maths, library staff are well placed to work with 'at risk' (and all) students to provide additional academic support. The apparently neutral position of library staff outside the formal teaching and assessment structure, coupled with their subject expertise and knowledge of research skills, makes them a safe yet authoritative source of student support. Library staff, in partnership with Faculties and the DVCA, will contribute strongly to providing personalised student support, and library data will assist in the development of richer learning analytics to inform our understanding of student engagement.

Students need these academic support services to be delivered seamlessly. As new types of teaching and academic assessment are implemented, the distinction between writing support, research support and technological support for learning is becoming increasingly blurred. For example, a student required to create a video for assessment may need guidance on interpreting the requirements of the assignment, on finding and evaluating sources, on editing the video technically, and on the logical flow of argument. The Libraries can play a central part in the greater integration of student skills development at the University. Future academic and library leadership should consider integrating these services into the Libraries organisationally⁵.

'Given that my use is 90% online, I would like to see more of an online presence. I sometimes use other library online support as it is better. There needs to be online areas where you can work online, get help about online work and also where new online materials and services are demonstrated and supported.'

- Professional staff member's response to Library of the Future survey

⁵ Consultants to this report suggested that this integration of library and student learning services occurs at Monash, QUT and Auckland with success.

Future Library Services: Research

Our University Libraries already work with researchers through the research life cycle, providing discipline specific knowledge on information searching, data collection, organisation, publishing and archiving. In the future this critical role will continue but the mechanisms, media and technologies involved are changing rapidly. This will demand new skills and deeper understanding of research subject matter.

The Libraries will re-align research support to ensure appropriate skills exist to serve evolving research needs.

Research information is available through an increasing range of formats and delivery methods: including traditional published literature, researcher blogs, other web-based text-based material, raw data sets, machine readable outputs, or visualisations. Researchers need to find, assess, interrogate and utilise information available through sources with increasing diversity and technical complexity.

We will build library staff capacity in latest research support methods. Our researchers will need support from skilled information professionals who understand emerging search, evaluation, and data handling techniques, as well as discipline-specific research publishing trends. Our library staff must be equipped with the latest technical skills and data management tools to help researchers mine and use vast and global sources of information. All research-supporting library staff should have skills in data management, open access publishing, scholarly communication, altmetrics and traditional citation measurements, and other eResearch services. The need for a sharp increase in technical skill levels may require staff skills evaluation, development and organisational structure review. The future structure of the Libraries' research supporting services should enable close relationships with the Faculties, Institutes and Centres while also integrating support from Technology Services.

Library staff must be comfortable with an increasing pace of change; in particular they must anticipate significant and rapid changes in publishing and research presentation, technical data management, and scholarly discovery practices. They will continually engage with the researcher community and be ready to adjust services to meet evolving needs.

The Libraries will actively promote the use of its information assets in global research, including increasing presentation of University research data.

Researchers increasingly re-use data sets to answer new questions, conduct alternative analysis, feed simulations and create visualisations. Our researchers are generating considerable data with significant potential for re-use. Raw data, and often machine-readable data, will be presented and shared openly alongside traditional research publishing.

Internationally, research funders are increasingly requiring open research outputs and publicly available data sets. This provides an opportunity for the Libraries, as managers of the University's institutional digital repository Adelaide Research & Scholarship, to lead this change across the University. We must promote the use and benefits of Adelaide Research & Scholarship and of other subject-specific repositories.

The Libraries can improve our University research impact by supporting research data management and global research collaboration. Discoverable and directly usable research data will lead to future partnerships with new and deeper research opportunities for the University. Library staff will understand and advise on emerging data presentation methods and formats, data preservation techniques, and the development of machine-readable data or metadata. The Libraries will co-develop support services for researchers with partners from Technology Services and Research Administration⁶.

The Libraries will consider a research hub that incorporates spaces, technology and services required by researchers across our varied disciplines.

Research groups, from undergraduates to high impact career researchers, increasingly work collaboratively. This collaboration can be local or global and it can be face-to-face or via technology. The Libraries' physical spaces, staff and technology are perfectly placed to assist. The Libraries are neutral, central and cross-disciplinary offering an ideal venue for research group collaboration. A hub space could enable researchers to socialise, work, use cutting edge communications, creation or visualisations tools, and receive support services.

A library research hub could focus on promoting and enhancing cross-disciplinary exchanges. Library staff would manage this space in a manner that encourages cross-fertilisation of ideas and regular researcher interaction. University Research Division and other services might add to the resources available and should co-create the hub space. The Libraries would need to actively promote and continually refine the research hub offerings to optimise value for researchers. This hub should be considered in the context of overall library service locations and the need for other service centres related to teaching and student needs.

⁶ One such collaboration is underway now with the ORCID researcher identity initiative.

‘The library no longer wants to be a destination, it wants to be an active participant in the networks of people and resources through which scholarly and learning work is done.’

- Bell, Dempsey & Fister, (2015). *New roles for the road ahead.*

	Recommendation	Commencement Priority
R1.	<i>The Libraries will give priority to serving our current students and staff first, then alumni and future students, followed by other universities and institutions, and finally industry and the broader public.</i>	Immediate
R2.	<i>The Libraries will regularly re-engineer processes to ensure maximum service efficiency and effectiveness across all future library functions and teams.</i>	Medium
R3.	<i>The Libraries will ensure service transformation and reinvention via ongoing co-creation with its community to ensure optimal online and face-to-face experiences.</i>	Medium
R4.	<i>The Libraries will lead and partner in the development of our students’ advanced digital literacy skills embedded in the curriculum.</i>	Immediate
R5.	<i>The Libraries will lead and partner in the provision of access to open educational resources for learning and teaching.</i>	Immediate
R6.	<i>The Libraries will lead and partner on learning enhancement and innovation, including in the areas of curriculum design, pedagogical development, creation of new digital learning resources, and professional support and development for academic staff.</i>	Medium
R7.	<i>Library staff will be appropriately skilled to lead and support new University learning and teaching initiatives and directions.</i>	Medium
R8.	<i>The Libraries will use our unique position to support student engagement, retention and success.</i>	Medium
R9.	<i>The Libraries will re-align research support to ensure appropriate skills exist to serve evolving research needs.</i>	Medium
R10.	<i>The Libraries will actively promote the use of its information assets in global research; including increasing presentation of University research data.</i>	Immediate
R11.	<i>The Libraries will consider a research hub that incorporates spaces, technology and services required by researchers across our varied disciplines.</i>	Long

Future Library Collections

The Library of the Future committee discussed our Libraries' role as a library of utility rather than a library of record. An academic library of utility is defined as '*an academic library with a targeted, dynamic collection. The focus of this library is specifically to facilitate day-to-day study, teaching, and research on campus*'⁷. The Libraries' future collections, both electronic and physical, must be actively and regularly re-aligned with the academic foci and research directions of the University. This translates to a need for more connected, flexible and active collections management planning and policy. This Collection Management Policy should be co-developed with academic units and make allowance for future needs and diversity of materials use by each discipline⁸.

The digital environment has also led to a decline in the use of print books and a sharper drop off in the use of physical printed journals. Academic libraries of utility all over the world are responding to this trend by reconsidering collections and how they are managed and accessed. Many libraries, including the other academic libraries in South Australia, have reduced their collections where digital versions exist or a copy is held at another institution. Most are also moving inactive physical collections offsite to make room for more study spaces and new services. Large academic libraries, including the University of Chicago, the Widener Memorial Library at Harvard University, the Butler Library at Columbia University, and the Bodleian Library at Oxford, use predominantly 'closed stack' approaches with high-density remote storage and maximum retrieval times for requested books⁹.

The Barr Smith Library currently has roughly 800,000 physical items in its central North Terrace location. Our data suggest that at the end of 2013 roughly 60% of the collection in the Barr Smith Library had not been borrowed for over 5 years. Following the global trend these borrowing rates appear to be declining by over 10% per year¹⁰. The trend may slow but is unlikely to reverse as future information is increasingly 'born digital'.

The challenge therefore is to find the right scale and location for our collections to match the anticipated use patterns of our clients. Our vision for the Library of the Future calls for agility, which will be supported by a lean and flexible collections approach. While we expect to own physical material for many years to come, it will be less valuable to own and store large local collections than to participate in, and facilitate access to, collaborative national and global collections.

⁷ Anderson, R. (2012). *(Re)defining the library, Part 2: How?*. The Scholarly Kitchen. Society for Scholarly Publishing.

⁸ For example Barr Smith Library data suggests the use of physical books in the visual arts and humanities remains very high while the use of engineering materials is now dominantly electronic.

⁹ As an example in the Bodleian a large network of below ground book storage areas offer a six-hour turnaround.

¹⁰ This data is from the Voyager Library Management System looking at 2010 to 2013. Because the Library changed to the Alma Library Management System in late 2013 we do not have year-on-year comparison data for 2013-2014, but should see clear patterns in 2014 and forward.

Our policy and collections management approach must also allow for the Libraries' Rare Books and Special Collections where, in some cases, our holdings are unique, rare or extremely valuable on a national or even global scale. These materials should be made more accessible and digitally visible to the broadest possible community; the global public.

The Libraries will sharply reduce low-use onsite collections and rationalise the use of off-site storage facilities.

We have a significant and growing mismatch between our library storage practices and actual use. Onsite collection storage represents 45% of the space in the central Barr Smith Library building¹¹. The mismatch between collection size and collection use means that the physical collection is consuming space that could be utilised for other clearly desired library uses such as individual work spaces, increased quiet study, and collaborative research areas. It should be noted that in recent years the Libraries have been slowly reducing collections, with net reductions of roughly 10,000 items per year; but this rate is far too slow to correct the growing mismatch.

We will need an intensive effort to reduce the Barr Smith Library's main collection by between 60-70%. In most cases this will mean moving inactive but valuable materials to offsite storage. We will be shifting, to a greater degree, to a 'closed stack' access model for low-use items. This model has proven to be effective in academic libraries globally. Items remaining in the central collections should be based on known activity levels, faculty needs and library staff expertise. We will utilise a careful process to reduce collections including both moving items to offsite storage and weeding of items. Collections decisions will be based on multiple criteria including:

- Usage history based on the likelihood of an item being used during a five-year period
- Historic value
- Digital availability or digitisation potential and related use rights
- Costs associated with storage and any additional capital investment required
- Other institutions' collections regionally and nationally.

This collections management project will be a labour intensive effort that must be started soon as a two or three-year capital project. The urgency stems from the need to dedicate library space to clearly articulated client needs, as well as the opportunity to retrofit and redesign library spaces. The opportunity to invest in library improvement will come in 2019 at the earliest, and the collections management project will need to be completed by then. A careful process will need to be developed and resources provided to deliver this project within a two to three-year term.

¹¹ 2015 University space data.

The Libraries' collections are currently spread over multiple sites. In addition to the library sites at Adelaide, Waite and Roseworthy, the Libraries house low-use collections at an offsite facility commercially shared with Flinders University and the University of South Australia (located at the Flinders Campus). Our Libraries currently also have over 720,000 items in the offsite facility with a 'same day if requested by noon or next day' retrieval practice. Roughly 14,500 items are retrieved per year via a daily delivery service. A first task of the collections management project will be to review and reduce the significant number of inactive paper copies of journals in the offsite facility.¹²

The Libraries will also need active and focused collections management as an ongoing effort and it must be the clear responsibility of a University Librarian to ensure the Libraries continue to hold rational collections and formats against ever changing usage patterns, academic and research needs.

The Libraries will enhance e-resources to continuously support the University academic program and research strengths. The Libraries will lead the promotion of digital content.

The Library of the Future Committee considered the future of both our electronic and print collections and received feedback regarding clients' deep appreciation of the unique qualities and value of each. It is clear that physical materials are not going away, but use patterns suggest that we should prioritise broader access to e-resources and increase our ability to readily digitise and share materials electronically for broadest possible use¹³.

The transition to greater use and creation of digital material is well underway at the University. The Libraries are central to licensing and managing content and upholding fair use, and should be assertive as a leader in the digital transition. The Libraries will best serve the University by actively promoting, supporting and enabling digital content creation for use in courses, student work and research.

Library units such as the University Press are excellent exemplars of this 'digital first' work today. The current work of the Image and Copy Centre, however, is often perpetuating older paper-based practices and requires review. Separate processes for physical and digital materials acquisition should also be reviewed, combined and streamlined. The purchase of physical materials will increasingly be an exception reserved for high use, special collections and other specific purposes. A more effective digital preference policy will need to be developed and promoted¹⁴.

¹² This reduction in journals is underway but needs to be accelerated. It is a process that requires some careful review, as some digital journals do not adequately replace paper journals.

¹³ The Libraries currently have this capacity, frequently digitising material for use in Learning Management System based courses through the DRMC, but the service should be expanded.

¹⁴ There is a current policy regarding e-preference but it requires updating and needs to be followed.

‘Academic library collections currently are a mix of physical materials, licensed materials, and locally produced digital content. The emergence of open publishing practices will add a new layer to the library palimpsest, which will require the adoption of a number of new roles and the adaptation of librarians’ skills and values to new platforms and scholarly practices.’

- Bell, Dempsey & Fister, (2015). *New roles for the road ahead.*

The Libraries will collaborate in leading-edge initiatives that maximise Open Access and/or ‘best value’ for licencing agreements and purchased materials.

The global publishing context has been consolidating. Peer reviewed research journals are increasingly concentrated with a small number of monopolistic international commercial publishers. These publishers provide content online under licence conditions for access and use. Research libraries gain access to the complete set of titles in packages from the publishers for a price that was based on maintaining the library’s original annual print expenditure.

Above-inflation cost increases, inflexible publisher bundling strategies and exposure to currency fluctuations have all become significant threats to library material affordability. Open Access journals and resources have emerged as a possible remedy. The Libraries will take a leading role in exploring and realising Open Access initiatives when they can reduce our exposure to these threats¹⁵. Changes in our procurement approaches will be made where they lead to more sustainable and predictable materials management.

Where movement to new models is not possible the Libraries will collaborate on resource procurement at local, national and global levels. Currently, the Council of Australian University Librarians jointly negotiates some major packages, which has resulted in a degree of success in modifying some publisher demands; but even national efforts have limited clout with global providers. We will continue to seek and create partnerships to obtain the best value for our acquisitions.

¹⁵ This is not straightforward as new models also have possible risks such as high author fees.

The Libraries will promote access to and facilitate the discovery of our unique special collections.

The Libraries have a small but significant collection of Rare Books and historic Special Collections. These should remain in the central Barr Smith Library location but take a more prominent position within it. Currently these sit at the lowest level of the library away from most activity and visibility. We will seek opportunities to exhibit these collections at entry points and higher traffic locations.

We will consider where technologies can highlight the unique value of these collections and better connect the past with the present. Whenever possible we will use two and three-dimensional digitisation and other emerging technologies to increase the visibility and global accessibility of our unique or Rare Books and Special Collections.

We will also continue to develop our Special Collections. However, we must do so with a clear focus on items that support the University's leading academic and research areas and be cautious of donations that burden our Special Collections capacity.

	Recommendation	Commencement Priority
R12.	<i>The Libraries will sharply reduce low-use onsite collections and rationalise the use of off-site storage facilities.</i>	Immediate
R13.	<i>The Libraries will enhance e-resources to continuously support the University academic program and research strengths. The Libraries will lead the promotion of digital content.</i>	Medium
R14.	<i>The Libraries will collaborate in leading-edge initiatives that maximise Open Access and/or 'best value' for licencing agreements and purchased materials.</i>	Medium
R15.	<i>The Libraries will promote access to and facilitate the discovery of our unique special collections.</i>	Medium

Future Library Organisation: Values and Culture

Building stronger, more visionary and more culturally unified University Libraries will help us to realise the future described in this document. The current Libraries have been engaged in vision and mission development and some strategic planning. However, with recent library leadership change, University-wide change and global library change there is both a need and an opportunity to clarify the Libraries' vision and values.

The Library of the Future Committee considered desired values for the future Libraries, which are expressed in Figure 1.

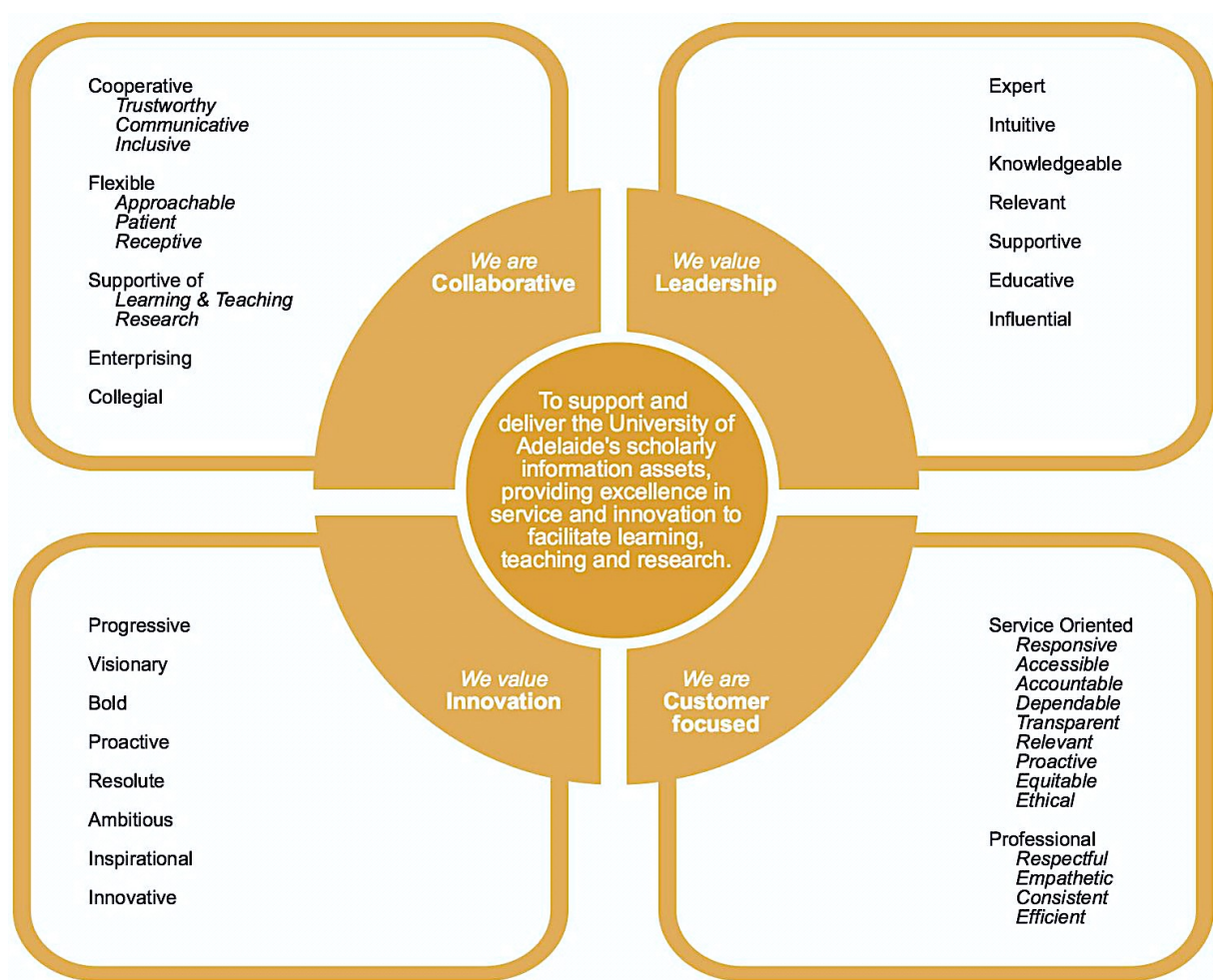


Figure 1: The University of Adelaide Libraries Vision, Mission and Values.

These values surround a core mission: To support and deliver the University of Adelaide's scholarly information assets, providing excellence in service and innovation to facilitate learning, teaching and research.

The Library of the Future will also aspire to a vision that is based on these values and our core mission, and links to the aspirations articulated in *The Beacon of Enlightenment*. The future Libraries' vision is to reinvent ourselves as *a bold, agile and essential contributor to the learning, teaching and research aspirations of the University*.

Library staff will embrace our mission, vision and values.

The separate operational divisions of the Libraries currently function somewhat independently. In some cases the lack of a strongly shared vision has left individual staff free to remain passive or pursue directions that do not contribute to the mission. As the mission, vision and values are shared and more clearly communicated across the Libraries each team can align its work and unify work efforts. To strengthen the culture around these values each team leader and staff member will be encouraged to develop specific measures and performance indicators based on the values.

Today's library staff are already deeply valued and appreciated within the university community for their service ethic¹⁶. There already exists a strong desire to meet changing customer needs and improve coordination of library services. Renewed engagement and commitment by staff members toward common values and in pursuit of a common vision will only make the future Libraries stronger. In the long-term building an engaged, confident and energetic culture around the mission, vision and values will be a task for future library leaders.

'Library leadership will require radically different thinking to provide adequate and sustainable support for new initiatives. This type of thinking will need to extend across the entire organization from the top down - from deans and directors to librarians, support staff, and new hires.'

- NMC Horizons Report 2015

¹⁶ 2015 Library of the Future community liaison survey results demonstrated that 98% of survey respondents thought the library staff were either 'adequate' (38%) or 'excellent' (59%).

The Libraries will preserve only services that are sharply focused on our clients and mission.

Our vision calls for a library that is agile. The Libraries will not carry services that do not serve core clients and mission. Currently the Libraries include a University Archives and Recordkeeping function and an Image and Copy Centre. The Library of the Future Committee recognises that the University has a need for archival services but these services are not central to the library mission and should be moved outside the Libraries. The Image and Copy Centre provides services with changing demand patterns and will likely not remain economically viable in a more digital future: it should either transform to digitisation services or be removed from the Libraries.

To remain agile the Libraries' management team will actively undertake regular reviews of the services offered with consideration for what to diminish or eliminate and what to enhance or establish. Currently, the Libraries' primary mechanism for measuring its performance is through a biannual user satisfaction survey. This is designed to benchmark with the other members of the Council of Australian University Libraries and is not targeted specifically to University of Adelaide needs. New feedback mechanisms to evaluate service needs and impact of library services will be further developed to ensure the library's focus continues to be appropriate.

Library materials, services and staff will be less place based, and more embedded in and around the University.

The traditional library was firmly rooted in the physical. People came to the physical space to look at a physical item. The current library has developed significant digital offerings, effectively extending its reach and hours of operation.

The Library of the Future must go further. The reach of information owned or accessible is no longer dependent on the library's space. Both physical and digital remain important but are not interdependent. The information will reach the people who need it, where they are, at all times.

This will require a rethink of the library's service efforts. Just as the information must go to the point of need, so must library staff and services. Future library staff will not wait in the library for an inquiry. They must be where their clients are, in their physical and virtual spaces, and at their convenience. Co-location or regular presence with clients will encourage collaboration through a deeper understanding of client needs and available library resources. We will require staff to actively promote their valued services as confident participants in academic and scholarly activity.

Over time the Libraries will need fewer staff involved in material handling, metadata and acquisitions roles and likely more staff working side-by-side with clients. Embedded staff will need new skills including greater subject areas expertise and skills in emerging digital environments and tools. Future library organisational structures must support this more highly skilled and embedded presence.

Future Library Organisation: Leadership

Transformational leadership will be needed to refine and implement the Library of the Future recommendations. Future leadership will need to make significant changes to address the demands and opportunities described in this document.

The University will appoint a transformational University Librarian to further develop and implement the Library of the Future plan.

The Library of the Future Committee recommends the Libraries continue to be led by a dedicated University Librarian and that this role remains at a similar Senior Leadership level within the University. We acknowledge, however, that the period of most intensive library change may be in the immediate 3-4 years. We recommend a suitable candidate be recruited for a fixed-term, initially with an emphasis on transformational leadership and organisational change skills. This leader should foremost exhibit a passion and vision for a bold future academic library.

‘The days of leading and managing a group of people that worked and played side-by-side every day are long past. Instead, digitisation gives organisations the opportunity to shift from traditional enclosed, hierarchical workforces to networked and distributed models.’

- Deloitte Touche Tohmatsu (2012). *Digital disruption: Short fuse, big bang?*

Future Library Organisation: Staff and Structure

While the Libraries workforce and skills have been adjusting over time they do not match the anticipated skills need of the future library workforce. In an increasingly digital world, manual handling functions are diminished, and processes and structures should be combined, streamlined or reconsidered.

‘Libraries are not often set up with the proper infrastructure and support to quickly adapt to new digital strategies and business models. The end goal of solving this challenge will be for libraries to be organized in ways that enable them to continuously innovate and cater to patrons’ expectations.’

- NMC Horizons report 2015

Following the appointment of a new University Librarian, a significant restructure will be undertaken to establish a new library structure.

The current University Libraries will need significant restructure to adapt to the future needs and opportunities described in this plan. The future structure will also offer an opportunity for the University to reconsider library needs and budgets to best support essential learning, teaching and research needs.

Library organisational structures may also need to be simplified and combined allowing for a higher-level leadership team. The current structure of the Libraries is relatively ‘flat’ with 14 units reporting to only two Senior Library positions – one of which is the Head University Librarian. In our process mapping, the Library of the Future Committee discovered that some functions seem to happen twice within different parts of the current structure. A smaller leadership team and simpler structure with 4-5 broad functional areas will be more agile and should improve library coordination.

Waite and Roseworthy Libraries currently operate under a shared Branch Librarian and with site-specific staffing. Services to these campuses are designed and delivered largely independently of services at the North Terrace campus. The Libraries must investigate centralising responsibility for service provision, and technological service delivery options such as Skype and chat services. A single, blended service model implemented across all campuses would provide students with a cost effective, consistent experience.

The committee reviewed the organisational structures of several other libraries, and we present the current University Libraries structure and one example of a simplified structure for future consideration in Appendix 6. The ultimate design of our future library structure should result from in-depth work by our future University Librarian.

As previously mentioned, to reduce the complexity of the Libraries and focus on the core mission, the position of the University Archives and Recordkeeping and the Image and Copy Centre units should be reviewed. The Image and Copy Centre is subject to digital disruption and should undergo further study to ascertain long-term need.

	Recommendation	Commencement Priority
R16.	<i>Library staff will embrace our mission, vision and values.</i>	Medium
R17.	<i>The Libraries will preserve only services that are sharply focused on our clients and mission.</i>	Medium
R18.	<i>Library materials, services and staff will be less place based, and more embedded in and around the University.</i>	Medium
R19.	<i>The University will appoint a transformational University Librarian to further develop and implement the Library of the Future plan.</i>	Immediate
R20.	<i>Following the appointment of a new University Librarian, a significant restructure will be undertaken to establish a new library structure.</i>	Medium

Future Library Facilities and Systems

The University Libraries today comprise of five branch libraries occupying 14,525sqm over the University's three teaching campuses at North Terrace, Waite and Roseworthy¹⁷. The three branch libraries located at the North Terrace campus are the Barr Smith Library (9407sqm), the Elder Music Library (601sqm), and the Law Library (1393sqm). The quality of spaces at the Libraries' five locations varies between 'average' and 'good'.

The recent creation of Hub Central demonstrates how a well prioritised investment and careful co-design with both students and staff can result in spaces that have positive transformational impact on the University. The Library of the Future Committee feels that the University should make similar prioritised investments and co-created design effort in select library spaces. These improvements would only be possible following the collections management project described above.

Library planning would start in 2017-18, with actual refurbishment starting in 2019. The scale of the capital investment required for the Library of the Future will be a result of the planning process but is anticipated to be a multi-year project. The Libraries will need to remain operational throughout the refurbishment so floor-by-floor phasing will likely be required.

'The image of the library as an impervious vault wherein librarians service as the gatekeepers ... has become outdated. The internet and mobile technologies have revolutionized the way that people find, consume, and interact with content.'

'This has manifested in the removal of books and serial journals from libraries to offsite storage units, which has proven to be controversial for some academic communities. Yet, these decisions about the fundamental use of space are giving way to more flexible arrangements that better suit community needs.'

- NMC Horizons report 2015

¹⁷ 2015 University space data.

Investment priority will be the refurbishment of the Barr Smith Library.

Honouring the original Barr Smith bequest, we will prioritise the refurbishment of the central Barr Smith Library space, so that it remains the best and most distinctive academic library within the state. The Barr Smith Library houses the prestigious Barr Smith Reading Room, comparable to the Mortlock Library in terms of historical architectural importance. The Barr Smith Library also sees the highest number of visitors of all of the five branches, with 43% of our survey respondents visiting at least weekly during the term. Despite its history and central role, the Barr Smith Library space is rated lowest among our libraries. It rates only as 'average condition' when assessed against peer-university space standards. This rating is due to both deferred refurbishment over time and less contemporary use of space.

We will also embrace our heritage and emphasise the grandeur of the Reading Room, by making it more accessible through better way-finding and by exploiting its geographical location on a major north-south corridor of campus. We will investigate, and if feasible introduce, a new entrance from the lower-campus to connect students and staff to the library directly adjacent to popular paths of travel.

The Libraries will relocate the Music Library and continue the changes already planned and underway in the Law Library, while the Waite and Roseworthy Libraries need operational and space usage reviews.

The Waite, Roseworthy, Law and Music libraries were also considered as part of the Library of the Future project. The committee looked at use levels, study accommodations, staff levels, operating hours, collections and collection use, survey responses and many other factors. We also received comments about each branch and conducted on-site special workshops for each library inviting both students and staff.

The **Law Library** is the second most highly used of our libraries and has been the most progressive in adapting its use and spaces. With over 110,000 visits annually the Law Library gets more use than the three other smaller libraries combined. It has been weeding and relegating collections that are now available digitally and plans to continue to reduce physical collections to create quiet study spaces and group work areas. We believe the Law Library will need some ongoing investment to continue its revitalisation and collections rationalisation but this is a lesser institutional priority than the Barr Smith Library. The Law Library has been meeting student needs with availability of nearly 70 hours per week and it should continue with its current focus, direction and plans.

The **Music Library** plays an important role both within the University and in the community. The collection of musical scores is used extensively for both research and performance and it contains rare and unique material. As a physical space the Music Library sees the fewest visitors of the five libraries and has the shortest operating hours. Its recorded music collections, which consume much of the space, are largely and increasingly available in digital formats. The library has been reducing stack density in

the Hartley building but the space has not been reallocated to better use. For these reasons we recommend that the Music Library be re-consolidated into the Barr Smith Library¹⁸. The consolidation will include a review and rationalisation of collections but it will also maintain the Music Library identity, focus and staff support. In our workshops, Music Library clients expressed the strong desire for the Music Library to maintain a distinct and dedicated area. The Committee believes it is possible to retain a distinct Music Library space within the Barr Smith Library. Doing this will also allow the Music Library to provide longer hours, matching those of the Barr Smith.

The move of the Music Library should be considered as a high priority and undertaken as a first phase of any refurbishment following the collections management project. In preparation, the Music Library will need to continue to rationalise its collections and shift to digital offerings where sensible. The Music Library will include some unique space needs such as soundproof spaces and special equipment areas. The existing Hartley space will be returned to the University for other uses.

The **Waite Library** is a lower investment priority although it serves a valued local function on the Waite campus. Its 2695sqm space is more than adequate given its usage and is currently rated as good condition. The space should also be considered for broader uses that will increase its value to the Waite community and the University.

Similar to Waite, the **Roseworthy Library** is a lower investment priority. It occupies 1210sqm in a relatively new building, currently rated as good condition. It currently receives roughly 26,300 visits annually but has a very moderate use of collections (6,990 items loaned out in 2014). The library's collections must be rationalised and additional campus functions and services should be considered for the space to improve its active use and value. Our survey, and direct feedback, indicated that Roseworthy students desire additional collaborative study spaces. They are seeking spaces that are easily accessible and have technology similar to the project rooms in the Hub on North Terrace.

Further investigation of the usage of **Waite and Roseworthy Library** spaces should be undertaken as part of the broader University Campus Master Plan in 2016.

¹⁸ The Music Library was originally within the Barr Smith Library but was separated as the collection of recorded material increased. Much of the recorded material is now available digitally.

The physical space investment priority will be based on library clients' clearly stated needs and will result in new and inviting space aligned with the Libraries' mission, vision and values.

A traditional focus on books and physical journals has motivated the current design of the Barr Smith Library, from the space dedicated to book stacks to the functional design of the study desks. To meet the expectations of future students and researchers our Barr Smith Library spaces will be revitalised and reconceptualised. As we rationalise our on-site collections we will shift much of the library spaces to well-designed discovery, work and study space. Our survey data and workshop results point to a clear need for:

- Individual quiet study facilities that embrace the use of technologies and physical materials
- Flexible spaces for group and/or individual study which can serve more than one function throughout the academic year
- Library entry points and spaces that invite, welcome and inspire us in our pursuit of knowledge
- Design for service that is increasingly mobile and by-the-side rather than fixed desk based
- More and longer access to study spaces, with some designed for safe and secure 24-hour access during peak periods.
-

Through the implementation of this plan, and in anticipation of the University Campus Master Plan, careful consideration will be given to the prioritisation of spaces. Central campus spaces are a valuable commodity. While we recognise the desire to keep library staff together, the space at the branch libraries should be considered for accommodating functions and staff that do not deliver front-line library services.

The Libraries will create new learning spaces closely attuned to the evolving needs of our students, our curricula and our teaching approaches.

The success of Hub Central as a student-orientated social learning space is clearly evident through its popularity, utilisation and reputation. Our workshops indicated that students want a study experience that complements, rather than competes with, Hub Central. There is an increasing demand for quiet study space that includes the high levels of technology availability and support seen in Hub Central.

The Libraries will provide spaces in which the educational philosophies and pedagogies of the University are embodied and supported. Its welcoming spaces will nurture our students' sense of belonging and community within the University. Spaces for Small Group Discovery, media production and, potentially, emergent spaces such as innovative 'makerspaces' will provide a vibrant and multi-faceted physical learning environment. The adjacency of the Barr Smith Library with Hub Central provides the opportunity to design complementary spaces. These spaces will also allow library staff to engage more deeply in the academic learning and teaching mission. The Libraries will work closely with students as co-creators and change agents in the design and development of its new learning spaces.

(I would like) '3D printers, specially designed spaces for reading the digital reading material offered by the library, perhaps desks with touchscreen monitors run to only read pdfs.'

- Student response to Library of the Future survey

(I think) 'perhaps increase the spots in the library where people can use their computer, including being able to use the power source.'

- Academic staff member's response to Library of the Future survey

Many libraries are installing secure work desk areas where lockable desks can be 'checked-out' for several days so that a student or researcher can leave books and computers while completing work. Loanable computer or tablet vending machines are another possibility, as are bookable spaces with digitisation, video creation and editing, 3D printing, and other emerging technology resources.

At a minimum all refurbished library study spaces will be enabled with device-charging capability and the latest dense high-speed wireless infrastructure. The clear demand is for individual study and the overall library availability of these spaces will increase dramatically.

The Libraries will innovate and partner to deliver a great discovery layer and will develop analytics to gain insight and enable continuous improvement.

As more content becomes or originates digitally the quality of the Libraries' search tools or 'discovery layer' becomes critical. Discovery systems are increasingly the front door to the library and are increasingly used in place of visiting our library buildings. If systems are not well designed library users may not understand what resources the library can offer or even know when they are using library licensed material.

Discovery systems must be designed so they are easily understood for beginning users and powerful for experienced users. They must be available anytime, from anywhere and on any device. Discovery must increasingly support sophisticated mechanisms to interact with the client, to suggest items related to a user's interests or a target search, much like online shopping systems suggest products today. The Libraries must also support other global search and discovery of its content via increasingly seamless collaboration and by offering machine-readable content and metadata.

Students and researchers seeking information resources are already turning to a blend of public search tools and Library Search. During the academic session in 2015 the University was seeing over 8,000 Google and Google Scholar queries per hour. These were accessed primarily from personally owned mobile devices. The Libraries should support this reality by making the library discovery experience as similar to other common search tools as possible.

The Libraries today have functional library management systems including discovery layer tools. These systems are adequate today, but the Libraries must continually innovate and improve systems to ensure the discovery experience is world class.

Another area of systems focus for library staff will be a better understanding of library usage data. New models of content licensing require proactive decisions around the acquisition of resources. These decisions will depend on insights from use data to evaluate the changing demand for content.

Student library use data can also tell us about student engagement and contribute to University student learning analytics systems. The Libraries should develop or acquire greater staff skills in data analytics and work with University data warehouse experts to develop meaningful ways of using library data.

	Recommendation	Commencement Priority
R21.	<i>Investment priority will be the refurbishment of the Barr Smith Library.</i>	Long
R22.	<i>The Libraries will relocate the Music Library and continue the changes already planned and underway in the Law Library, while the Waite and Roseworthy Libraries need operational and space usage reviews.</i>	Long
R23.	<i>The physical space investment priority will be based on library clients' clearly stated needs and will result in new and inviting space aligned with the Libraries' mission, vision and values.</i>	Long
R24.	<i>The Libraries will create new learning spaces closely attuned to the evolving needs of our students, our curricula and our teaching approaches.</i>	Long
R25.	<i>The Libraries will innovate and partner to deliver a great discovery layer and will develop analytics to gain insight and enable continuous improvement.</i>	Long

Final Recommendations

This report's 25 recommendations, consolidated below, range from evolutions of current library practices to more significant transformative changes. It is the Library of the Future Committee's hope that these recommendations serve as guidelines to help current and future leaders build the best possible Library for the University. Our Strategic Plan 2013-23, *The Beacon of Enlightenment*, acknowledges the challenges in making transformational change:

'Successful transformation in a university requires imaginative, skilled people, innovative thinking in our processes, responsive services and resources, effective systems that encourage relevant measurement, and a productive partnership between central administrative units and academic divisions. It also requires that we inspire and engage our external supporters.'

- Strategic Plan 2013-23, *The Beacon of Enlightenment*.

It is our hope that the future University Library will seize this unique moment in time and transform itself to support the University of Adelaide as it becomes the most distinctive university in Australia.

The recommendations are categorised into the following priority scale:

Immediate: 0 – 1.5 years
Medium: 1.5 – 3 years
Long: 3+ years

Recommendation	Commencement Priority
<i>R1. The Libraries will give priority to serving our current students and staff first, then alumni and future students, followed by other universities and institutions, and finally industry and the broader public.</i>	Immediate
<i>R2. The Libraries will regularly re-engineer processes to ensure maximum service efficiency and effectiveness across all future library functions and teams.</i>	Medium
<i>R3. The Libraries will ensure service transformation and reinvention via ongoing co-creation with our community to ensure optimal online and face-to-face experiences.</i>	Medium
<i>R4. The Libraries will lead and partner in the development of our students' advanced digital literacy skills embedded in the curriculum.</i>	Immediate
<i>R5. The Libraries will lead and partner in open educational resources access and (re)use for learning and teaching.</i>	Immediate
<i>R6. The Libraries will lead and partner on key aspects of learning enhancement and innovation, including in curriculum design, pedagogical development, creation of new digital learning resources, and professional support and development for academic staff.</i>	Medium
<i>R7. Library staff will be appropriately skilled to lead and support new University learning and teaching initiatives and directions.</i>	Medium
<i>R8. The Libraries will use our unique position to support student engagement, retention and success.</i>	Medium
<i>R9. The Libraries will re-align research support to ensure appropriate skills exist to serve evolving research needs.</i>	Medium
<i>R10. The Libraries will actively promote the use of its information assets in global research, including increasing presentation of University research data.</i>	Immediate
<i>R11. The Libraries will consider a research hub that incorporates spaces, technology and services required by researchers across our varied disciplines.</i>	Long
<i>R12. The Libraries will sharply reduce low-use onsite collections and rationalise the use of off-site storage facilities.</i>	Immediate
<i>R13. The Libraries will enhance e-resources to continuously support the University academic program and research strengths. The Libraries will lead the promotion of digital content.</i>	Medium
<i>R14. The Libraries will collaborate in leading-edge initiatives that maximise Open Access and/or 'best value' for licencing agreements and purchased materials.</i>	Medium
<i>R15. The Libraries will promote access to and facilitate the discovery of our unique special collections.</i>	Medium
<i>R16. Library staff will embrace our mission, vision and values.</i>	Medium

Recommendation	Commencement Priority
<i>R17. The Libraries will preserve only services that are sharply focused on our clients and mission.</i>	Medium
<i>R18. Library materials, services and staff will be less place based, and more embedded in and around the University.</i>	Medium
<i>R19. The University will appoint a transformational University Librarian to further develop and implement the Library of the Future plan.</i>	Immediate
<i>R20. Following the appointment of a new University Librarian, a significant restructure will be undertaken to establish a new library structure.</i>	Medium
<i>R21. Investment priority will be the refurbishment of the Barr Smith Library.</i>	Long
<i>R22. The Libraries will relocate the Music Library and continue the changes already planned and underway in the Law Library, while the Waite and Roseworthy Libraries need operational and space usage reviews.</i>	Long
<i>R23. The physical space investment priority will be based on library clients' clearly stated needs and will result in new and inviting space aligned with the Libraries' mission, vision and values.</i>	Long
<i>R24. The Libraries will create new learning spaces closely attuned to the evolving needs of our students, our curricula and our teaching approaches.</i>	Long
<i>R25. The Libraries will innovate and partner to deliver a great discovery layer and will develop analytics to gain insight and enable continuous improvement.</i>	Long

Appendices

Appendix 1: Process and participation

Appendix 2: Use data

Appendix 3: Process maps

Appendix 4: Survey data

Appendix 5: Budget data

Appendix 6: Org structures – high level

Appendix 7: Staff profile

Appendix 8: Space diagrams

Appendix 9: Reading List

Appendix 1: Process and participation

Stakeholder Engagement Plan

Category	Organisation/ Individual	Status of relationship/Interest in LotF	Engagement Methods and Type*	Channel	Timing	Relationship Manager
Primary Stakeholders	Library Staff	Keep informed of project progress Change readiness	Regular updates	<ul style="list-style-type: none"> Email Newsletters Meetings Websites Focus Groups Surveys Workshops/Forums Reference Groups Facilitated consensus building forums 	As required Weekly update Refer Consultation plan As required	University Librarian
	University Students	Keep informed of project progress Services, resources and facilities provided by the Library Hours of operation, locations	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Email Website Focus Groups Surveys Workshops/Forums 	As required Weekly update Refer Consultation plan	Project Manager
	Academic Staff	Keep informed of project progress Services and resources provided to support Learning & Teaching activities Services and resources provided to support Research and Research Training	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Email Website Focus Groups Surveys Workshops/Forums 	As required Weekly update Refer Consultation plan	Project Manager
	Hub Manager	Keep informed of project progress Interconnection between Hub and Central Library	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Meeting Focus Groups 	As required Refer Consultation plan	Project Manager
	Research Staff	Keep informed of project progress Services and resources provided to support Research activity	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Email Website Focus Groups Surveys Workshops/Forums 	As required Weekly update Refer Consultation plan	Project Manager
	Professional Staff	Keep informed of project progress Services, resources and facilities provided by the Library Hours of operation, locations	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Email Website Focus Groups Surveys Workshops/Forums 	As required Weekly update Refer Consultation plan	Project Manager
	University Collections	Keep informed of project progress Opportunities for collaboration/ display within Libraries	Regular updates <i>Involve</i>	<ul style="list-style-type: none"> Email Website Focus Groups Surveys Workshops/Forums 	As required Weekly update Refer Consultation plan	Project Manager

Secondary Stakeholders	DVC(A)	Keep informed of project progress Student involvement and participation in project Academic use of Library services	Regular Updates <i>Inform</i>	Meeting	Every six weeks	Chair of Steering Group
	DVC(R)	Keep informed of project progress	Updates <i>Inform</i>	Meeting	As required	Chair of Steering Group
	VPS&R	Reporting line for Barr Smith Library Keep informed of project progress Keep informed of Library staff participation and change readiness	Regular updates <i>Inform</i>	Meeting	Monthly	Chair of Steering Group University Librarian
	University Engagement Branch	Keep informed of project progress (particularly for engagements of Alumni) Philanthropic opportunities	Regular Updates	Meeting	As required	Chair of Steering Group University Librarian
	AUU President and SRC President	Keep informed of project progress Student involvement and participation in project	Regular Updates <i>Inform</i>	Meeting	Monthly	Chair of Steering Group (initially) Project Manager
	Student Affairs Committee	Keep informed of project progress Student involvement and participation in project	Updates <i>Inform</i>	Meeting	As required	Chair of Steering Group (as CIO)
	University Learning Committee	Keep informed of project progress	Updates <i>Inform</i>	Paper/ presentations	As required	Chair of Steering Group University Librarian Project Manager
	University Research Committee	Keep informed of project progress	Updates <i>Inform</i>	Paper/ presentations	As required	Chair of Steering Group University Librarian Project Manager
	Academic Board	Advise project commencing and outcomes when determined	Updates <i>Inform</i>	<ul style="list-style-type: none"> Paper Presentation 	July/August At end of project	Chair of Steering Group University Librarian
	General Public (incl. Friends of the Library, Alumni)	Services, resources and facilities provided by the Library Hours of operation, locations	<i>Consult</i>	Surveys	Refer Consultation plan	Project Manager University Engagement Branch
	Campus partners (incl. PlrSA, CSIRO, AGSA, State Library)	Services, resources and facilities provided by the Library Hours of operation, locations	<i>Consult</i>	<ul style="list-style-type: none"> Focus Groups Surveys Workshops/Forums 	Refer Consultation plan	Project Manager

Tertiary Stakeholders	Space Planning	Facilities requirements of the Library	<i>Involve</i>	Project Team Meetings	Weekly	Project Manager
	Capital Projects	Expected outcomes and stages of development	<i>Involve</i>	Project Team Meetings	Weekly	Project Manager
	Campus Services	Expected outcomes and stages of development	<i>Involve</i>	Project Team Meetings	Weekly	Project Manager
	Technology Services	Technology implications to support new Library requirements	<i>Involve</i>	Project Team Meetings	Weekly	Project Manager

Engagement Spectrum

Type of Engagement					
	Inform	Consult	Involve	Collaborate	Empower
Stakeholder Engagement Goals	To provide balanced, objective, accurate and consistent information to assist stakeholders to understand alternatives, opportunities, issues and/or solutions.	To obtain feedback from stakeholders on analysis, alternatives and/or outcomes.	To work directly with stakeholders throughout the process to ensure that their concerns and needs are consistently understood and considered.	To partner with the stakeholder including the development of alternatives, making decisions and the identification of preferred solutions.	To place final decision-making in the hands of the stakeholder. Stakeholders are enabled/equipped to actively contribute to the achievements of outcomes.
Promise to stakeholders	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced the outcome.	We will work with you to ensure your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the outcome.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the outcomes to the maximum extent possible.	We will implement what you decide. We will support and complement your actions.
Possible Communication channels	Email Newsletters Meetings Websites	Email Newsletters Meetings Websites Focus Groups Surveys	Email Newsletters Meetings Websites Focus Groups Surveys Workshops/Forums	Email Newsletters Meetings Websites Focus Groups Surveys Workshops/Forums Reference Groups Facilitated consensus building forums	Email Newsletters Meetings Websites Focus Groups Surveys Workshops/Forums Reference Groups Facilitated consensus building forums Provision of data Joint planning Capacity building

Appendix 2: Use data



COMMUNITY

37,869 users



The other 9%

Alumni: 2,270

UniSA /
Flinders:
432

Senior
College:
387

Year
12:
246

Community:
213
Business: 31



527 followers



2,613 likes

KEY FACTS

E-resource hits (page
views) 2014

87,603,186

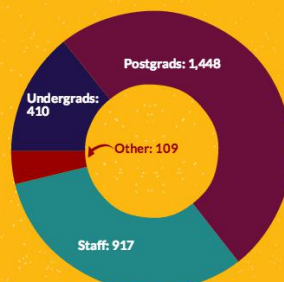
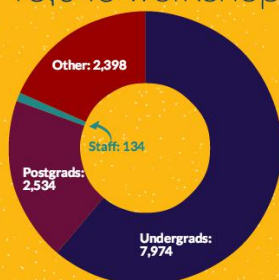
584,560

People through the gates
BSL
2014

SERVICES

Learning and Research Services 2014: we teach

13,045 workshop attendances



2,884 Personalised consultations

2,358 physical loans

2,619 copies sent by email

Document Delivery: we share

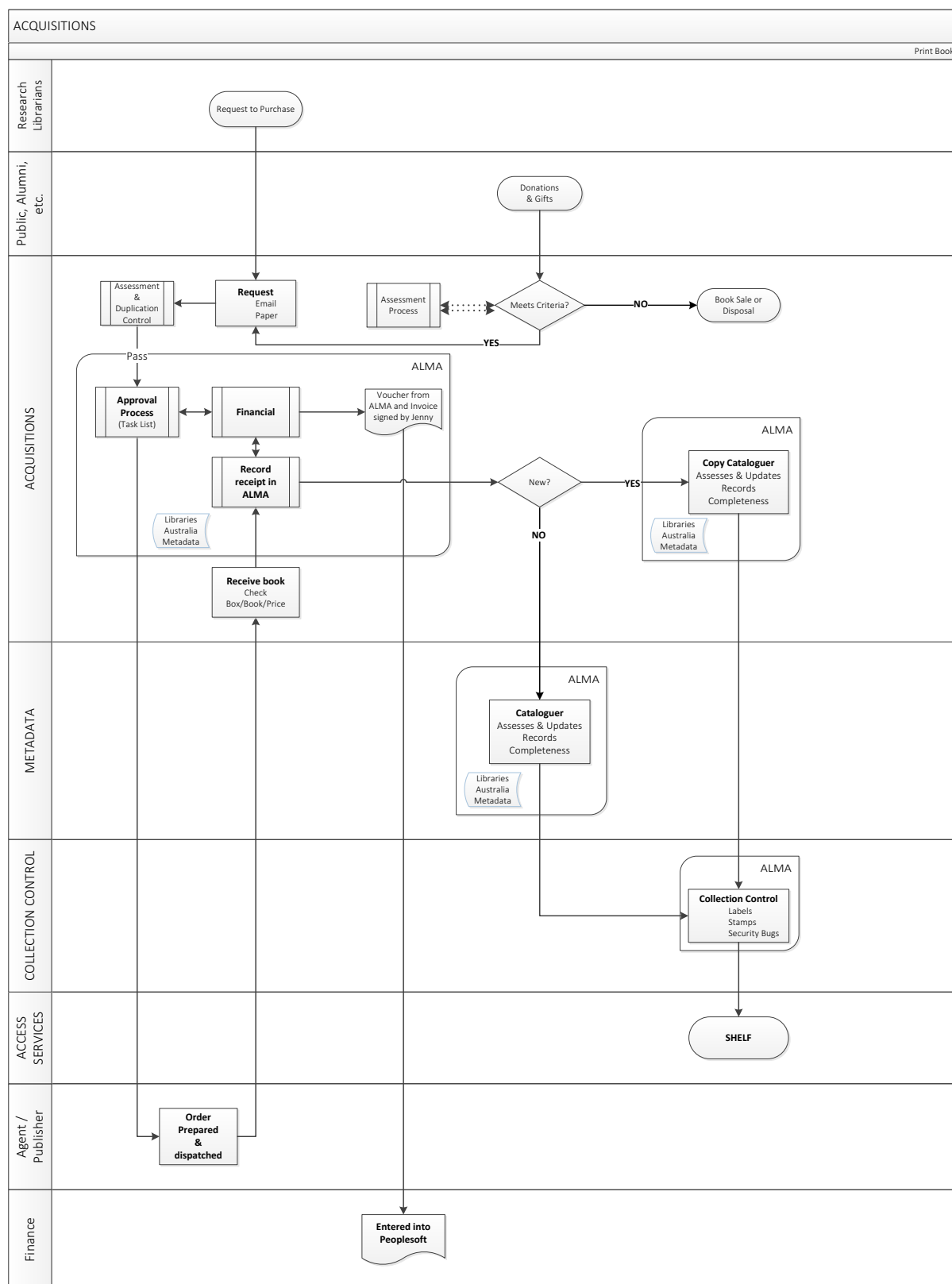


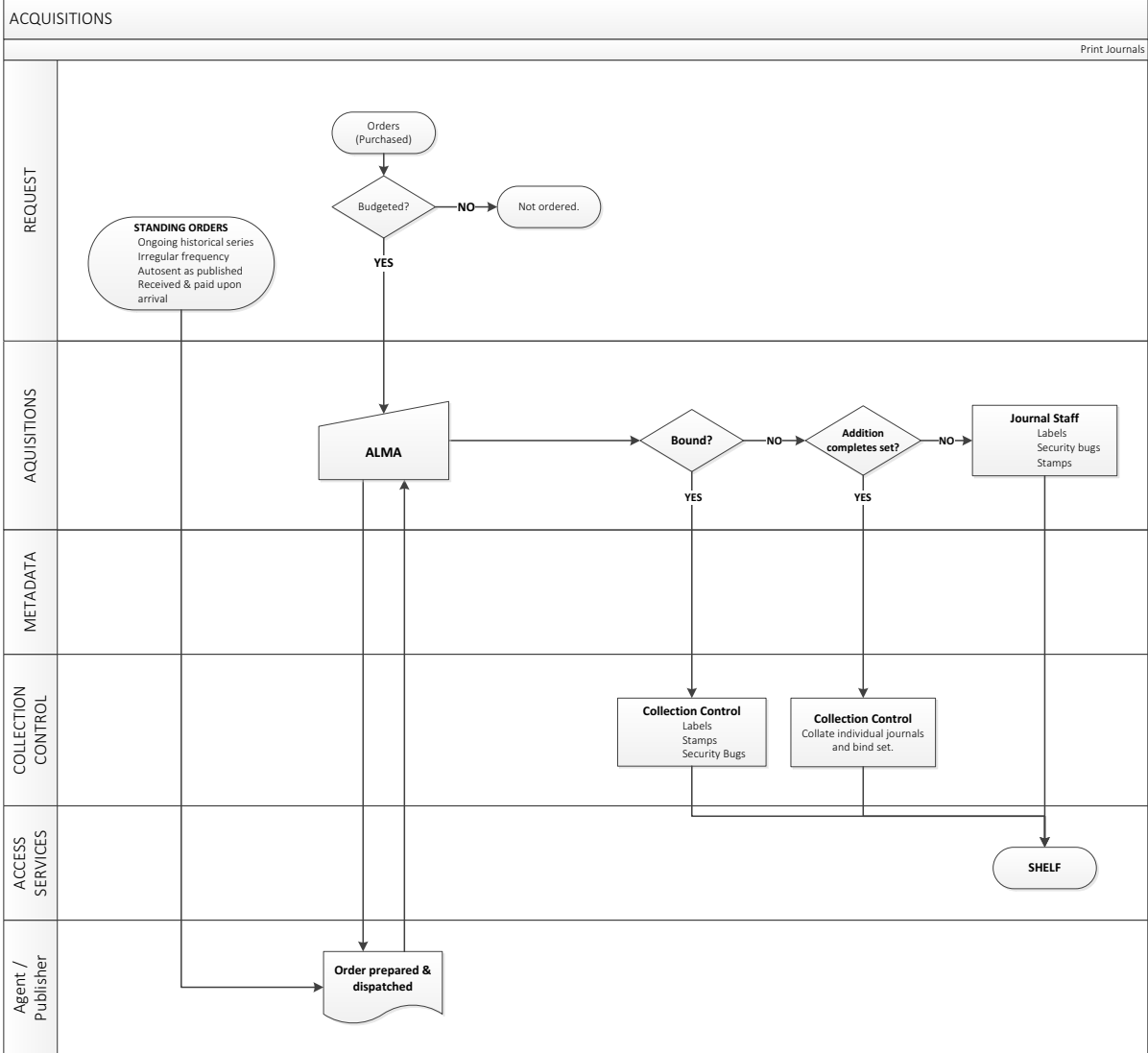
14,477 retrievals from the collection
(BSL only)

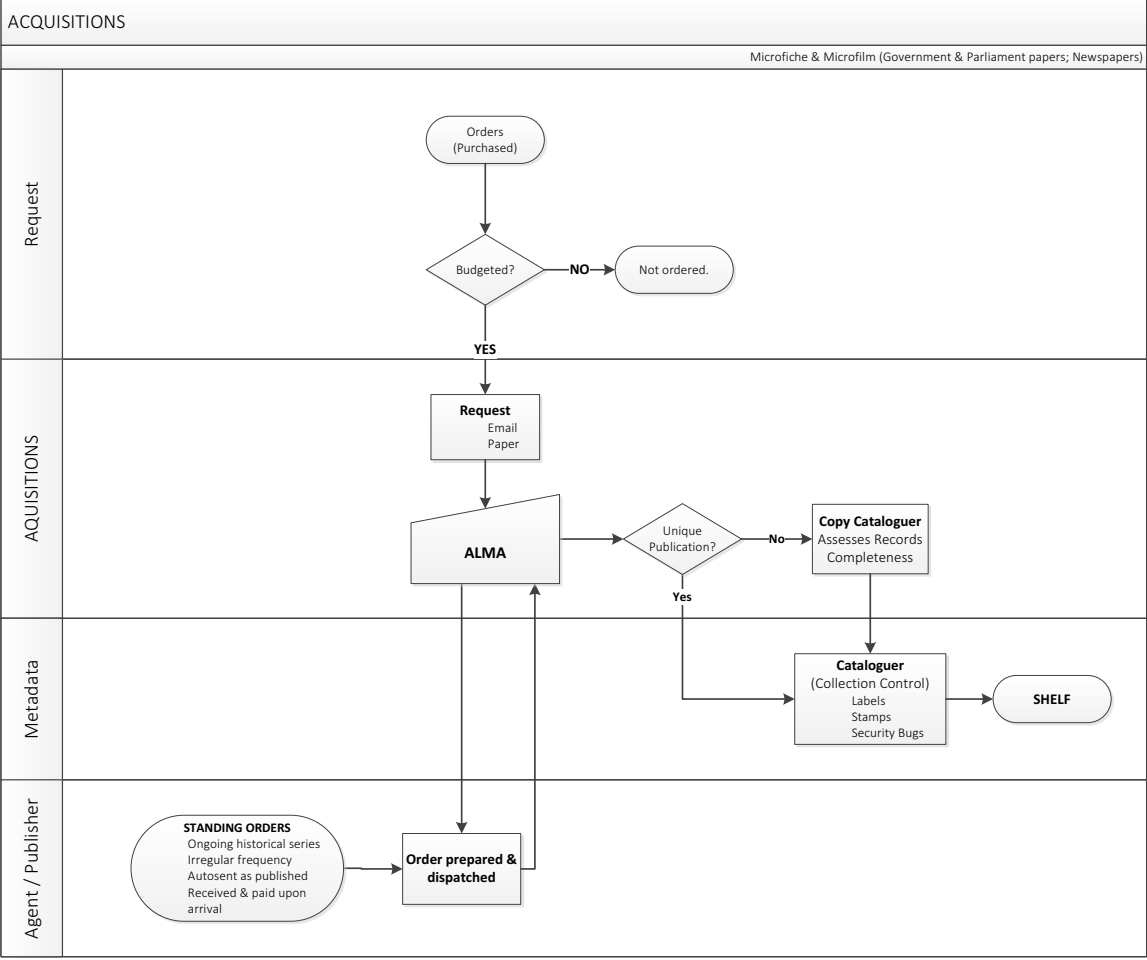
8,052 intercampus deliveries

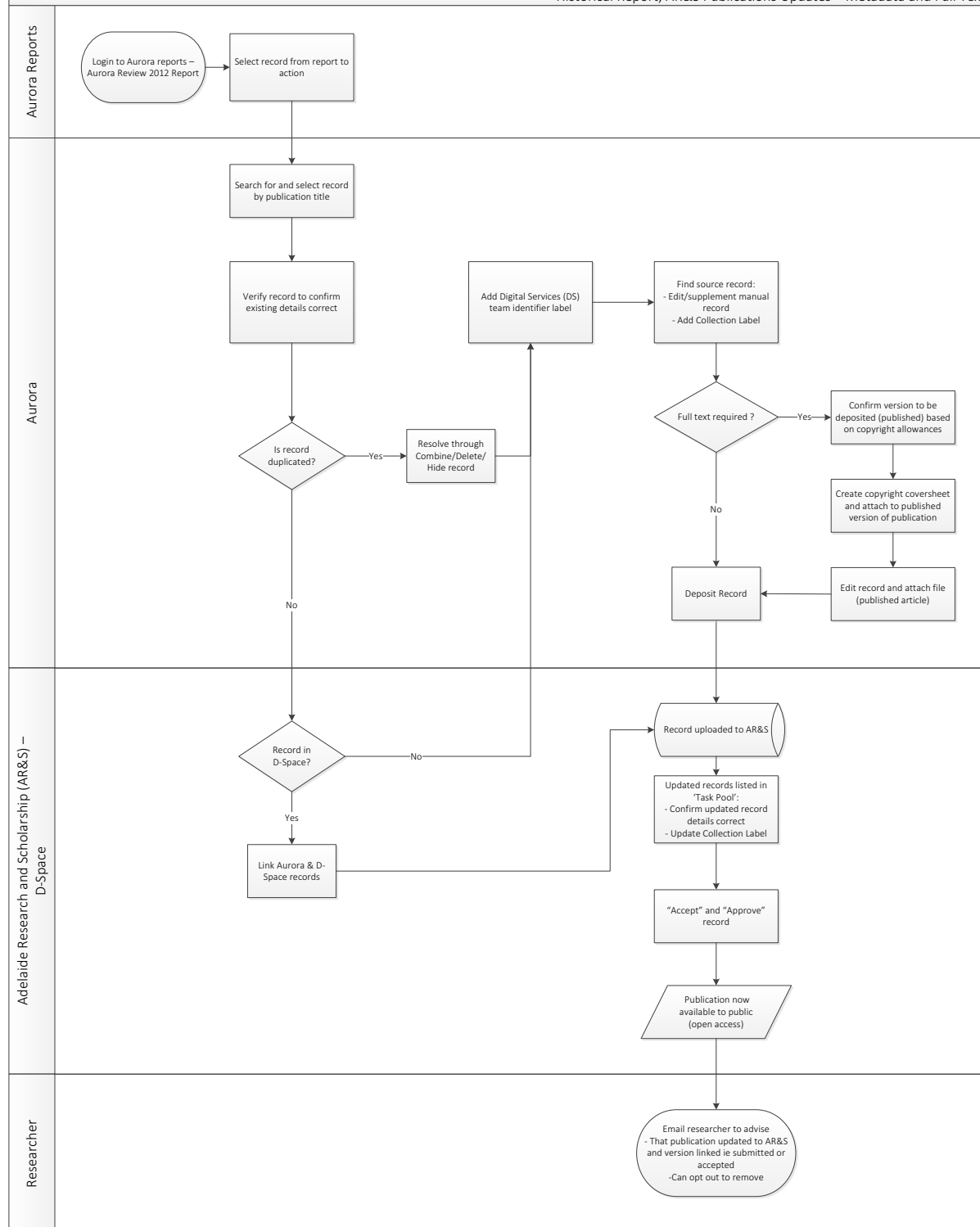
Ease of access: we deliver

Appendix 3: Process maps



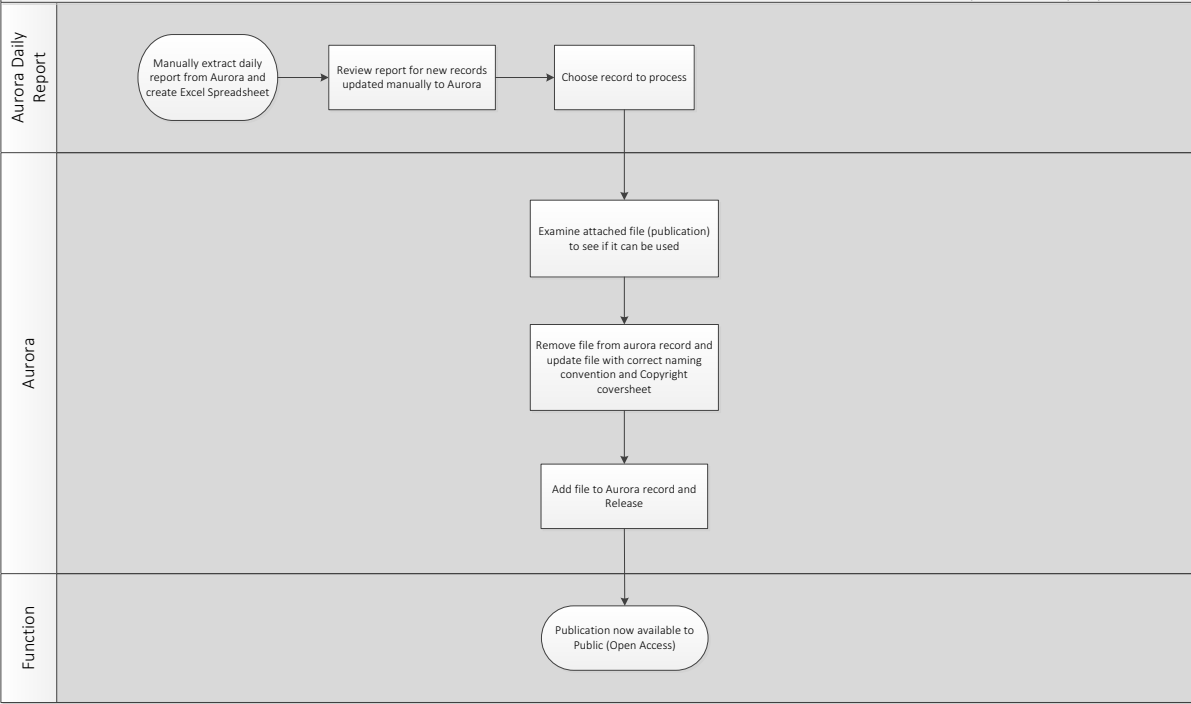






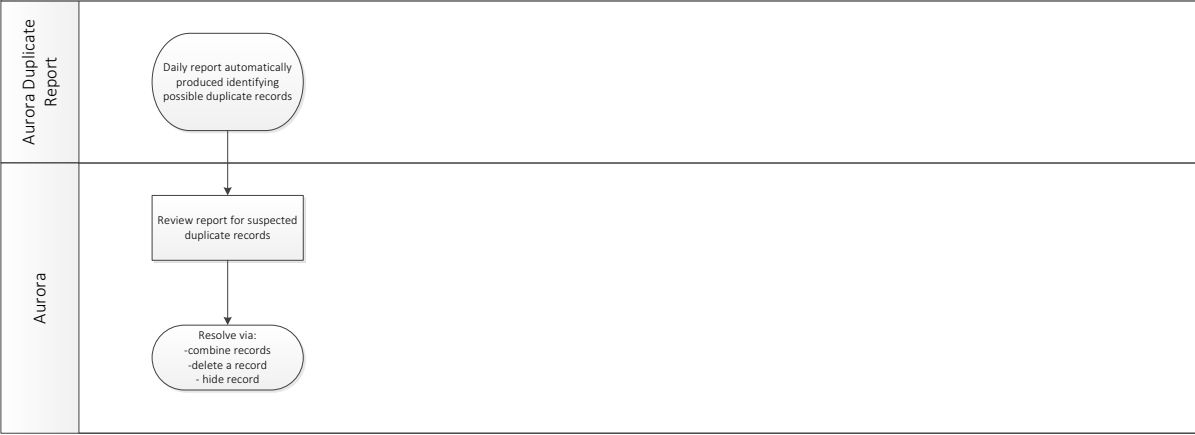
Digital Services - Digital Libraries

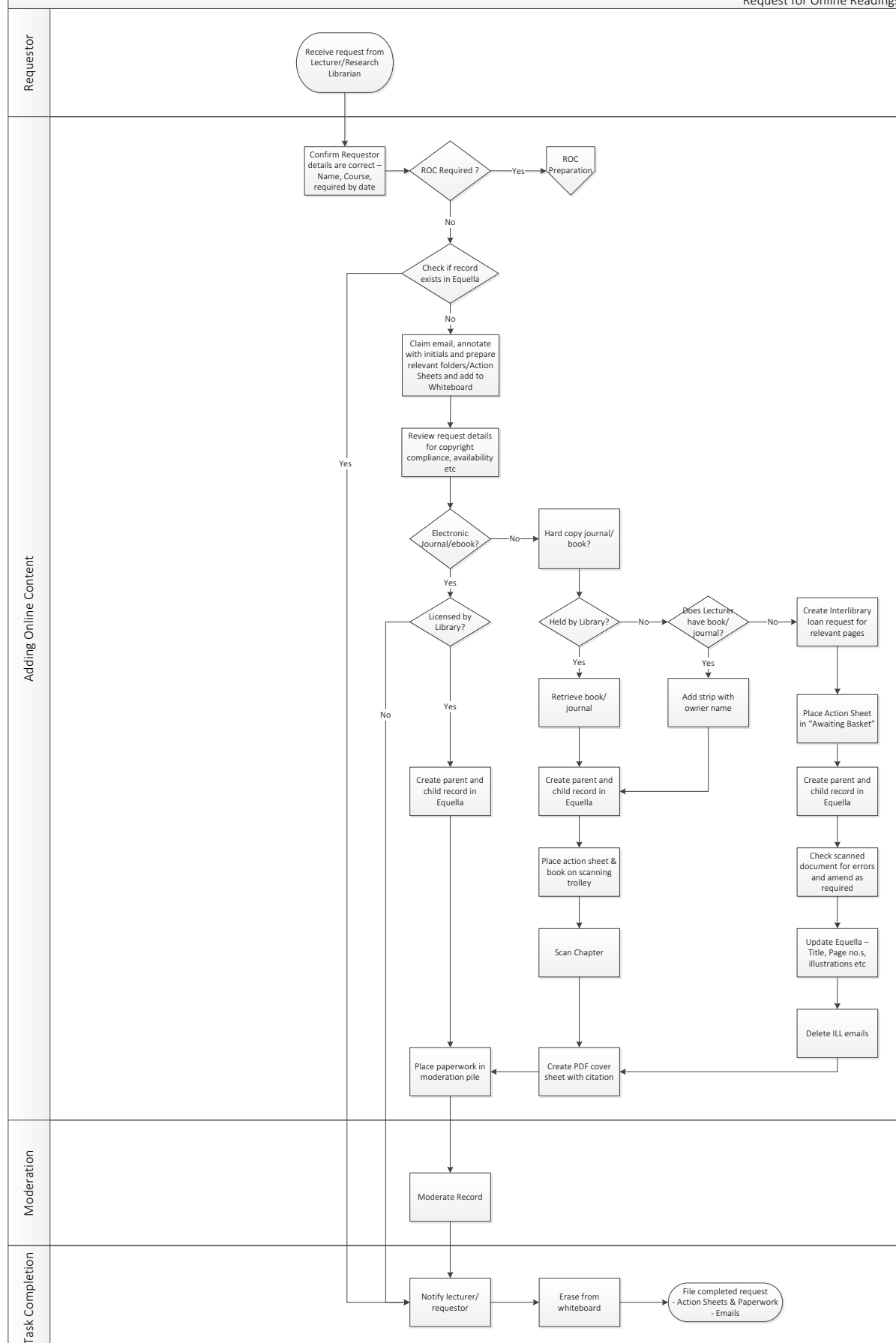
AR&S Publication Updates – Daily Report Process

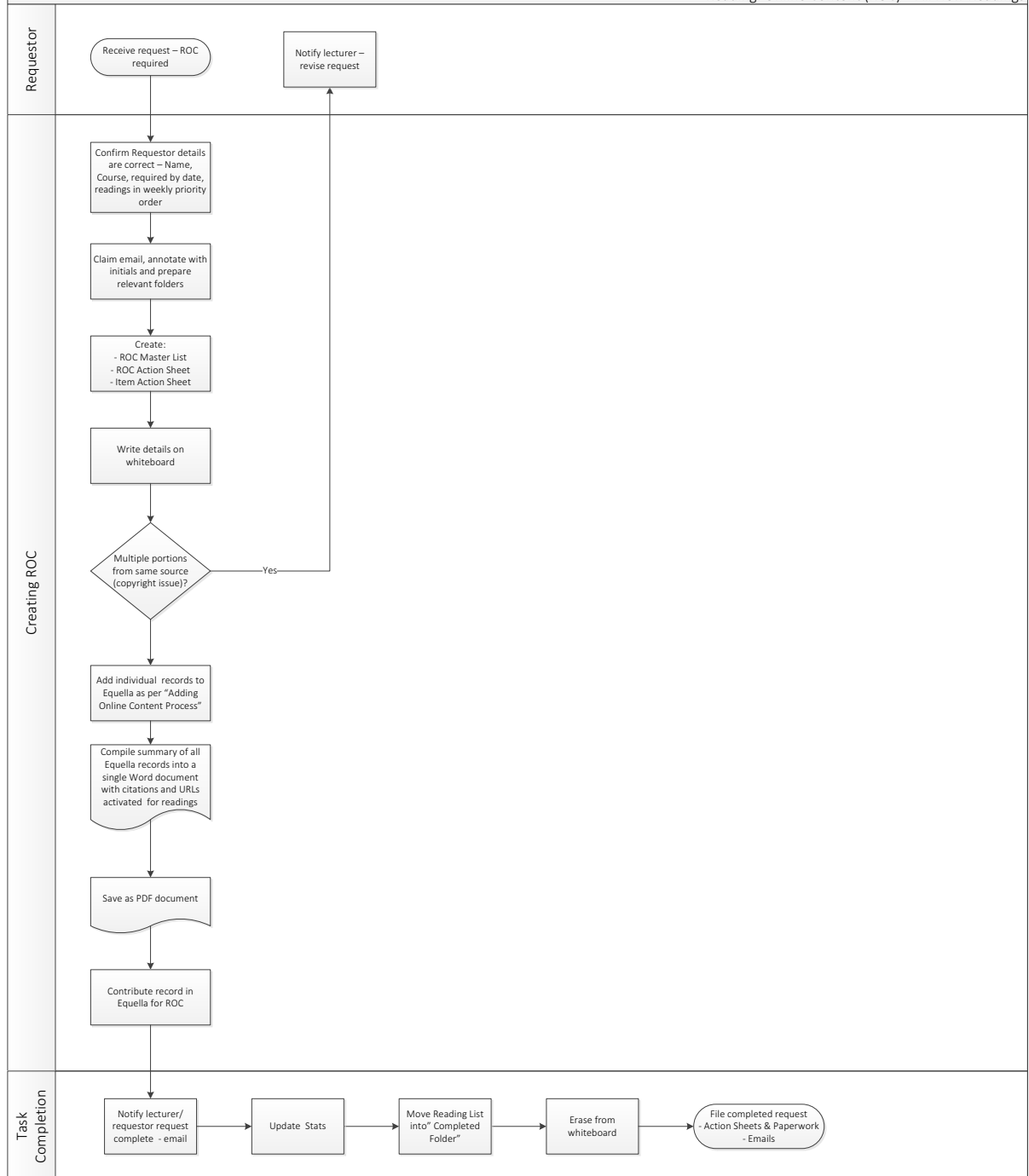


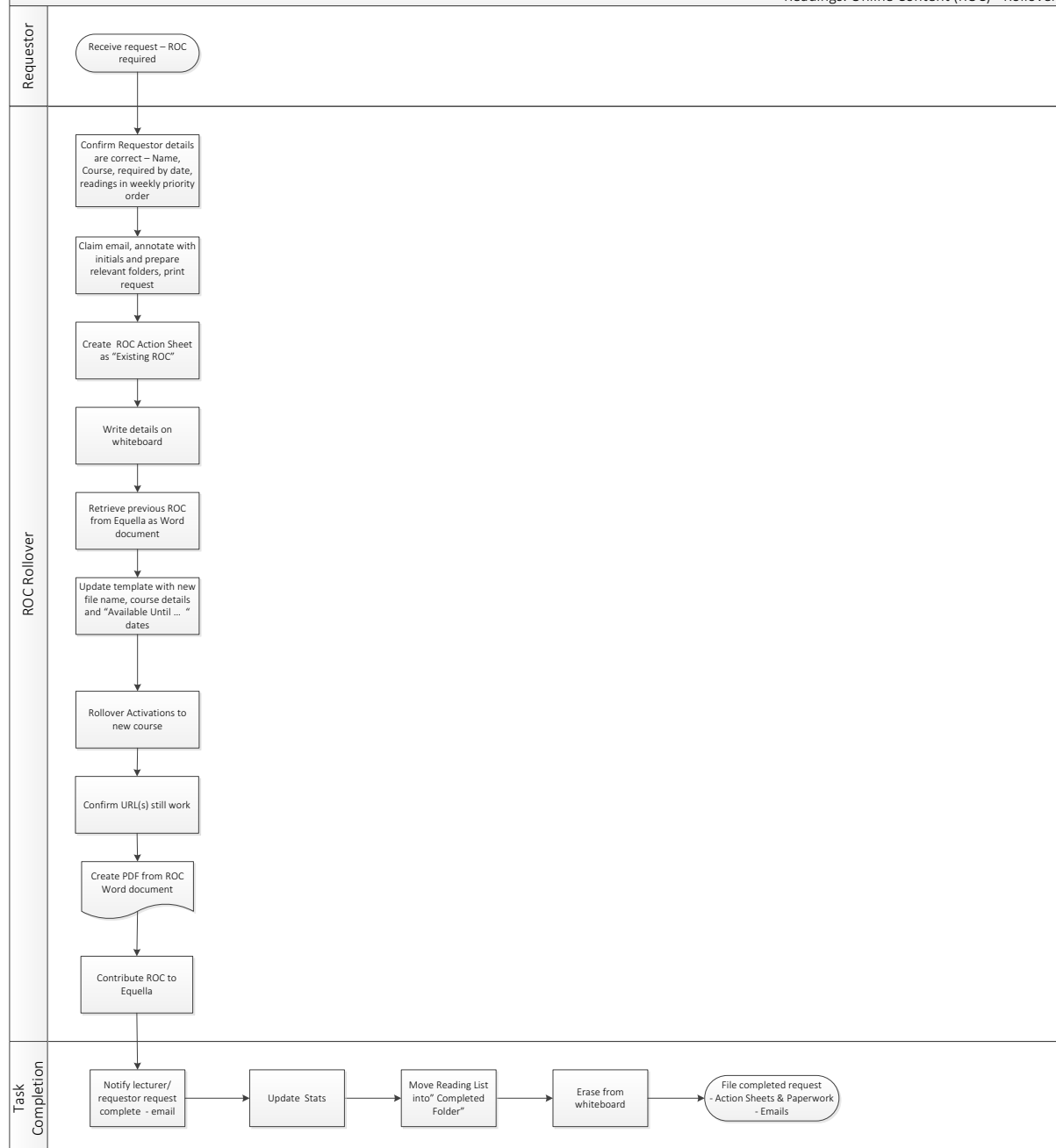
Digital Services – Digital Libraries

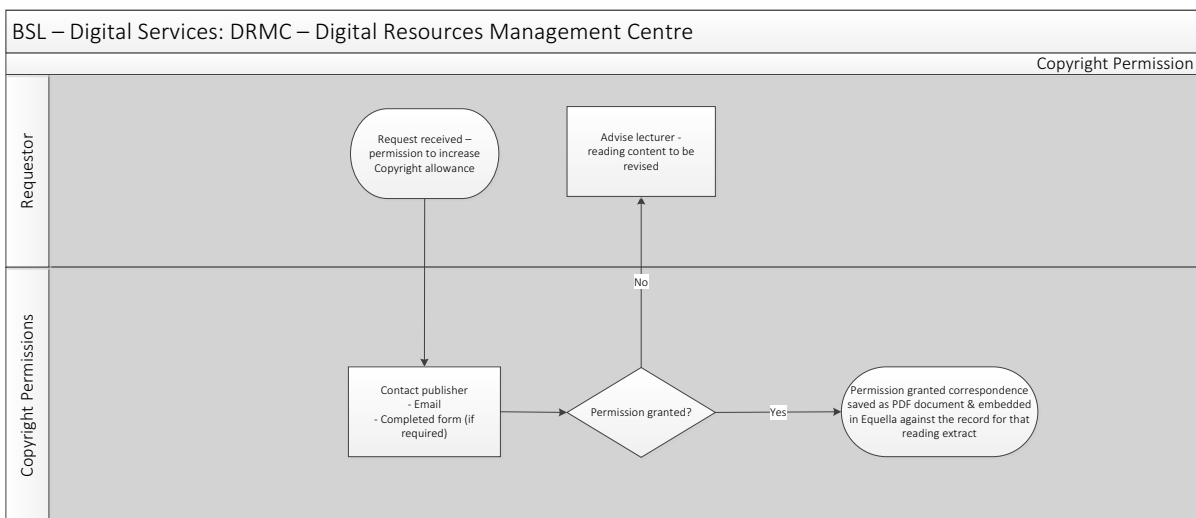
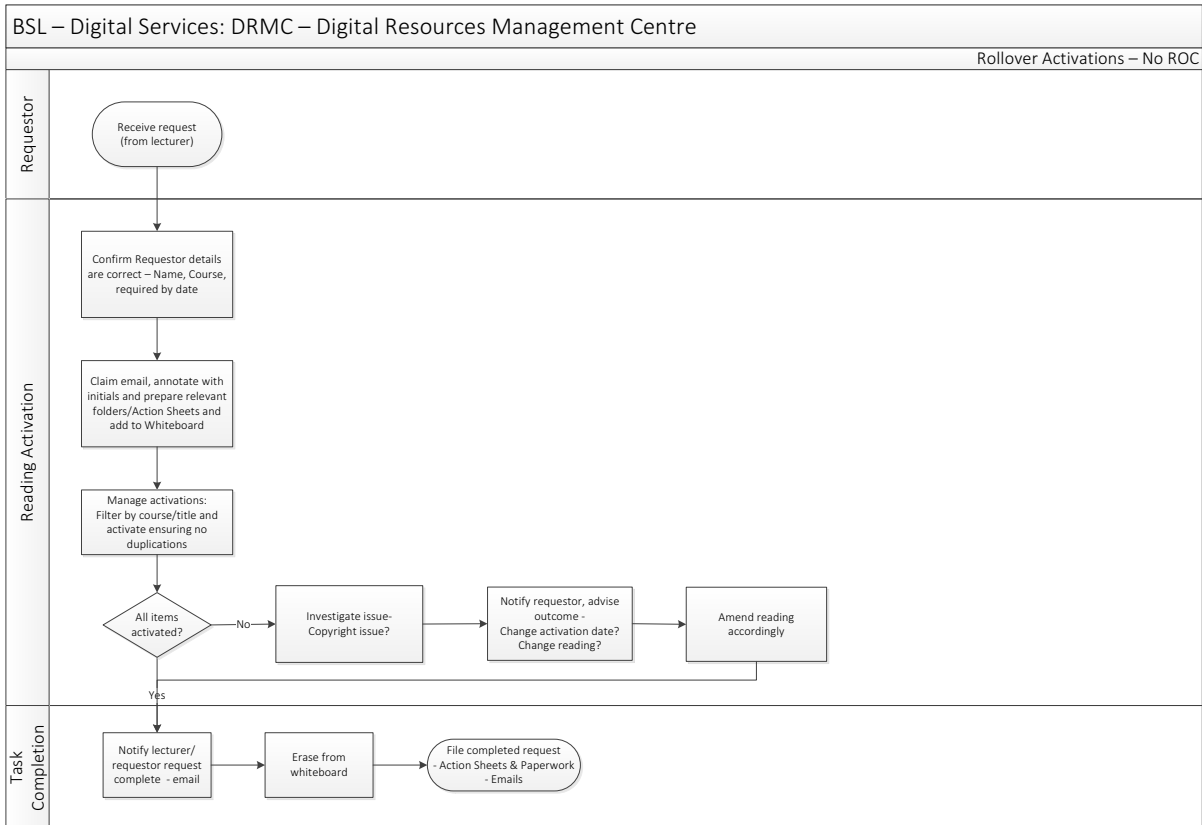
Aurora Duplicate Record Checking



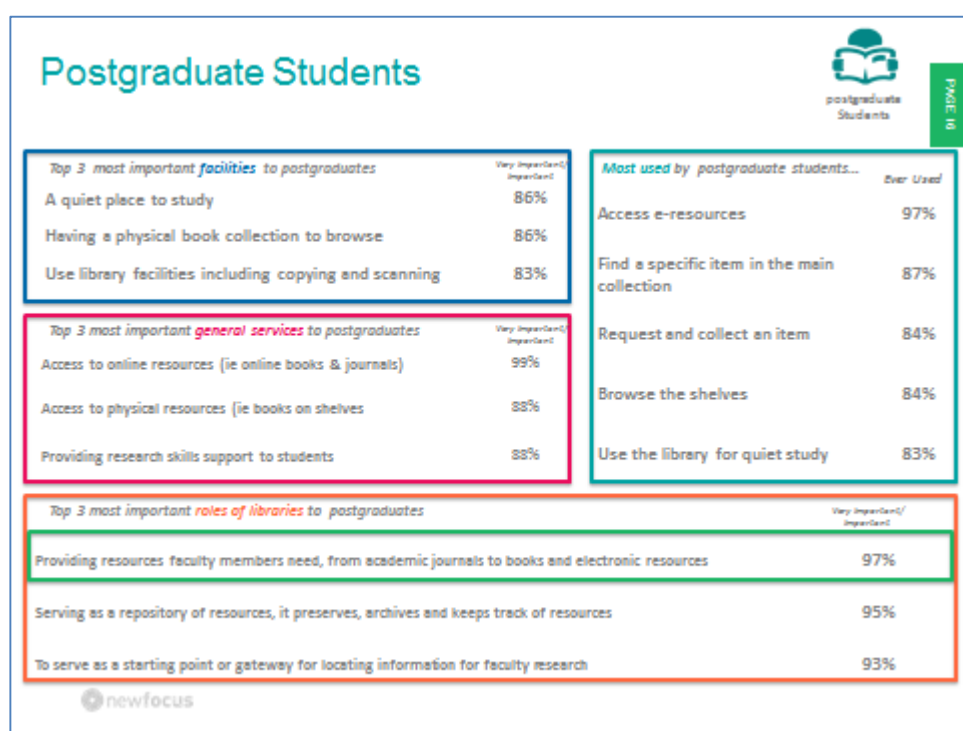
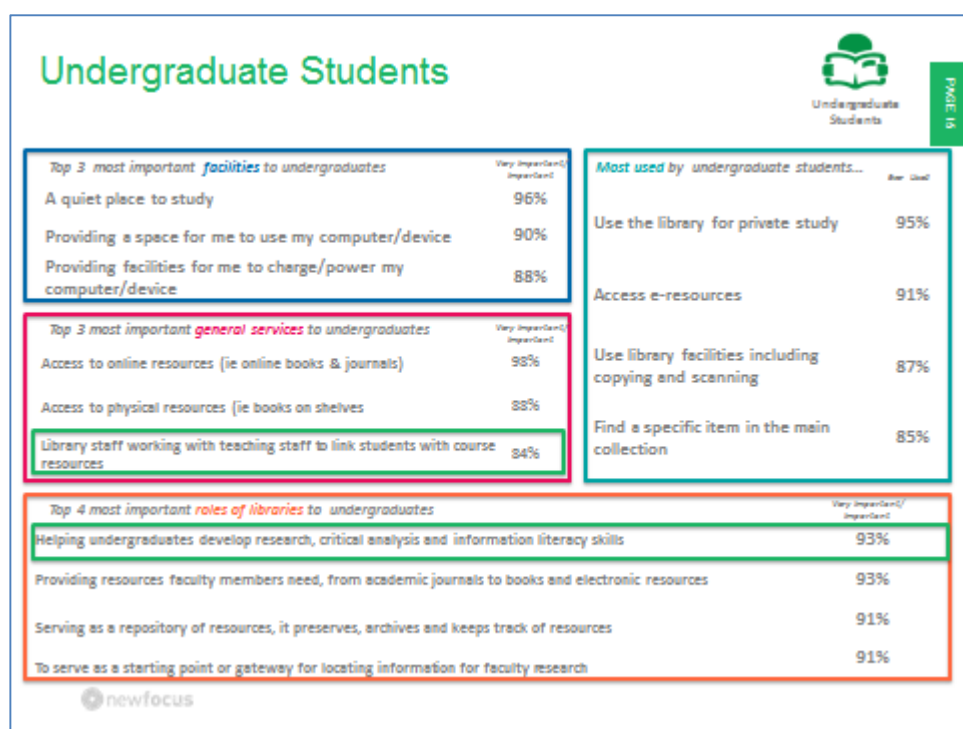








Appendix 4: Survey data



Professional Staff



PAGE 1

Overall, professional staff use the library less than other groups but place high importance on similar services to others.

Top 3 most important <i>facilities</i> to professional staff	Very Important/Important
A quiet place to study	77%
Having a physical book collection to browse	77%
Having lounges and reading chairs	76%

Top 3 most important <i>general services</i> to professional staff	Very Important/Important
Access to online resources (ie online books & journals)	91%
Providing research skills support to students	83%
Repository for University research outputs (ie Thesis, research papers, journal)	82%

Most used by professional staff ...	Ever Used
Access e-resources	77%
Browse the shelves	68%
Find a specific item in the main collection	67%

Top 3 most important <i>roles of libraries</i> to professional staff	Very Important/Important
Providing resources faculty members need, from academic journals to books and electronic resources	95%
Serving as a repository of resources, it preserves, archives and keeps track of resources	92%
To serve as a starting point or gateway for locating information for faculty research	91%

Academic or research Staff



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Place a high value on online resources which are widely used.

Top 3 most important <i>facilities</i> to academic/research staff	Very Important/Important
Having a physical book collection to browse	80%
A quiet place to study	66%
Photocopying and scanning facilities	60%

Top 3 most important <i>general services</i> to academic/research staff	Very Important/Important
Access to online resources (ie online books & journals)	100%
Repository for University research outputs (ie Thesis, research papers, journal)	87%
Providing research skills support to students	84%

Most used by academic/research staff ...	Ever Used
Access e-resources	99%
Find a specific item in the main collection	88%
Request and collect an item	84%

Top 3 most important <i>roles of libraries</i> to academic/research staff	Very Important/Important
Providing resources faculty members need, from academic journals to books and electronic resources	96%
Serving as a repository of resources, it preserves, archives and keeps track of resources	94%
Helping undergraduates develop research, critical analysis and information literacy skills	91%

Postgraduates, professional staff and academic staff all rate same top 3 roles.

Community members



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More likely to use the physical library services, such as main collection and browsing.
However, still place great importance on e-resources.

Top 4 most important <i>facilities</i> to community members		Very Important/ Important
Having a physical book collection to browse	89%	
A quiet place to study	68%	
Providing space for me to use my computer/device	59%	
Photocopying and scanning facilities	59%	

Top 3 most important <i>general services</i> to community members		Very Important/ Important
Access to online resources (ie online books & journals)	92%	
Access to physical resources (ie books on shelves)	91%	
Repository for University research outputs (ie Thesis, research papers, journal articles)	89%	

Top 3 most important <i>roles of libraries</i> to community members		Very Important/ Important
Providing resources faculty members need, from academic journals to books and electronic resources	99%	
Serving as a repository of resources, it preserves, archives and keeps track of resources	97%	
Helping undergraduates develop research, critical analysis and information literacy skills	94%	

Most used by community members

	Ever Used
Find a specific item in the main collection	89%
Browse the shelves	85%
Access e-resources	85%

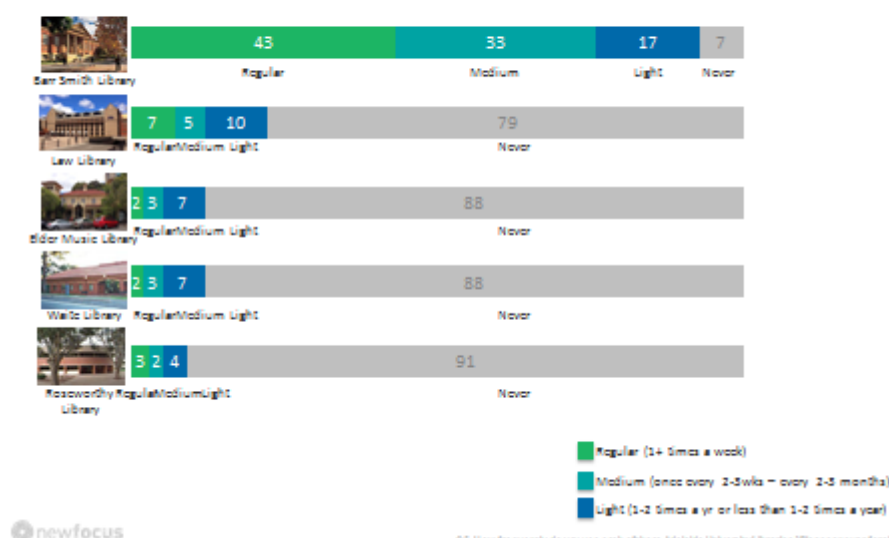
When prompted the most favoured service to use is an app to find space/resources

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Very likely/like to use %	Total	Students	Academic/ research staff	Professional staff	Alumni	Community
Apps to find your own space/resources	71%	79%	44%	63%	68	42%
24 hour access suite	66%	76%	38%	46%	67	38%
24 hour online help	55%	61%	43%	42%	54	45%
Visualisation suite	47%	50%	36%	52%	30	30%
Post-graduate lounge	43%	50%	24%	25%	58	31%
Maker-space	41%	41%	35%	49%	27	28%
Technology free zones	40%	42%	28%	38%	47	41%

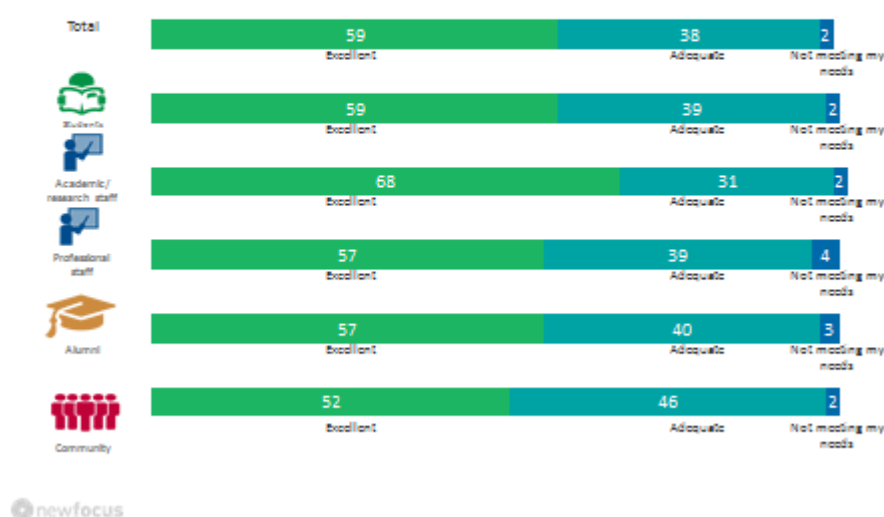
Barr Smith has twice as many users as all other libraries combined

Frequency of Use



A majority of people find the current library service to be excellent

And in general, overall how would you rate the services provided by the University libraries?

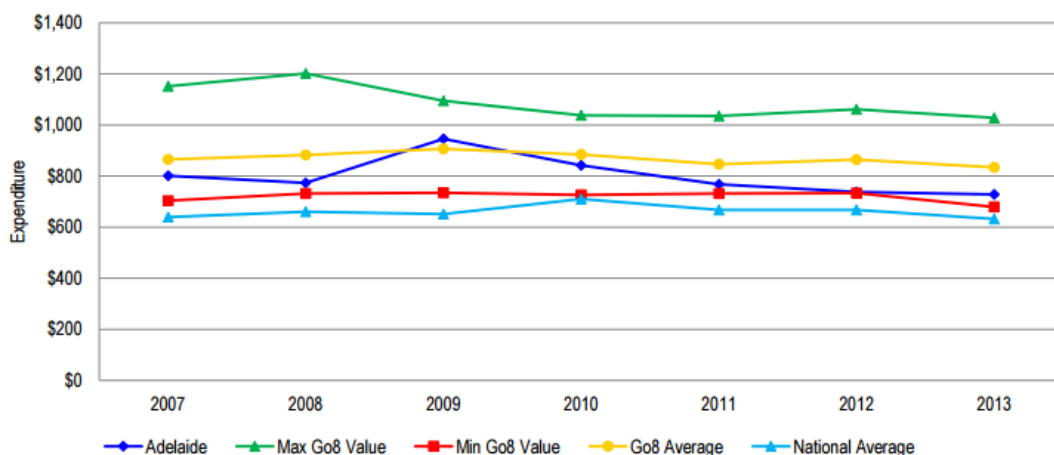


Appendix 5: Budget data

Total Expenditure per Population Member

Uni / Go8 / Sector / State

University Sectoral Benchmark Performance Report



	2007	2008	change	2009	change	2010	change	2011	change	2012	change	2013	change	Avg Annual Rate of Growth	Change since 2010
Adelaide	\$801	\$773	-4%	\$945	22%	\$841	-11%	\$768	-9%	\$738	-4%	\$728	-1%	-\$12	-13.49%
ANU	\$1,152	\$1,202	4%	\$1,095	-9%	\$1,038	-5%	\$1,035	0%	\$986	-5%	\$1,028	4%	-\$26	-0.92%
Melbourne	\$714	\$732	3%	\$972	33%	\$1,026	6%	\$958	-7%	\$1,061	11%	\$875	-18%	\$42	-14.73%
Monash	\$805	\$834	3%	\$782	-6%	\$761	-3%	\$731	-4%	\$754	3%	\$734	-3%	-\$14	-3.53%
Sydney	\$775	\$783	1%	\$781	0%	\$787	1%	\$741	-6%	\$733	-1%	\$679	-7%	-\$12	-13.71%
UNSW	\$704	\$781	11%	\$735	-6%	\$726	-1%	\$850	17%	\$846	0%	\$818	-3%	\$9	12.64%
UQ	\$978	\$946	-3%	\$940	-1%	\$944	0%	\$944	0%	\$961	2%	\$940	-2%	-\$1	-0.37%
UWA	\$996	\$1,012	2%	\$1,002	-1%	\$949	-5%	\$868	-9%	\$895	3%	\$873	-2%	-\$25	-8.04%
Go8 Average	\$866	\$883	2%	\$907	3%	\$884	-2%	\$846	-4%	\$864	2%	\$834	-3%	-\$6	-5.66%
National Average	\$639	\$660	3%	\$651	-1%	\$710	9%	\$668	-6%	\$668	0%	\$632	-5%	\$2	-11.00%
Flinders	\$780	\$798	2%	\$815	2%	\$773	-5%	\$793	3%	\$749	-6%	\$742	-1%	-\$4	-4.04%
UniSA	\$622	\$667	7%	\$629	-6%	\$649	3%	\$690	6%	\$711	3%	\$735	3%	\$20	13.33%
Min Go8 Value	\$704	\$732		\$735		\$726		\$731		\$733		\$679			
Max Go8 Value	\$1,152	\$1,202		\$1,095		\$1,038		\$1,035		\$1,061		\$1,028			

Source: Council of University Librarians (CAUL) online statistics database

2015 COMMENTARY on 2013

Definition: Total expenditure is the sum of expenditure on non-serials, serials subscriptions, binding, salaries and operating expenses. The total population is all professional and academic staff (FTE), as well as students (EFTSL).

Comment: 2013 saw a decline in total Library expenditure per population member by all but one member of G08. Adelaide's fall was a relatively modest -1% compared with Go8 average of -3%. Adelaide's population increased by 0.3% more than the Go8 average but UofA's expenditure increased by 2.1% while Go8 average declined by 2.7%. Despite the relatively low decline in expenditure per population, UofA was still the second lowest ranking Library in the Go8. Since 2010, when Adelaide total expenditure per population was 4.9% below Go8 average, Adelaide population has increased by 10.8% compared with Go8 average of 8.9% and Adelaide total expenditure has declined by 4.2% compared with Go8 average increase of 2.2%, so Adelaide total expenditure per population in 2013 was 12.7% below the Go8 average.

2014 COMMENTARY on 2012

Definition: Total expenditure is the sum of expenditure on non-serials, serials subscriptions, binding, salaries and operating expenses. The total population is all professional and academic staff (FTE), as well as students (EFTSL).

Comment: The UA total expenditure per population member experienced the second largest fall from 2011 to 2012 of any of Go8, resulting in UA expenditure per population member for 2012 being 14.6% below the Go8 average compared with being 9.2% below the Go8 average in 2011. While UA population increased by 0.5% more than the Go8 population increase over this period, UA total expenditure fell by 1.2% whereas the Go8 average total expenditure increased by 4.3%. In 2011, UA was the third lowest expenditure per population of the Go8 and was 5.1% higher than the lowest. In 2012, UA was the second lowest expenditure per population of the Go8 and was only 0.7% higher than the lowest.

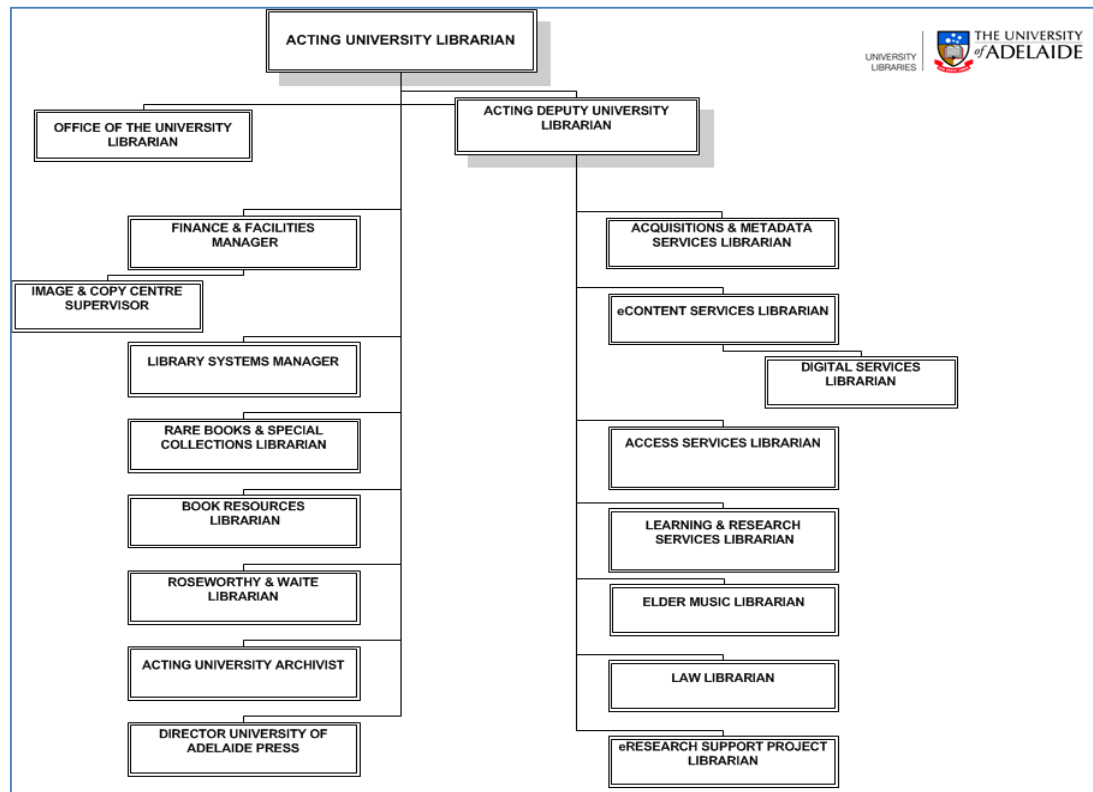
2013 COMMENTARY on 2011

Definition: Total expenditure is the sum of expenditure on non-serials, serials subscriptions, binding, salaries and operating expenses. The total population is all professional and academic staff (FTE), as well as students (EFTSL).

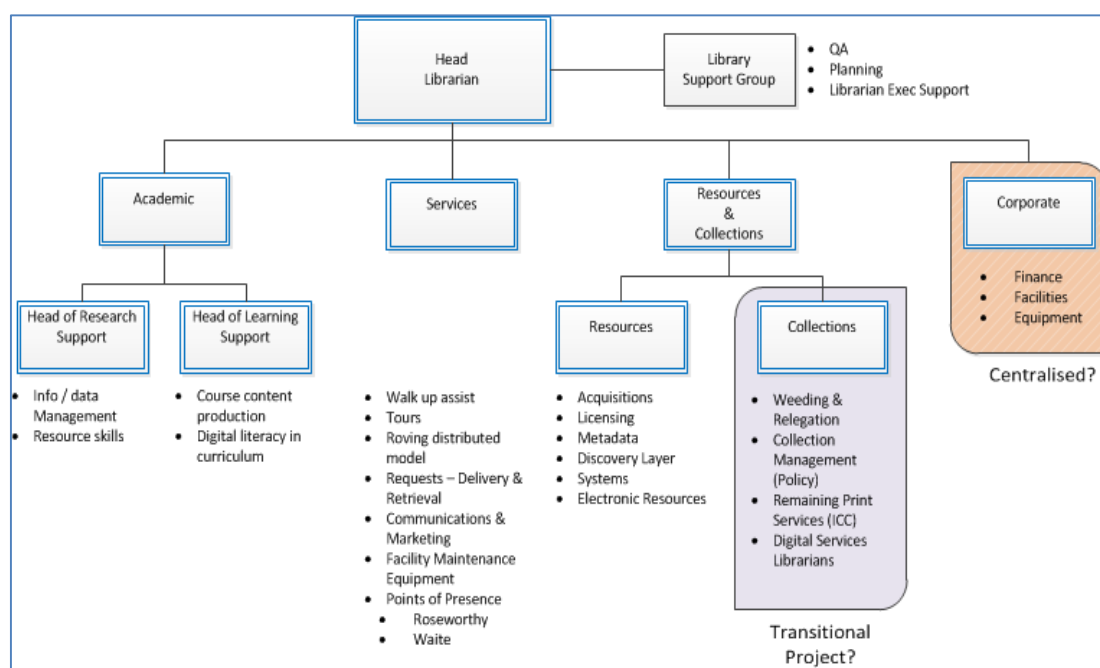
Comment: The UA total expenditure per population member experienced the equal largest fall from 2010 to 2011 of any of Go8, resulting in UA expenditure per population member for 2011 being 9.2% below the Go8 average compared with being 4.9% below the Go8 average in 2010. While UA population increased by 2.2% more than the Go8 population increase over this period, UA total expenditure fell by 5% whereas the Go8 average total expenditure increased by 0.35%.

Appendix 6: Organisational structures – high level

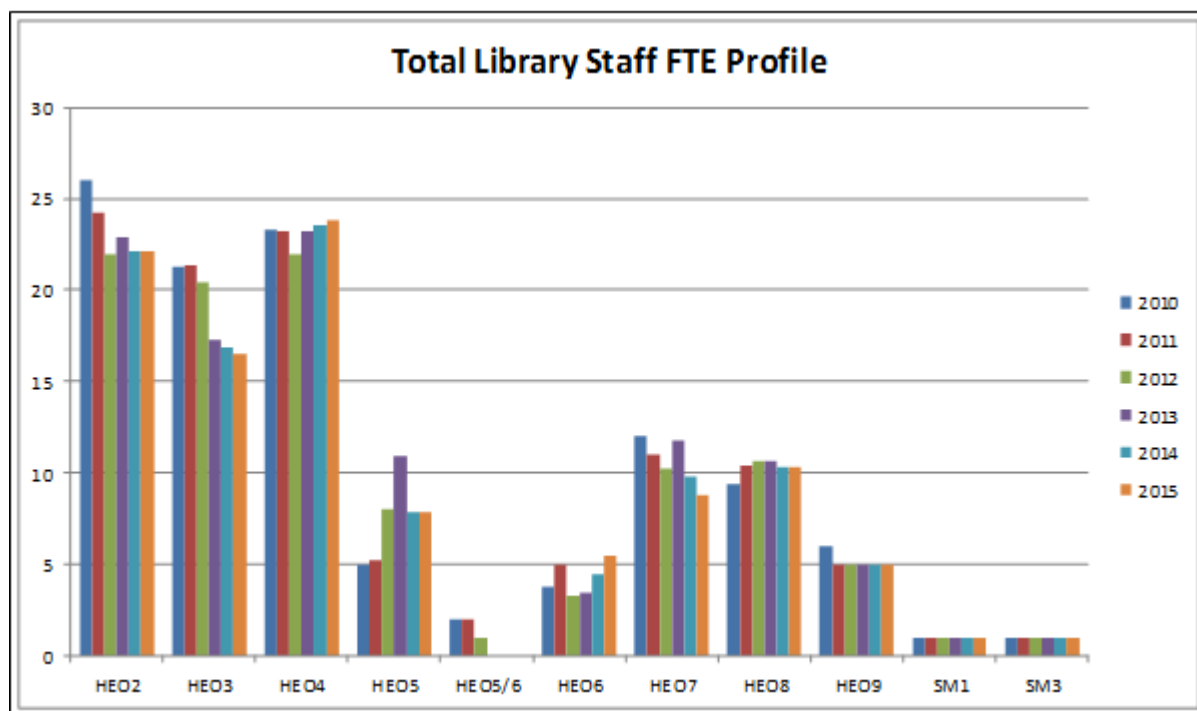
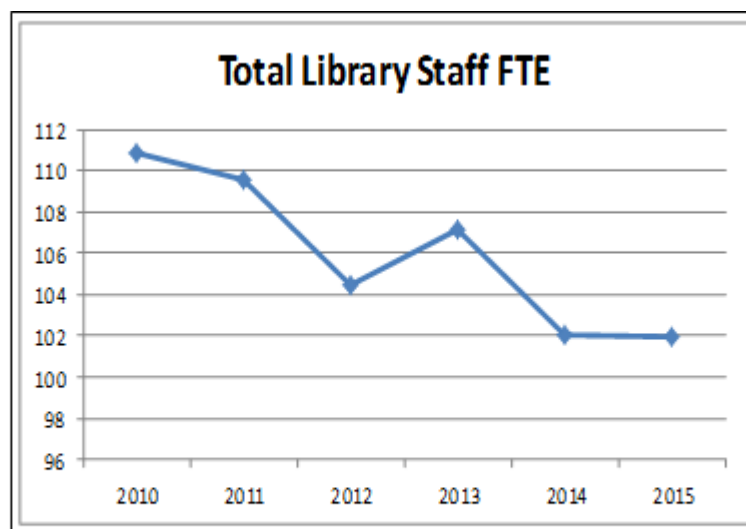
Current Structure



Suggested Structure

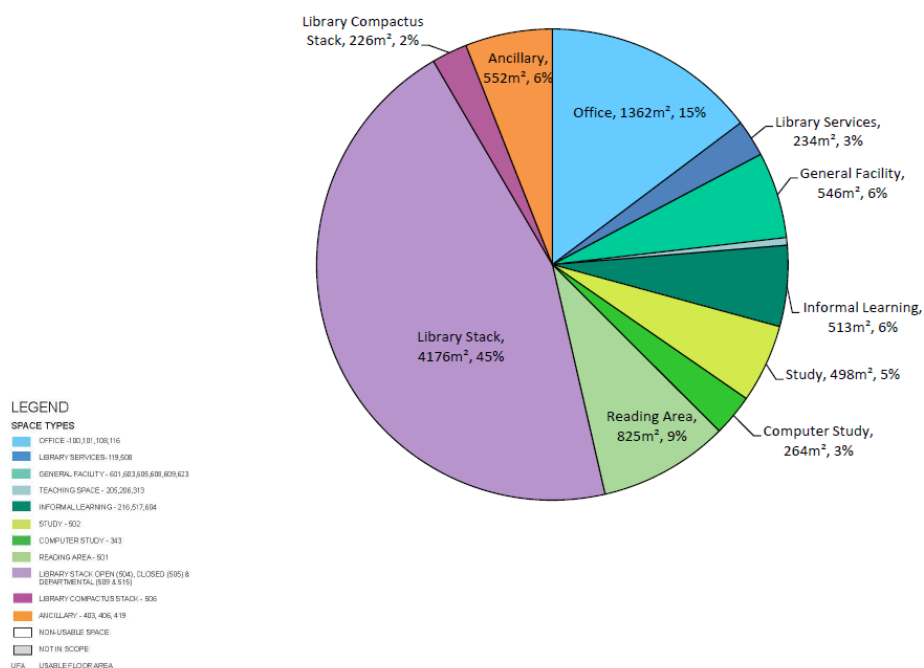


Appendix 7: Staff profile

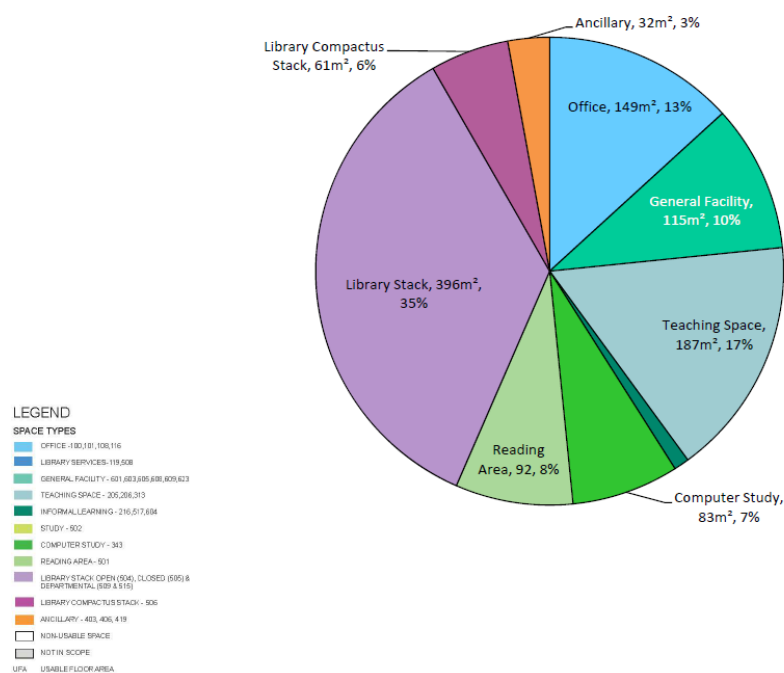


Appendix 8: Space diagrams

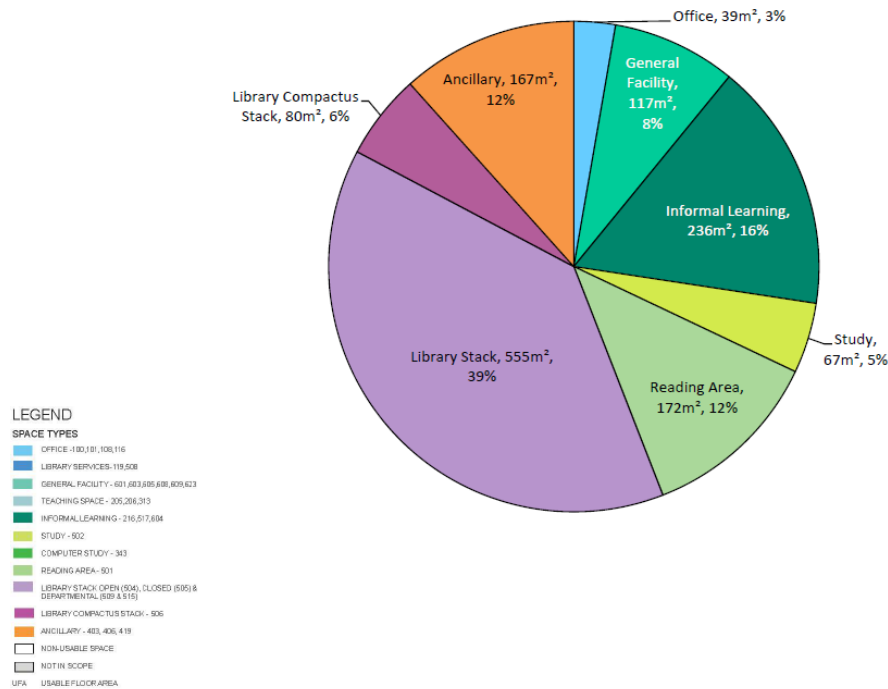
BARR SMITH LIBRARY Space Types All Floors



HARTLEY MUSIC LIBRARY Space Types All Floors

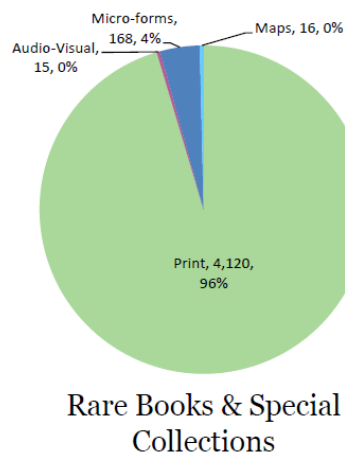
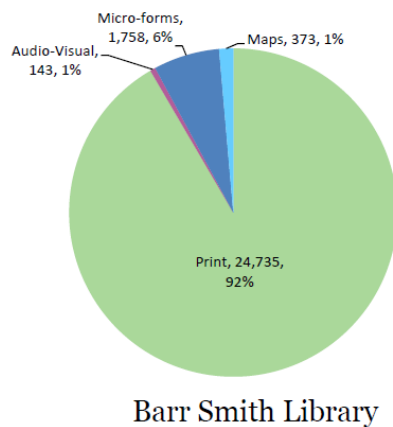


LIGERTWOOD LAW LIBRARY Space Types All Floors



LINEAL METRES OF SHELVING MEDIA TYPE

Site	Location	Print	Audio-Visual	Micro-forms	Maps	SPs	Total Linear M Storage	%
	Barr Smith Library	24,735	143	1,758	373		27,009	37%
	Rare Books & Special Collections (Barr Smith Lx)	4,120	15	168	16		4,339	6%
	Older Music Library (Wentworth)	4,700	139			130	5,000	23%
	Law Library (Ligertwood)	5,790		31			5,821	8%
	Wentworth Library	2,320	21		26		2,377	3%
	Wentworth Library	5,100	28	2			5,130	7%
	University Regional Repository (Wentworth Shared Store)	23,600					23,600	32%
Total		69,364	370	1,948	425	132	72,267	100%



Appendix 9: Reading list

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