

## **CHANGES AND CHALLENGES. ICT-Library-Library staff**

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In my contribution to the Conference I will focus on the following main aspects, outgoing from my experiences at Linköping University and its' library, although I find them also relevant for Swedish university libraries in general.

From the beginning I will stress that my opinions and observations emanates from my experiences won as a teacher in history at Linköping University for almost 20 years, as a representative for the Faculty of Arts and Sciences during the 80:s and since 1992 as chief librarian at Linköping University Library and since 1995 as pro-vice chancellor at the university.

Linköping university, which was founded at the end of the 60:s, is divided into three faculties (Arts and Sciences, Technology, Health Sciences). The total amount of undergraduate students is 21 000, graduate students 1100, staff 3 000.

Linköping University Library started together with the university and was from its' beginning given a decentralized organisation which is still in function. The library is at present divided into eight branch libraries, (Humanities, Science and Technology, Economics and Business Administration, Medicine and Health Care etc.) an organisation chosen to prevent the possible growth of independent libraries at the departmental level. The organizational model means that there are rather narrow links between the library, the library staff and our principals, the faculties and the departments.

The library is almost totally funded by governmental money. The budget is based upon negotiations between the university library and each faculty, represented by its' dean, and with the central administration at the university. For this year roughly 60 percent of our resources come from the faculties, 40 percent from the central administration.

The rapid development within Information- and Communication Technology (ICT), growing lots of new possibilities, more efficient and quicker ways to (scientific) information is of course more and more reflected in the undergraduate education programs. Greater emphasis is put upon problembased learning and other student-active learning processes instead of traditional teacher-centered education. A university-educated person is to a growing extent expected to be able to find, choose, evaluate and bring out new knowledge within her/his field of study. Information literacy thereby will be an important object for the undergraduate education.

Due to these trends the university library is becoming more and more important as the daily working- and meetingplace for growing amounts of students. At the same time the library of course retains its' traditional and historical roles. But to quite another extent than just a rather few years ago the library staff has to develop new roles in planning as well as giving courses

integrated in the study programs in the different faculties. The library has to actively put forward itself also as an educational asset.

At the same time there is a growing need for the library staff to acquire more ICT-know-how, a special challenge when considering the fact that our librarians, similar to what is the case elsewhere, mainly are well educated and very clever persons with their disciplinary background within the humanities and social sciences. So special measures have to be taken to further develop the staffs' competence - within the present budget.

Swiftly rising costs for subscriptions, hard- and software, growing expectations from students and teachers together with limited resources means tougher budget fights between the library and our principals, the deans and the vice-chancellor. From the library we have to make our utmost to put forward the library as an integrated and profoundly important part of the university. So the deans and the central administration have to be met both as friends and colleagues and -from a financial point of view - as our opponents. That is another special but also inspiring challenge.

In the years to come Linköping University will have to expand its' activities in the field of continuing education. The off-campus students are dependent upon finding library resources on-line. But there is also a challenge to give those students possibilities for common studywork, individually and in groups. In order to meet such needs we have to further develop and broaden cooperation between the university library and locally financed public libraries in our region.