

Future Directions for Indonesian Academic Library Education

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Introduction

Indonesia is a developing country with a population of over 230 million, which is currently undergoing a period of considerable political, social and economic reform. The present government under President Susilo Bambang Yudoyono is making a concerted effort to solve endemic problems that have impeded national development such as poverty, a high rate of unemployment, and under-developed human resources.

One of the major challenges that Indonesia needs to address is the frequently low standard of higher education. Although there is evidence that government reforms including increased investment are having some beneficial impact (Azhari, Bisara, and Hutapea, 2009), the Indonesian higher education system still fails to function at the level required. There are two government ministries responsible for the management of Indonesian higher education: the Ministry of National Education (MoNE), and the Ministry of Religious Affairs (MoRA). MoNE oversees 2,428 higher educational institutions of which 81 are public and 2,347 are private, while MoRA administers 454 Islamic higher educational institutions, of which 52 are public and 402 are private. Despite these high numbers of institutions, higher education in Indonesia—in common with other developing countries—is hampered by an educational system that fails to reach international standards of best practice.

While quality outcomes in Indonesian higher education are the result of numerous factors, one component of the present shortcomings is the inadequate role played by academic libraries. Academic libraries play a critical role in underpinning the success of higher

education in fully-developed education systems, by providing for the information needs that are essential for high-quality teaching, learning, research and scholarship. It is the case, however, that many Indonesian universities and other higher education institutions lack any form of library service (Rachmananta, 2006), and that those academic libraries that do exist face numerous problems in meeting the standards of collections and services required to adequately support teaching and research. The budgets allocated to develop and manage the university library collections and services have been well below those provided in developed countries, and in many cases below the amount required to provide even a modest service (Fahmi, 2005).

Another, associated problem with regard to Indonesian academic libraries is related to the focus of the recommendations included in this paper—the skills, abilities and professionalism of library staff. Several previous studies (Hasugian 2003; Kamil 2005; Maesaroh and Genoni 2009; Zain 2012) have concluded that librarians in Indonesia lack the requisite professional knowledge and skills in key areas which in turn hampers the development of academic library services. Hernandono (2005) noted four major areas of weakness among Indonesian librarians: low self-esteem; inadequate skills in English language and ICT; inadequate skills in conducting research and communicating outcomes; and the failure to develop cooperative services between libraries or institutions. Samosir and Syahfitri (2008) considered the situation of librarians working in the Indonesian higher education sector, and identified the major stresses as being low remuneration; heavy workloads; deficiencies in management and administration; low levels of appreciation of the professionalism of library staff, and uncertainty regarding the career paths available to librarians.

Many of the issues with the quality of Indonesian library professionals can also be traced to problems with library and information science (LIS) education in the country. These include the lack of facilities and access to sufficiently advanced technology (Farida and Purnomo, 2006); shortage of library textbooks (Damayani, 2005); problems with curriculum that often fails to address key professional requirements (Ardoni, 2005; Kamil, 2005; Zain 2012); and poorly qualified and inexperienced teaching staff (Sulistyo-Basuki, 2006). The problems with library education in Indonesia have been subsequently linked to deep-seated problems with the profession in the country, including poor salary levels (Wijoyo, 2008; Subrata, 2009; Suherman, 2009); the poor public image and low self-esteem of the profession (Farida and

Purnomo, 2006; Tjiek, 2008; Suherman, 2009); and the chronic underfunding experienced by the library sector (Wijoyo, 2008; Suherman, 2009).

It is with a view to addressing some of these key problems in the levels of skill, knowledge and professionalism of LIS staff that this paper presents a series of recommendations. These recommendations are based on the outcomes of a research project that was conducted in order to address the following research question:

What changes are needed to the education and continuing professional development of Indonesian academic librarians to optimize the development and delivery of academic library services?

The research used a survey of practicing Indonesian academic librarians and library managers from public institutions to provide basic data regarding the current state of their education and continuing professional development, and interviews with academic librarians, library managers, university managers, heads of LIS schools, and managers of relevant professional associations, in order to provide additional qualitative data regarding the future requirements of academic libraries in Indonesia. In particular the research set out to examine Indonesian librarianship and library education in the context of a profession serving a developing country with an as yet under-resourced higher education sector.

It is not the intention of this paper to report on the details of the research outcomes—that has been done in previous papers arising from the project (Maesaroh and Genoni, 2009; Maesaroh and Genoni, 2010; Maesaroh and Genoni, 2012)—although some general findings are referred to as evidence in support of particular recommendations. Rather the aim is to deliver the recommendations resulting from the research with the intention that they will provide a model for the future development of academic librarianship in Indonesia. It is also the case that although academic libraries formed the immediate context in which the research was conducted a number of the recommendations have implications and benefits for the future of all Indonesian libraries and librarians.

It is also acknowledged that these recommendations will have financial implications for the higher education and academic library sectors that are already severely stressed by lack of funding. It is apparent that despite recent improvements there is a deep and ongoing need to find additional finance for higher education in Indonesia, and a need for libraries to be effective lobbyists in claiming a greater share of the funds that are available. The

recommendations avoid, however, making ambit claims regarding the funding that is due to Indonesian academic libraries or LIS education. Rather, the belief is that if the recommendations are supported and implemented, then the resulting increase in benefits delivered by academic libraries will become apparent and can in turn be used to support a case for enhanced funding. It is also the case that a number of the recommendations are able to be implemented without substantial investment; however some targeted support could in a comparatively short span of time produce demonstrable improvements to academic library services. It is suggested that the focus of investment in the short term should be on upgrading the qualifications of teaching staff and the standard of teaching facilities in order to have an immediate beneficial impact on the quality of LIS graduates.

It is also conceded that several of the recommendations will take some years to implement, and indeed may not be fully achievable until such time as a current generation of educators and librarians have reached the end of their careers. Nonetheless it is important that the planning and implementation begin as soon as possible if Indonesian academic librarianship is to reach its potential to support higher education, research, and national development.

LIS qualifications for Indonesian academic librarians

Many university libraries in Indonesia are poorly staffed in terms of both the number of staff and the formal qualifications they possess in order to prepare them for the challenge of working in a modern academic library. Evidence from the current research indicates that some 50 of 133 public higher education institutions have no library staff with formal LIS qualifications, and of those staff with qualifications in excess of 50% possessed only a Diploma (Maesaroh and Genoni 2009). These Diplomas are of three years duration or less, and are focused on developing basic technical competence rather than preparing the graduates to work at a fully professional level.

The current situation is that Indonesian academic libraries are staffed by the following categories, all of whom may be employed as 'librarians':

- Fully 'professional' staff. These are staff with an LIS Bachelors degree, Masters degree, or in a small number of cases a Graduate Diploma. Bachelors and Masters level qualifications can be obtained in Indonesia, but Graduate Diplomas are currently not offered by any Indonesian LIS educational institution.

- ‘Para-professional’ staff, with an LIS diploma. In many other countries students are prepared through technical education for a support role in library services. These are usually referred to as library technicians or para-professionals, and they do not usually have responsibility for managing library services.
- Unqualified staff, being those without any formal LIS education or qualifications. They may possess formal qualification in other disciplines. As data collected in the course of the research indicates, in some cases these staff may undertake short term training provided by the National Library in order to qualify them to work as ‘librarians’.

As noted, in Indonesian academic libraries each of these categories of staff can be employed as librarians, despite the considerable discrepancy in professional education. There is therefore a considerable, and undesirable, variation in the level of skills and knowledge possessed by those who are currently staffing and managing the country’s academic libraries. This situation is detrimental to the quality and consistency of academic library services, and the creation of a truly professional rank of librarians who are distinguished by the level and duration of their education. This current discrepancy in education arose from the necessity to provide Indonesian libraries with sufficient staff while the profession remained in its infancy and there was an insufficient availability of LIS education, but it is no longer adequate in enabling libraries to meet the expectations of higher education institutions and users in the 21st century.

In order to address this situation the following recommendations are made:

Recommendation 1: Two levels of qualified library staff be recognised, each with distinct LIS qualifications with a different educational focus, and leading to graduates with different levels of responsibility and professionalism. These are:

- Fully professional library staff, able to be described and employed as ‘librarians’. These graduates will possess a Bachelors degree in Library and Information Science (or its equivalent); or a Masters degree in Library and information Science (or its equivalent).
- Para-professional staff, able to be described and employed in the supporting role of ‘Library technician’. These graduates will possess a Diploma in Library and Information Science (or its equivalent); to at least the level of Diploma 2.

There is no scope within the terms of this recommendation for the continued employment of staff without any formal LIS qualifications as a 'librarian'. It is suggested that staff in this situation be supported in upgrading their qualifications to the described level of professionalism or para-professionalism. It is acknowledged that there will need to be a transitional period, in order both to allow for these upgraded qualifications to be obtained, and for a necessary number of new LIS graduates with adequate qualifications to be produced. The duration of this transitional period should be determined by the Indonesian Librarian Association (*Ikatan Pustakawan Indonesia*), and is part of the envisaged role for the Association as described in Recommendation 8.

To differentiate between professional librarians and non-qualified library staff, it will be necessary to develop guidelines for the appropriate roles and tasks for each level of staff (see Recommendation 8).

Recommendation 2: That Masters level qualifications are more widely available at Indonesian LIS Schools.

As noted, there have been long-held concerns regarding the level of the qualifications of Indonesian LIS graduates. The most effective way (in terms of the level of existing qualifications and the duration of courses) for the Indonesian academic library workforce to be provided with suitably qualified and trained staff is to offer LIS Graduate Diploma qualifications (of one-year duration) for graduates from degree programs in other disciplines. However Graduate Diploma qualifications of this type are not currently supported by the Indonesian higher education authorities. It is therefore recommended that Masters degrees (currently available at only two Indonesian LIS schools) be established as a standard pathway to a first LIS qualification. These Masters courses should be of two-years duration, and designed with a curriculum that prepares graduates with the range of advanced skills needed to work at a professional level in the full range of library contexts; such as academic, school, public and special libraries.

It should be noted that a Masters qualification is the established point of entry to the profession in the United States and increasingly other countries (Tammaro and Weech, 2008). If Indonesian librarianship is to be able to benefit both the profession and individual staff by making the most of opportunities for international cooperation and exchange, then it needs to build a profession based on this level of qualification.

Remote access to LIS courses

A problem identified in the research was the centralisation of library education and administration in the island of Java. This currently has the effect of limiting the educational opportunities for potential librarians located in outlying islands to undertake an LIS education.

It is also the case that the remoter islands (there are over 17,000 islands in the Indonesian archipelago) have the smaller higher education institutions and therefore have considerable difficulty in attracting qualified library staff. This is a difficult problem given the impracticality of evenly distributing educational opportunities across more remote and less populated areas of the Indonesian archipelago. A solution may, however, be at hand in the form of enhanced opportunities for distance education and the existing Open Universities infrastructure in Indonesia, both of which could provide opportunities for students who otherwise have little access to tertiary education.

Recommendation 3: LIS education be provided to remote areas of Indonesia using advanced distance education (e-learning) technologies.

The distributed and remote geography of Indonesia mean that it is an ideal candidate for distance education. Islam et al (2011) have recently reported that 13% of LIS education programs in the Asian region are now available through distance education using e-learning technologies. These consist of six in India, and one each from Japan, Singapore, Taiwan, Malaysia and Thailand. If Indonesia is to support a truly national LIS education system then it is imperative that it provides access to e-learning courses in order to prevent a drift of students to other international providers. This may require some investment by both government and institutions in order to provide high quality e-learning infrastructure, but this is a necessary development given the distributed nature of the Indonesian population; the growing demand for higher education in the country; the improving communications infrastructure, and the rapidly developing distance education platforms. There is an opportunity for LIS education to become a national leader in this regard. It is not necessary that every Indonesian LIS school should be providing distance education, but at least one—and perhaps several—such offerings would greatly enhance the accessibility of LIS education.

Accreditation of LIS courses

In order to secure the future of the Indonesian LIS profession there is an enhanced role for the relevant professional associations to play. Of particular relevance to professional competencies is the need for additional leadership with regard to educational and continuing professional development (CPD) opportunities and standards. A role that professional associations frequently play in other countries is responsibility for monitoring and accrediting LIS qualifications by regularly reviewing institutions and courses to ensure that they meet the necessary standards. This process of course accreditation enhances educational outcomes by exposing teaching departments to independent, objective assessment, and assures new students that their chosen course has met the required professional standards.

Recommendation 4: The Indonesian Librarian Association should assume responsibility for monitoring the curriculum, delivery and facilities of LIS courses and provide advice to MoRA and MoNE as to their quality and status. Courses meeting the required standard should receive accreditation by the ILA.

It is acknowledged that this will be a major new role for the Indonesian Librarian Association that will require some time and resources to develop and implement. It is, however, likely to be a critical step in both regulating the quality of LIS education in Indonesia and in reinvigorating the Association. The increased status and professionalism of Indonesian librarians that will result should eventually allow the Association to expand membership and increase fees in order to support this important function.

Standards for Indonesian academic libraries

One of the outcomes of the research is evidence of the considerable disparity that exists in the standards of Indonesia's academic libraries and their services. This is in itself a reflection of the wide gulf between the higher education institutions that will only be reduced by a sustained effort and investment. Nonetheless, the existing disparity between academic libraries does not mean that they should not strive to ensure that standards do not fall below an acceptable minimum, with regards to staffing, collections and services.

While recommendations 5-7 do not impact directly on the quality of LIS education, they are nonetheless relevant in that regulation of elements of academic library operations—particularly with regard to numbers and qualifications of staff—will help enhance the impact and status of libraries and librarians, and increase the number of positions available for LIS qualified staff.

Recommendation 5: The Ministry of Religious Affairs and the Ministry of National Education jointly develop a set of minimum standards for Indonesian higher education libraries.

It is noted that Indonesia National Standard 7330:2009 (Perpustakaan perguruan tinggi) was adopted in 2009 (Standar Nasional Indonesia, 2009). This Standard applies to all libraries serving higher education institutions, both public and private, and covers aspects of staffing, collections and services. The standard constitutes a useful starting point for a more detailed set of standards.

These enhanced standards should include more detailed requirements regarding the key matters of staffing, collections and services, and also include guidelines regarding all ancillary support provided in the service of improving teaching and research outcomes for higher education institutions. While it is acknowledged that such standards will be easier to mandate in public universities, it is the intention that they should also be applied in private universities.

With regard to staffing, it is desirable that the number of qualified librarians employed at a higher education institution should reflect the size of that institution. This will require the establishment of a guideline regarding the number of qualified library staff to be employed. It is not possible on the basis of the data collected in the current research to make more detailed recommendations in this regard, however it is likely that the recommended minimum number of qualified library staff should be calculated as a ratio of permanent academic or teaching staff.

It is suggested that MoRA and MoNE consult with the Higher Education Libraries Forum (*Forum Perpustakaan Perguruan Tinggi*) and the Indonesian Librarian Association with regard to the minimum standards, and is part of the envisaged role for the Association as described below in Recommendation 8.

Recommendation 6: That every Indonesian higher education institution (public or private; and including all universities, institutes, polytechnics and higher schools) is to employ at least one fully qualified librarian in the position of library manager (or head librarian).

It is important for the level of services delivered, and for the professional status of Indonesian librarianship, that professionally qualified librarians are recognised as essential to both the

day-to-day service delivery provided by academic libraries, and to the management of those libraries. As noted below in Recommendation 9 this will need to be supported by developments in LIS curriculum to provide appropriate learning in management and leadership.

Recommendation 6 is in accordance with the Indonesia National Standard 7330:2009. Regulation 8.1 of the Standard states that a Head of Library should possess ‘at least a Master’s in library and information science or a degree in another field coupled with a qualification in library and information science’ (Standar Nasional Standard, 2009). This situation has, however, not yet been achieved.

Recommendation 7: Indonesian academic libraries report annually on the progress towards and/or meeting of the various minimum standards created as a result of Recommendation 5.

This annual report should include relevant statistical data reporting on the principle elements of the libraries’ staffing profile, collections and services. It is suggested that this core set of statistical requirements should be designed and compiled by the Libraries of Higher Education Forum and made available in a format that will allow Indonesian academic libraries to benchmark against similar libraries.

Curriculum for LIS education

The evidence from both the surveys and the interviews suggests that the curriculum of Indonesian LIS education has not maintained pace with that provided internationally; with the transformed technological environment faced by academic libraries; or with the expectations of employers. The data from the survey of employers indicate that there is a measureable gap between employers’ expectations and the reality of graduates’ skills with regard to levels of education; skills and experience, and professional engagement.

The data from both the surveys and from the interviews indicate that Indonesian academic librarians are currently engaged in a large number of routine tasks that should not be expected to be regularly performed by a professional librarian. It is therefore important to align professional and para-professional tasks with the curriculum of relevant courses, and in preparation for this to undertake a comprehensive review roles and tasks associated with each level of staff.

Recommendation 8: The Indonesian Librarian Association should undertake a review of the roles and core tasks required of professional and para-professional library staff.

The intention of this recommendation is to ensure that the skills and attributes of professional-level LIS graduates align with the requirements of employers, and that the roles and tasks these graduates are expected to perform are in turn commensurate with graduates' skills. The outcome will be to make the delineation of workplace roles more predictable and consistent, and will be an important guide for employers in determining what qualifications should be required for particular jobs. They will also be a very useful guide to new entrants to LIS courses regarding the courses and qualifications that are best-suited to their interests and ambitions.

The outcome of such a review will also be to ensure that future curriculum developments (see Recommendation 9) are informed by a clear understanding of contemporary workplace needs.

Recommendation 9: There should be a comprehensive review of the curriculum of Indonesian LIS courses with a view to ensuring that they are sufficiently adapted to the current, and in so far as they can be anticipated, future needs of the profession. This review should encompass both core professional skills and ancillary generic skills.

It is suggested that this review should be conducted by the Indonesian Librarian Association and should include representation from both LIS educators and employers. It is also suggested that this review may result in a formalised list of core skills and attributes that should be expected from graduates of professional level LIS courses. Key areas of need that have been identified by this and other research (Zain, 2012) include critical 'generic' skills that are now seen as essential components of professionalism in many professional disciplines. These include information technology, management, leadership, and interpersonal communication.

Recommendation 10: That every LIS first-qualifying course is to include a practicum (workplace-based learning) experience. This should be a minimum of one month full time or equivalent.

One component of LIS education that is almost universally included in LIS courses in countries with a more developed library sector is an opportunity for a workplace-based

learning experience. The research indicates that many Indonesian graduates are currently denied this opportunity. A 'practicum' of this type provides students with a critical opportunity to learn from experienced professionals about the practical aspects of working in library and information environments. It would also be necessary to include a similar practicum component in the distance education courses described in Recommendation 3.

In the context of developing graduates' skills and attracting them to work in academic libraries it is important that these libraries participate in these practicum placements by offering students the opportunity to undertake workplace learning.

Qualifications of LIS teaching staff

The survey and interview data both provide support for the claims previously made by Sulisty-Basuki (2006) that many Indonesian LIS educators are poorly prepared for their role. It is not uncommon for teaching staff from other academic areas to be moved into LIS teaching if there is a shortage. It is therefore unsurprising that they are considered to be inadequately qualified or prepared for the task. Even those staff who do possess an LIS qualification may only be to a Diploma or Degree level and therefore considerably less qualified than their counterparts in many other countries.

It was also the case that some educators who did have an LIS qualification had not yet had any practical experience working in libraries or similar information environments. Although the discipline includes a core of theoretical knowledge, much of the learning is based on issues of practice and professional conduct that require considerable experience in order to be taught effectively.

Recommendation 11: Staff teaching in Indonesian LIS Schools should possess a formal LIS qualification at the level of Masters Degree or above, and have a minimum of two-year's professional experience.

The requirement for a Masters Degree for university level teaching positions complies with current Indonesian government policy, but this policy does not currently specify that it must be within the discipline being taught.

Although the recommendation with regard to experience is for a minimum of two years, it might be considered that at least five years' experience—preferably acquired in more than one library—would be better preparation.

Another important element of a fully developed higher education sector is the capacity to undertake research and publishing. Recent research (Laksmi and Wijayanti 2012) points to the under-productive nature of Indonesian LIS research. There are currently a number of barriers faced in this regard, and they are problems that also beset other disciplines in Indonesian universities. These include lack of research funding; inadequate research infrastructure; absence of theoretical knowledge, and the need for most scholarly publication to be undertaken in English. It is therefore desirable that new appointments to LIS academic positions also be made on the potential for appointees to undertake research. It is suggested that this should require a formal research qualification at either Masters or PhD level. This capacity will be slow to develop in Indonesia, as there is currently no LIS School offering Masters by research or PhD qualifications. Although LIS research degrees may be undertaken in related faculties such as Education and Communication, it is likely that this reduces the visibility of these opportunities.

Provision of continuing professional development

The evidence (in particular from the surveys) relating to CPD is one of the most puzzling aspects of this research. The data is contradictory in several respects regarding the level of support given for CPD activities. If a generalisation can be made it is that there appears to be a reasonable amount of CPD available but that it is poorly received in terms of its suitability and effectiveness (Maesaroh and Genoni 2010). The main provider at the moment is the National Library of Indonesia, although their offerings appear to be quite heavily centralised in Java.

Predictably, however, the evidence points towards the greatest CPD need being in the area of information technology, although the generally outmoded nature of the Indonesian LIS curricula means that there are also other immediate needs, even for comparatively recent graduates. While a review such as that included in Recommendation 9 would provide additional evidence regarding areas of immediate CPD need, it is also suggested that there should be further collaboration between all stakeholders in order to develop a coordinated program of CPD offerings that are carefully targeted at existing academic library staff.

Recommendation 12: The National Library of Indonesia undertakes a review of current continuing professional development offerings with a view to preparing a coordinated and targeted plan to meet the requirements of the Indonesian LIS professions.

It is recognised that in the current environment the National Library of Indonesia is likely to continue to play a significant role in CPD. Every effort should be made to share the benefits of this training by looking for ways in which it can be delivered to remote areas. It is highly likely that the most cost-effective means of delivering CPD in the Indonesian context may rapidly become by using electronic delivery. While the infrastructure may not be currently present to service all likely participants, it is also highly probable that this situation will change rapidly in coming years.

In the context of the needs of academic library staff it is suggested that at least some of this training be targeted at better preparing staff for the particular role played by librarians in academic environments, including the need to work in intensive research environments.

Empowerment of library associations

A number of the recommendations above have been targeted at the LIS professional associations and the Indonesian Librarian Association in particular. As the major national body responsible for the development and the future of the profession the Association has a critical role in issues related to education, CPD, and the status of the profession. The result of adopting the various recommendations will not only be to achieve the goals associated with each recommendation, but also to raise the profile of the Association by substantially enhancing its level of professional engagement. Although it is acknowledged that there are various economic, cultural and geographic challenges facing Indonesian librarianship, the outlook for the profession can only be improved by consistent and clearly planned effort from the Association. There is likely to be no more beneficial force for the future development of the LIS profession in Indonesia than a focused, organised and influential Indonesian Librarian Association.

In addition to the various roles for the Association envisaged in the previous recommendations, the Association could also enhance its presence and influence by addressing the issues related to the low-status of the profession in Indonesia. Several elements of the research identified the low regard held for librarians as being a barrier to

recruitment and also point to the reason for the insufficient acknowledgement of academic librarians and their potential contribution to excellence in higher education.

Recommendation 13: The Indonesian Librarian Association undertakes a sustained campaign to promote LIS careers and raise the professional image of librarians.

While raising the standards of graduates and the status of workplace roles will have beneficial impacts in terms of the number and quality of applicants to LIS courses, there is a longstanding lack of recognition and valuing of the roles of librarians that needs to be addressed. By leading such a campaign the Association will also assume a proactive leadership role in recruitment to the profession in a way that will attract attention to, and membership of, the Association.

Conclusion

In 2006 Farida and Purnomo pointed out that the ‘lack of government political will’ to upgrade library education in Indonesia was associated with the low status of the profession. While elements of library education may have improved in the years since, the profession now finds itself in a difficult situation. As a low-status profession within a developing country with numerous issues to be faced in building an effective system of higher education, government attention and funding are difficult to come by. The immediate challenge for the library profession therefore is to—as far as possible—undertake reform from within, as a means of impressing upon government the capacity of the profession to self-regulate and to demonstrate its capacity to add value to both higher education and the wider community.

As noted in the introduction the problems with LIS education (and the wider profession) in Indonesia are deeply entrenched and difficult to address in a climate of widespread underfunding of higher education. It is also apparent, however, that some of the problems—and their possible solutions—reside within the library profession itself. A more aggressive and ambitious approach by the leading LIS professional associations working collaboratively to develop the educational skills and qualifications of librarians should underpin a more broadly targeted approach to enhancing the professionalism and status of library staff. Only then can academic librarians expect to receive the acknowledgement and credit found by their counterparts working in many other countries.

A number of the recommendations included above can be implemented without substantial cost, quite quickly, and at the instigation of the profession. This is not to suggest that a transformation of academic librarianship (or librarianship more generally) in Indonesia will be easy or rapid, but there is a matter of some urgency in making a start in this direction. At a time when higher education in Indonesia is experiencing a period of sustained increase in investment; when access to tertiary education is spreading to new sections of the population; and when the push for a competitive research sector is being felt, it is essential that librarians are both contributing to, and benefiting from, this period of growth. This is critical, not only in terms of helping to deliver to the government, higher education institutions and people of Indonesia full value for their investment in higher education, but also in creating an appropriate place for the LIS profession in regard to the future of the Indonesian education and research sectors.

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