

Advocating for a digital dexterity strategy at your institution

Purpose

The purpose of this advocacy tool kit is to provide a starting point for developing institutional support for digital dexterity at your institution. The CAUL project recognises that libraries are often in a good position to influence strategic uptake of digital dexterity within their institutions but that the skills and knowledge to build an advocacy case may vary.

This toolkit provides a structured way to approach advocating for and engaging with conversations about digital dexterity at your institution.

Assumptions

The following assumptions have been made in putting this tool kit together:

- The Library is interested in influencing the discussion about digital dexterity/literacy strategy at their institution
- Libraries have varying degrees of influence/power in this discussion depending on individual institutions

Steps

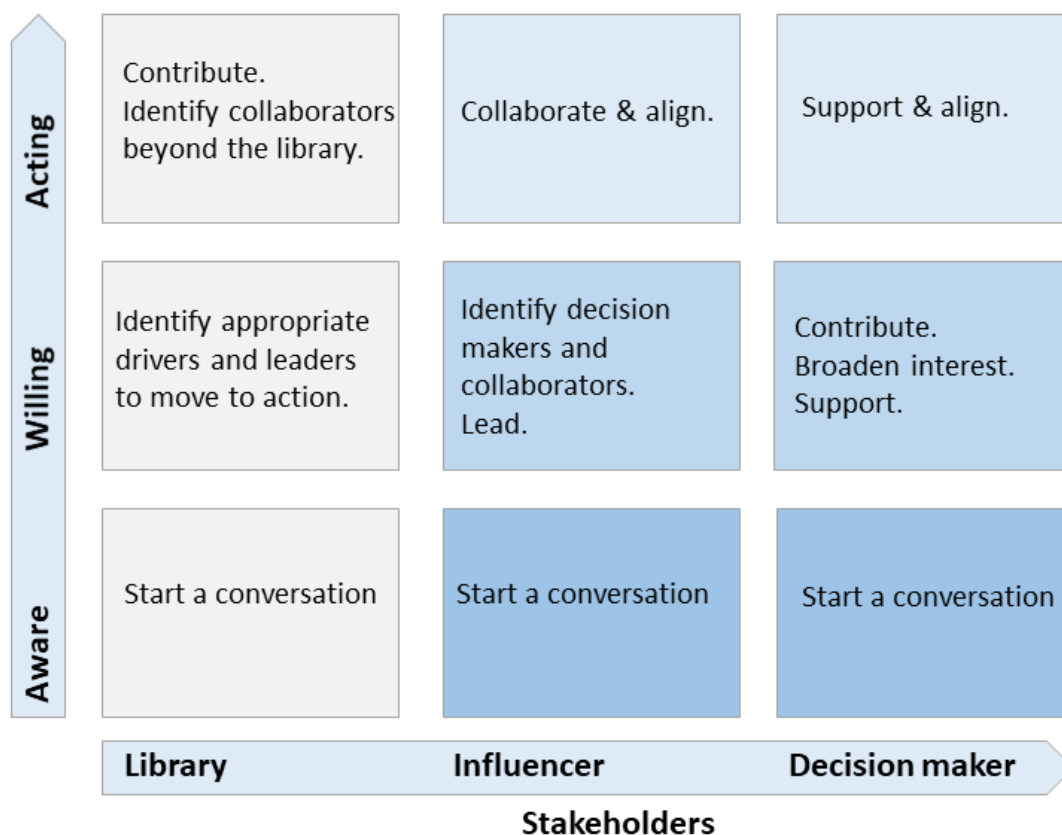
1. **Identify stakeholders** and/or strategies already in existence at your institution. Who are the stakeholders or strategy owners? Are any already working in this space? Invite them to a conversation to find out. Examples of possible units, stakeholders or strategies include:
 - DVC Academic/DVC Education
 - Central learning and teaching units
 - Work integrated learning/careers units
 - Central IT
 - Student Services/Student Experience units
 - Curriculum renewal, graduate qualities/attributes programs

Where you've identified a unit or body, can you also identify an individual with influence or authority with whom you can connect? This isn't always the person with positional authority.

2. **How much influence** does each stakeholder have?
 - Difference between 'will to act' and action
 - Find a stakeholder mapping tool, or [use ours below](#) (adapted from [The Advocacy Strategy Framework from Center for Evaluation Innovation](#))
 - Identify where your key stakeholders from Step 1 are situated in the mapping tool. For example, a teaching and learning unit might be an influencer, with the will to act.

- Map the change you want against the level of authority or power to help identify your most influential stakeholders and tailor your message. Do you need to move the decision maker from Awareness to Action?
- 3. For each stakeholder, Identify **actions/activities that can help progress** this ([sample model](#) for mapping this below). We've included some examples in Step 4.
 - Remember to identify what success looks like. How will you know if a stakeholder has moved along either axis?
- 4. Strategies for **starting the conversation** with stakeholders
 - Identify related institutional strategic goals
 - Institutional rankings or surveys ([QILT surveys](#))
 - CAUL policy position <https://www.caul.edu.au/sites/default/files/documents/digital-dexterity/digdex2019position.pdf>
 - CAUL digital dexterity framework <https://www.caul.edu.au/sites/default/files/documents/digital-dexterity/digdex2019framework.pdf>
 - Literature on the rising importance of digital dexterity
 - Adopt appropriate strategies from work JISC has done in this area
 - [Developing digital change: Strategy, practice and process \(Senior leaders' briefing paper\)](#)
 - [Developing organisational approaches to digital capability](#)
 - Examples from other institutions
 - [La Trobe](#)
 - [University of Queensland](#)
 - [Deakin University](#)
- 5. Identify **governance processes** if required
 - Do you need to address a committee or develop a policy position?

Resources



STAKEHOLDER :	
This stakeholder is – <ul style="list-style-type: none"> ○ An influencer ○ A decision maker 	At this time digital dexterity is – <ul style="list-style-type: none"> ○ Not on their radar. ○ Something they're aware of, but not focused on. ○ Something they're willing to act on. ○ Something they're already acting on.
I can – <ul style="list-style-type: none"> ○ Start a conversation with them ○ Support them ○ Collaborate with them ○ Take the lead with them 	
Success with this stakeholder looks like -	

Note - If the stakeholder is a committee or other body, identify the individual/s you need to connect with.