CAUL Hot Topic
Workforce Development- Griffith Style

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Pro Vice Chancellor
(Information Services)
Griffith University
Griffith University Background

- More than 43,000 students, across five campuses
- More than 300 degrees
- Australian top ten research performer
- Integrated Information Services Division – library, records management and information and communication technology
The Challenge and opportunity!

- External and internal change drivers
  - Competition, Collaboration, Cloud…
  - Griffith 2020…IT 2020
  - New executive positions
- Used 2020 focus to drive whole of Division change agenda – with a focus on agility
- Used external Review of Library to advise on, and affirm library direction
Information Services

Pro Vice Chancellor
Information Services
Linda O’Brien

Chief Technology Officer
Bruce Callow

Director
Planning & Projects Office
David Gunsberg

Director
Information Technology Services
Jeanette Patamia

Director
Enterprise Information Systems
Stephen Bishop

Director
Information Technology Infrastructure
Bruce Scott

Director
eResearch Services and Scholarly Application Development
Malcolm Wolski

Director
Information Management
Maureen Sullivan

Director
Library and Learning Services
Carolyn McDonald
Library Review

Recommendation 5.

The Review Committee recommends that consideration is given to strengthening the current INS Operational Level Change Proposal to more explicitly describe the structures, services, collaborations, and associated workforce flexibility envisioned to fulfil the crucial role that INS (IM, LLS, eRSSAD) has in adding value to the research, learning and teaching activities of the University.
Workforce Planning had already started…

- Earlier work on career pathing – JoAnne will say more

- SFIA – Skills Framework for the Information Age
  - used across our IT staff and many library and information staff chose to participate
  - informed the IT change which created roughly 50 new positions and removed 54 position

- Decision to adapt the SFIA framework for library & information staff

- Process lead by Carlo Iocono who presented at IATUL 2014 (several of his slides follow)
Started With….

Walter, S. Williams, K. (2011) Appendix C. The Expert Library: Staffing, Sustaining and Advancing the Academic Library in the 21st Century (pp. 150-157), and

"Professional Knowledge and Skills Base." Chartered Institute of Library and Information Professionals

http://www.cilip.org.uk/pksb
And SFIA - Skills Framework for the Information Age

- **IT Skills Capability**

- 6 Categories
- 19 Sub-categories
- 96 Skills
- 7 Skills Levels
Created the Library Capability Framework

IT Skills Capability

With this tool you can navigate the SFIA framework and identify your unique IT skills profile. There are 96 IT professional skills listed in SFIA organised by category and sub-category. Each skill is further refined by relevant levels of responsibility. You can return to update your profile as you acquire new skillsets. To complete your profile you must respond to all 96 skills. Your selections are saved as you go. Select 'I do not have the skill' for any that don't apply to you today'. The information collected here is confidential and will not be disclosed to third parties without your consent. Consult the University’s Privacy Plan for further details.

Already familiar with SFIA? Try the Summary profile view.

Browse Skills

Strategy and architecture

Information strategy

IT governance (GOVN)

The establishment and oversight of an organisation's approach to the use of Information and IT, including acceptance of responsibilities in respect of both supply of, and demand for IT; strategic plans for IT, which satisfy the needs of the organization’s business strategy (which, in turn, takes into account the current and future capabilities of IT); transparent decision making, leading to valid reasons for IT acquisitions with appropriate balance between benefits, opportunities, costs, and risks; provision of IT services, levels of service and service quality which meet current and future business requirements;...
Details…

- Simplicity
- Ease of Update
- Ease of Use/Buy In
- Life after me!

- 10 Categories
- 136 Skills
- 5 Skill Levels

1. Client Value
2. Organising Knowledge
3. Reference and Research
4. Collection Management
5. Engagement
6. Literacies and Learning
7. Technology
8. Leadership
9. Professional Development
10. Data Management & Scholarly Communication
LITH AND ASLs

Library & IT Help
- Client facing library helpdesk role
- Undergraduate
- ‘Reference’
- Generic

Academic Services Librarians
- ‘Away’ from the helpdesk
- Researcher & Academic
- ‘Research’
- Specialist
## The Weakest Categories

<table>
<thead>
<tr>
<th>ASL/LITH Category Sort (weakest = 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literacies and Learning (LL) ASL</td>
</tr>
<tr>
<td>2. Data Management and Scholarly Communication (DM) LITH</td>
</tr>
<tr>
<td>3. Data Management and Scholarly Communication (DM) ASL</td>
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<tr>
<td>4. Collection Management (CM) LITH</td>
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<tr>
<td>5. Reference and research Service (RR) LITH</td>
</tr>
<tr>
<td>6. Collection Management (CM) ASL</td>
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<tr>
<td>7. Leadership (LEA) ASL</td>
</tr>
<tr>
<td>8. Technology (TECH) ASL</td>
</tr>
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<td>9. Literacies and Learning (LL) LITH</td>
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<td>10. Leadership (LEA) LITH</td>
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<tr>
<td>11. Engagement (ENG) LITH</td>
</tr>
<tr>
<td>12. Organising Knowledge/Information (OK) LITH</td>
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<tr>
<td>13. Engagement (ENG) ASL</td>
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<tr>
<td>14. Reference and research Service (RR) ASL</td>
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<tr>
<td>15. Professional Development (PD) ASL</td>
</tr>
<tr>
<td>16. Professional Development (PD) LITH</td>
</tr>
<tr>
<td>17. Organising Knowledge/Information (OK) ASL</td>
</tr>
<tr>
<td>18. Technology (TECH) LITH</td>
</tr>
<tr>
<td>19. Client Value (CV) LITH</td>
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<tr>
<td>20. Client Value (CV) ASL</td>
</tr>
</tbody>
</table>
The Weakest Skills

### Weakest Skills Combined (weakest = 1)

<table>
<thead>
<tr>
<th>Knowledge/Skill Area</th>
<th>Rank</th>
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</thead>
<tbody>
<tr>
<td>1. Aid grant proposal LITH - DM</td>
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<tr>
<td>2. Proactively partner with different areas/groups to integrate learning solutions into the curricula ASL - LL</td>
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<tr>
<td>3. Understand the grant proposal process LITH - DM</td>
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<tr>
<td>4. Timely bibliometric report provision LITH - RR</td>
<td></td>
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<tr>
<td>5. Understand the grant proposal process ASL - DM</td>
<td></td>
</tr>
<tr>
<td>6. Timely literature review provision LITH - RR</td>
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<tr>
<td>7. Licence agreement knowledge and ability to evaluate in the broader University policy context LITH - CM</td>
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<tr>
<td>8. Advise on data preservation requirements ASL - DM</td>
<td></td>
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<tr>
<td>9. Identification of relevant patterns through data extraction LITH - OK</td>
<td></td>
</tr>
<tr>
<td>10. Data analytic extraction capabilities LITH - OK</td>
<td></td>
</tr>
<tr>
<td>11. Understand data sharing resources ASL - DM</td>
<td></td>
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<tr>
<td>12. Knowledge of publishing options for research LITH - RR</td>
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<tr>
<td>13. Understanding of data preservation needs of researchers and ways to assist LITH - RR</td>
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<tr>
<td>14. Understanding of quantitative and qualitative statistical collection and their strengths and weaknesses LITH - OK</td>
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<tr>
<td>15. Identification of new tools in response to client requirements ASL - TECH</td>
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<tr>
<td>16. Aid grant proposal ASL - DM</td>
<td></td>
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<tr>
<td>17. Open access resource knowledge and integration into collection understanding ASL - CM</td>
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<tr>
<td>18. Understand and keep up-to-date with Open Access principles and incorporate into teachings ASL - LL</td>
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<tr>
<td>19. Understand publishing rights LITH - DM</td>
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<tr>
<td>20. Maintain knowledge of discipline specific focuses both for research and teaching LITH - ENG</td>
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<tr>
<td>21. Ability to train others in social media platforms and actively demonstrate their value ASL - TECH</td>
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<tr>
<td>22. Write for publication LITH - PD</td>
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<tr>
<td>23. Assist in production of tools and models for scholarly communication ASL - DM</td>
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</tr>
<tr>
<td>24. Effective use of social media tools to aid client base ASL - TECH</td>
<td></td>
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<tr>
<td>25. Write for publication ASL - PD</td>
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Impact of our change process – moving up the value chain

LITH
- Split out IT Call Centre
- Created Campus Coordinators
- Removed 8 team leaders roles
- 3 / 4 PD created for front facing staff and 36 assessed at 4 and training plans in place
- 8 librarians into Library Service Advisor roles (virtual)
- 23 librarians moved into academic group teams, assessed against a 5/6 PD, 4 moved to 6, and training plans put in place

ASLs
- 4 academic group facing teams had been created
- Include ASLs plus 23 incoming librarians, learning advisors, Information literacy and IT literacy staff
- 13 ASLs assessed against 11 more senior Specialist Discipline librarian roles
- 6 placed, 2 promotions and 3 positions in the market
Next steps

- Recruit an outstanding Director for Library and Learning Services to lead the next stage of change
- Refine and develop the tool with key partners
- Develop a whole of Division SFIA profile
- Confirm our desired workforce capability given our strategic aspirations
- Clarify role expectations – knowledge, skills and attitudes – and embed in performance plans
- Develop a combination of training and development strategies to develop our workforce
Questions?