# BRIEFING PAPER

TITLE   Library workforce plan for 2014/2015

DATE   30 May 2014

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Executive Summary

The ANU Library has dedicated and committed staff providing high quality service to the university community. The client survey in 2013 (is this 2012 or 2013 see footnote)[1] found that:

> The Library performed highest on the category of Library Staff with a score of 85.8%...
> The three highest priority categories for the users of the Library are Information resources, Library staff, and Facilities and equipment.

Written and oral feedback reflects strong appreciation from the ANU community:

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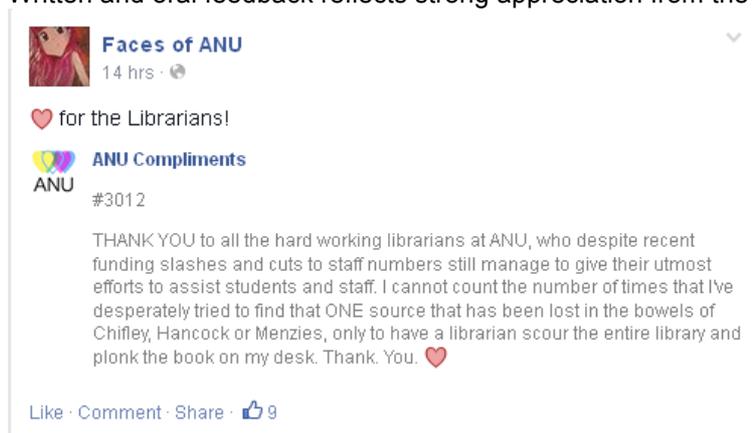
Building a workforce that can support the objectives of the university is essential to ensure that the university can perform as a world class institution.

This paper outlines the functions of the library; changes in user needs, an environmental scan, comparisons with selected other libraries. It analyses the workforce profile of each area in the Library.

The report recommends that:

- workforce development focus be on digital competencies (swapping between capitals on lower case in this list)
- workforce development focus on "growing our own" through developing the skills of current staff,
    - Fostering support for staff to attend a variety of activities and sharing knowledge and information from attendance at these events
    - Organising low cost events that optimise staff knowledge development in digital competencies.
- Pilot internal development with a rotation scheme for ANU05 staff in 2014
- Expand the Archive volunteer program to a whole of Library program.
- Internships be trialled including with external organisations.

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[1] http://anulib.anu.edu.au/_resources/reports-and-publications/client-assessments/anu-library-client-survey-august-2012.pdf
[2] http://anulib.anu.edu.au/_resources/reports-and-

Introduction

The Australian National University (ANU) provides a service to support research, teaching and policy engagement of the university as outlined in the Library's plan[2].

At a very high level the Library provides the following:

Research & research impact support
- Online research and information skills programs
- Copyright advice and information
- E Press, ANDS

Resources/collections
- Library & Archive - Noel Butlin
- E-resource including expansion of ebook collection
- Process changes

Resource discovery
- Single search including digital collections
- Archives system, Library system, Document supply
- Repository SIG project, Enterprise systems approach

Innovation & policy
- Digitisation
- Investment logic Mapping report
- CAUL Library Publishing Group
- Explore collaboration

Physical
- High density storage Noel Butlin Archive move
- Single desk
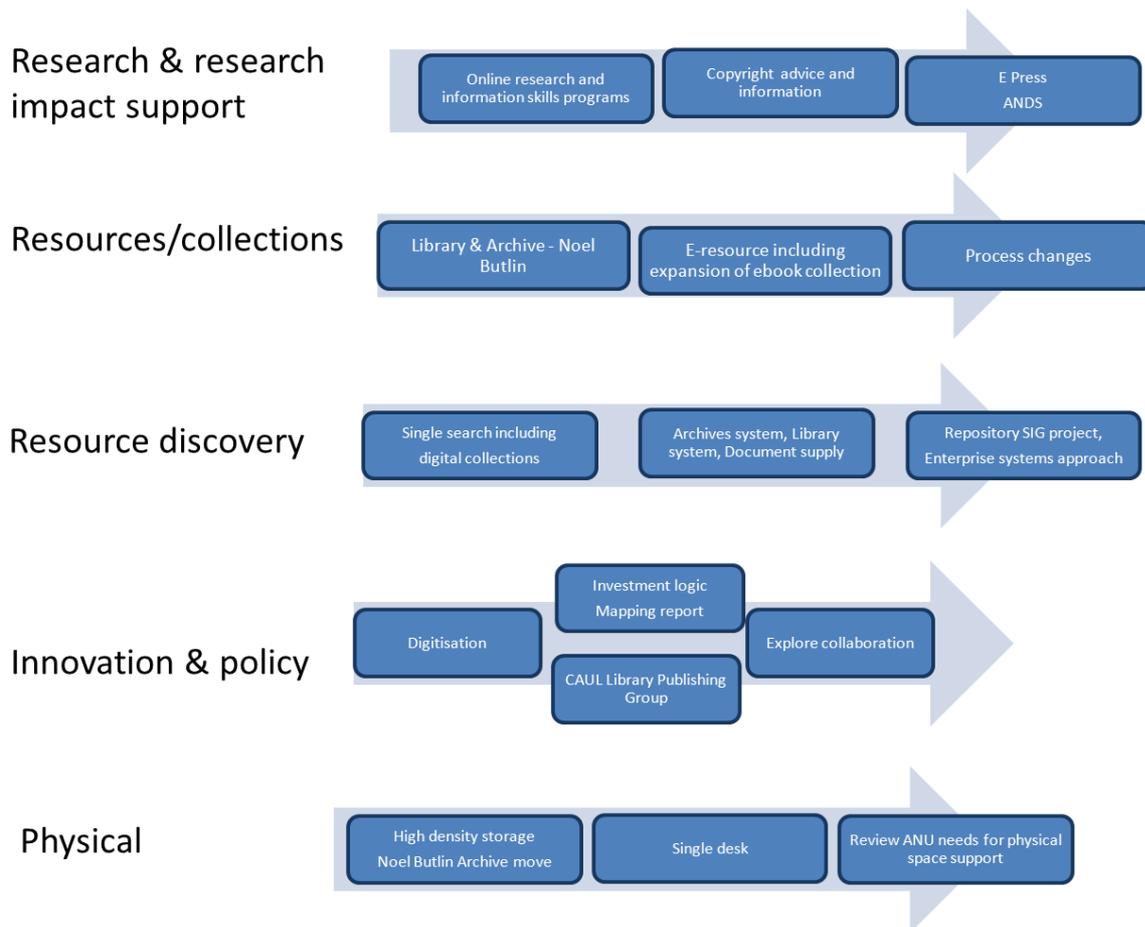- Review ANU needs for physical space support

Figure1. High level service model.

The Library comprises:

- ANU E Press and repository – publishing ANU research through the press' books and journals (and now e-texts) and providing access to ANU research outputs through the institutional repository (Digital Collections)
- Archives and Records – managing the Noel Butlin Archive of Labour and Business, the Australian national archive of these resources, University Archives and University records and providing access through an online database
- ANU Library – including five branch libraries, an off-site store and the Information Literacy/Research Skills program. The library locations are Art & Music Library, Chifley

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[2] http://anulib.anu.edu.au/_resources/reports-and-publications/publications/Library_operational_plan_draft_2013.pdf

Library, Hancock Library, Law Library, Menzies Library and the ANU Print Repository at Hume
- Library Communications which supports the websites, the library management system and assisting engagement with clients and library public & university community events.

This plan sets out activities for 2014 and 2015. It complements ANU wide initiatives such as leadership programs.

ANU context

The ANU is a research intensive university located in the nation's capital. It is a member of .the International Alliance of Research Universities, the coalition of leading Australian universities, the Group of Eight (Go8) and of the Council of Australian Libraries (CAUL).

The student profile (student numbers) reflects the focus on research:

Undergraduate: 10,030
Graduate: 6,689

Domestic: 12,522
International: 4,197

In supporting the University strategy, the Library has a strong focus on reviewing services and adapting to changing needs. The ANU Library collection holds more than 2.5 million physical items and provides access to more than 63 million electronic resources including full text journal articles. The collection, distributed across five branches, a print repository and a digital repository, can be accessed by searching the single search service (does this need to be explained further?), Library catalogue, e-journal and e-resources database.

Changing times: Understanding the changing needs of clients

The focus of change in the Library relates to

- Clients

- Capabilities (including technology)

- New ways of working including innovation and collaboration.

Students and academics increasingly access the university and its services electronically, whether from home or on campus – be it in their office, information commons (including spaces in the library and archives) or from another on campus location or anywhere in the world. There has been a strong increase in digital collections in the use of and the number added to the collections. Visitation figures show steady use of the information commons which provides access to computers as well as learning spaces.)The use of digital resources has outstripped the use of the physical collection – use of print resources has declined 43% in the past decade and use of digital collections increased by over 30% in one year alone in 2012.

A two yearly survey has been conducted by the Library for many years using Insync, through an arrangement with the Council of Australian University Librarians. It does not include the Archives, ANU Press or repository. Most Australian and New Zealand universities use Insync which enables comparative data about print based collections and services and physical sites to be used for assessment. The most recent survey was conducted in 2012. It found[3] that the top five services from a clients perspective were:

- Library staff provide accurate answers to my enquiries
- Face-to-face enquiry services meet my needs
- Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs
- The Library web site enables me to find the information I am looking for
- Books and articles I have requested from other libraries and campuses are delivered promptly

While there was high satisfaction with library staff, campus access to Library resources and services, the adequacy of self service facilities, hard copy and online resources, and the speed of delivery of items requested from other libraries and campuses, these were very significant gaps between expectations and performance in the following:

- *Opening hours meet my needs (gap score = 2.27)*
- *Printing, scanning and photocopying facilities in the Library meet my needs (gap score = 2.22)*
- *A computer is available when I need one (gap score = 2.00)*
- *I can get wireless access in Library when I need to (gap score = 1.67)*
- *The items I'm looking for on the library shelves are usually there (gap score = 1.57)*

It is notable that opening hours was the most requested improvement, with the next three top issues relating to IT services and support.

In terms of a workforce plan the survey provides information on areas of importance, satisfaction and gaps. Clients ranked as very importance accurate information and face to face services – which are dependent on informed and knowledgeable staff that possess a high level of communication skills. The other services require staff with skills in collection management, system support and accuracy. Only the item ranked 5th in the gap analysis list relates to an area of library staff activity which may be relevant to planning.

ANU Press feedback and future directions are provided through Advisory Board that provides strategic advice. Discussions at meetings have emphasised the importance of continuing to develop skills to use new technology to deliver high quality innovative products.

The ANU Students Association (ANUSA) and Post Graduate Students Association (PARSA)) provide regular formal and informal advice to the Library. They have provided feedback over the past year on the importance of extending opening hours, delivering programs that support postgraduate research skills, supporting development of soft skills and ensuring the collection meets their needs. The implications for workforce planning are around the quality of the services provided by staff through client interactions both in reference and collection management.

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[3] Insync surveys (2012) *Australian National University Library Client Survey: key finding.* Melbourne: Insync Surveys Pty Ltd. http://anulib.anu.edu.au/_resources/reports-and-publications/client-assessments/anu-library-client-survey-august-2012.pdf

International studies suggest that pervasiveness of digital technology has changed the role of archives, libraries, records and university presses. Examples of research include:

- *Supporting the Changing Research Practices of Historians*. This report, funded by the National Endowment for the Humanities is a breakthrough study of archive and published information needs of historians and make many timely recommendations focusing on the need for digital delivery and digitisation of collections.[4]
- *Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment*. This paper from a working group of leaders from many areas of Association of College and Research Libraries (US) explores and articulates three intersections between scholarly communication and information literacy: economics of the distribution of scholarship, digital literacies, and the library profession's changing roles.[5]
- *RLUK: UK Survey of Academics* 2012. This study [6] found that British academics primarily look to their institutional libraries to provide them with the articles and books they use for research and teaching, even if they do not necessarily spend time in on campus libraries.
- *The Future of the Profession.* A series of papers from the Australian Library and Information Association which reviews scenarios and trends[7] - the forecast emphasises building on the strengths of collections and access services for all the communities served by libraries.
- *Analyzing the MISO Data: Broader Perspectives on Library and Computing Trends*. This paper finds that the top 3 priorities are –for students:
    - 1. Public computers in the library
    - 2. Quiet work space in the library
    - 3. Online course reserves

    for faculty:
    - 1. Library databases
    - 2. Online library catalog
    - 3. Library website[8]
- *Can't Buy Us Love.* Rick Anderson of Ithaka S+R proposes that libraries (and archives) need to radically change what they do and how they do it "we have failed to prepare for the emergence of a reality in which our very role as brokers, curators, and organizers has itself been fundamentally undermined[9]". Clearly new skills and capabilities are essential to deliver this vision.
- *New roles for new times:* Transforming Liaison Roles in Research Libraries. In this, the third report from the ARL series "New Roles for New Times", Janice M. Jaguszewski from University of Minnesota Libraries and Karen Williams from University of Arizona Libraries have collected[10] data from interviews and other research. "The report proposes that research library environments must evolve—including shifting technology, student learning,

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[4] http://www.sr.ithaka.org/research-publications/supporting-changing-research-practices-historians
[5] http://www.acrl.ala.org/acrlinsider/archives/6970
[6] http://www.sr.ithaka.org/research-publications/ithaka-sr-jisc-rluk-uk-survey-academics-2012
[7] http://aliafutures.wikispaces.com/
[8] http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/19564
[9] http://www.sr.ithaka.org/blog-individual/cant-buy-us-love-rick-anderson-kicks-new-ithaka-sr-issue-briefs-series
[10] http://www.arl.org/focus-areas/planning-visioning/new-roles-for-new-times?utm_campaign=New%20Roles%20for%20New%20Times%3A%20Liaison%20Roles%20in%20Research%20Libraries&utm_medium=email&utm_source=newsletter&utm_content=New%20Roles%20for%20New%20Times

and scholarly practices—call for a fresh look into the role of research library liaisons." They call for user centred approaches and organisational flexibility.

- *Environmental Scan 2013* by the Association of College and Research Libraries Research Planning and Review Committee [11]. After analysing coming changes in student demographics, the rise of MOOCs and digital humanities, the report suggest that it is time to be more critical in thinking about the level of innovation associated with new initiatives, services, and resources. It forecasts a "growing demand for library professionals with data curation, data mining, and analysis skills".
- *Collaboration for a 21st Century Archives*. This study published in Collaborative Librarianship points to the importance and differences of archivists and archives in universities.[12]
- *Collaboration - Despite Differences, University Libraries and Presses Partner More Often.* An article focusing on university presses within libraries and the potential for collaboration.[13]
- *PhD candidates and the research process: the library's contribution*. This study[14] reviews the literature and assesses the requirements of a contemporary student for support from the library. A focus on timely support relating to the particular point of research rather than generic information literacy programs suggests different skills are required from library staff.
- *Regarding Reference in an Academic Library: Does the Desk Make a Difference?*[15] This study focuses on the consolidation of circulation and reference desks into single service points. It analysed the number and type of questions asked during times when a librarian was physically present at the reference desk and compared it to the number and type of questions asked when a librarian was "on call". It concludes that an "on call" successfully meets user needs.

Environmental scan

2013 has seen a number of international trends and ANU developments that strongly impact on the ANU Library. These include:

- the strong adoption of open access – ARC and NHMRC now have mandates, support is needed for academics and postgraduate students in understanding this changing environment and service delivery including as the repository and E Press. Open data is the emerging area – new requirements are likely with consequent new skills;
- the rise of online course delivery such as MOOCs and new educational experiences, such as the double degree
- e-resources – particularly eBooks – while e-journals and databases are a mature market e-Books are still evolving. The impact of greater online access for students will lead libraries to rethink the delivery of collection resources, particularly reserve collections. Less still resources will be required to deal with physical material. 2013 use indicates that the use of digital resources in the Library collection compared to print items held by the Library is 12.5:1

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[11] http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan13.pdf

[12] http://collaborativelibrarianship.org/index.php/jocl/article/viewArticle/235

[13] http://lj.libraryjournal.com/2013/11/academic-libraries/despite-differences-university-libraries-and-presses-partner-more-often/

[14] http://www.ub.uio.no/om/forskning-prosjekter-publikasjoner/skrifter-ub/hefte08.pdf

[15] McClure, Hazel and Patricia Bravender (2013) "Regarding Reference in an Academic Library: Does the Desk Make a Difference?" Reference & User Services Quarterly, volume 52, Number 4 / 2013
http://rusa.metapress.com/content/p49p276w55h888m5/?p=316353d5a4b84273a53c0f2a780144b0&pi=8

- Digital humanities – libraries and archives are the "lab" for the humanities and social sciences – changes in research practice have led to a requirement for greater digitisation and digital support
- Electronic records will be introduced in ANU in 2014 – this will require a radical change in the staffing structure and skills in Central records and support for those in administrative roles across the university – a change management plan has been issued.
- Scoping and investigating different ways to build collections for example director ordering by clients (Patron Driven Acquisition)s, which will tailor the collections more precisely

Comparisons for career and salary purposes can be made with relevant organisations. While other universities are natural comparators in Canberra the ANU Library is the second largest library. The National Library of Australia is the largest employer and a comparison of salaries follows. It is essential to recognise that the comparison of levels is made recognising that the underlying standard is Work Classification Standards and that the levels are **NOT** equivalent in terms of standards. The Australian Public Services standard was revised in 2013[16]. ANU classification guidelines can be found in the Enterprise Agreement. [17]

ANU		National Library of Australia	
Level	Salary $	Level	Salary $
ANU 02	45,415 - 47,538	APS 1	41,491 - 45,859
ANO 03	49,395 - 54,815	APS 2	47,685 - 54,065
ANU 04	55,146 - 59,930	APS 3	55,216 - 59,640
ANU 05	61,226 - 67,088	APS 4	60,648 - 65,486
ANU 06	69,192 - 72,507	APS 5	67,489 – 71,940
ANU 07	76,161 - 80,139	APS 6	76,173 - 83,879
ANU 08	86,109 - 92,304		
Senior Manager 1	98,499 - 103,359	Executive Level 1	95,467 - 109,339
Senior Manager 2	111,078	Executive Level 2	117,622 - 133,458
Senior Manager 3	121,458		

Table 1. Salaries as at January 2014 – ANU and National Library of Australia
NOTE that there are roughly comparable work level standards.

The other major library employer in the region is the ACT Public Library. The Library has 10 branches. All branch managers are PO2 level (APS6 equivalent) and most manage 2 branches. The salary level for branch managers is $70,913-$81,460.

Work reviews and changes in the library in 2013 included:
- a review by Unilinc of ANU Technical services. The report gave 49 recommendations to create a more efficient and effective technical services operation. 21 have been implemented. Of the remaining 28 recommendations, 4 are awaiting the completion of rewritten or newly created guidelines/procedures, 1 is awaiting action by ITS staff, 4 require more in-depth discussion and 3 others will be reviewed in the 1st quarter of 2014. The remaining 16 recommendations are all ongoing with various aspects that need to be finished off before the recommendation can be completed. The actions taken to date have started to

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[16] http://www.apsc.gov.au/about-the-apsc/the-commission/wls
[17] http://hr.anu.edu.au/__documents/employment-at-anu/enterprise-agreements/final-draft-anu-ea-2012-2014_28-november.pdf

remold the way that the Library approaches tasks and have streamlined our activities and services. [18]

- increased emphasis on self-service for clients; increasing the availability to find out "How to …" online, create more informative information online, introduction of the Personal Library Service
- new systems. Technology was implemented or changes for a wide array of library activities.
  - o Archives implemented the ICA-AToM software to provide access to information about all deposits in the Noel Butlin Archives Centre, all series in the University Archives, and all the organisations and people who created them. There are 1800 descriptions of deposits and series and over 1200 authority records for creators.
  - o The Library implemented a new Integrated Library Management System Sierra which replaced Millennium. It is a more modern system with streamlined processes.
  - o A new interlibrary lending/document supply system – VDX was implemented.
  - o The Library and Archives web sites were modernized
  - o ANU Press saw the finalisation of the web statistics package, with backend work on a new E view website
  - o Upgrading and introducing more self-issuing machines, enabling each library to have the technology for clients to borrow and return physical resources

Underpinning the changes is the budget environment at the university. In 2014 the Library will see a reduction in staff of around 11%. This has been achieved through natural change as staff resign and the voluntary early retirement scheme. The decreased workforce for 2014 means a significant loss of corporate memory has occurred. It gives stronger emphasis to full implementation of streamlined work practices. The recruitment of new staff will provide an opportunity but also mean a significant investment is required in training and mentoring.

Library workforce characteristics

Summary

The Library has had a very stable structure and workforce for many years.

Characteristics of the labour force are:

Turnover rate

2011	1.3%
2012	1.2%
2013	1.2%

Table 2. Turnover rate ANU Library 2011-2013

Note Voluntary early retirements will have a significant effect in 2014 as the majority apply from the first of January.

The turnover rate is very low. The Parliamentary Library average is 8%, the National Library's was 10.7% in 2011-12.[19] The ANU turnover rate is much higher at 18.26%, as is the Group of Eight rate of 16.51%.[20]

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[18] http://anulib.anu.edu.au/intranet/_resources/documents-for-consultation/UNILINC-Recommendations-with-Responses-November2013.xlsx

[19] http://www.apsc.gov.au/about-the-apsc/parliamentary/aps-statistical-bulletin/2011-12/section-3/table-14

[20] http://hr.internal.anu.edu.au/__documents/workforce-planning/2013-universities-hr-benchmarking-program-report-anu-vs-go8.pdf

Gender

Like most library and archives, the workforce is predominantly female.

Gender		
	Female	Male
Archives	71%	29%
ANU Press	80%	20%
Library - non stand down	79%	21%
Library stand down	73%	27%
University Librarians Office	63%	38%
Library average	76%	24%

Table 3. Gender ANU Library 2013

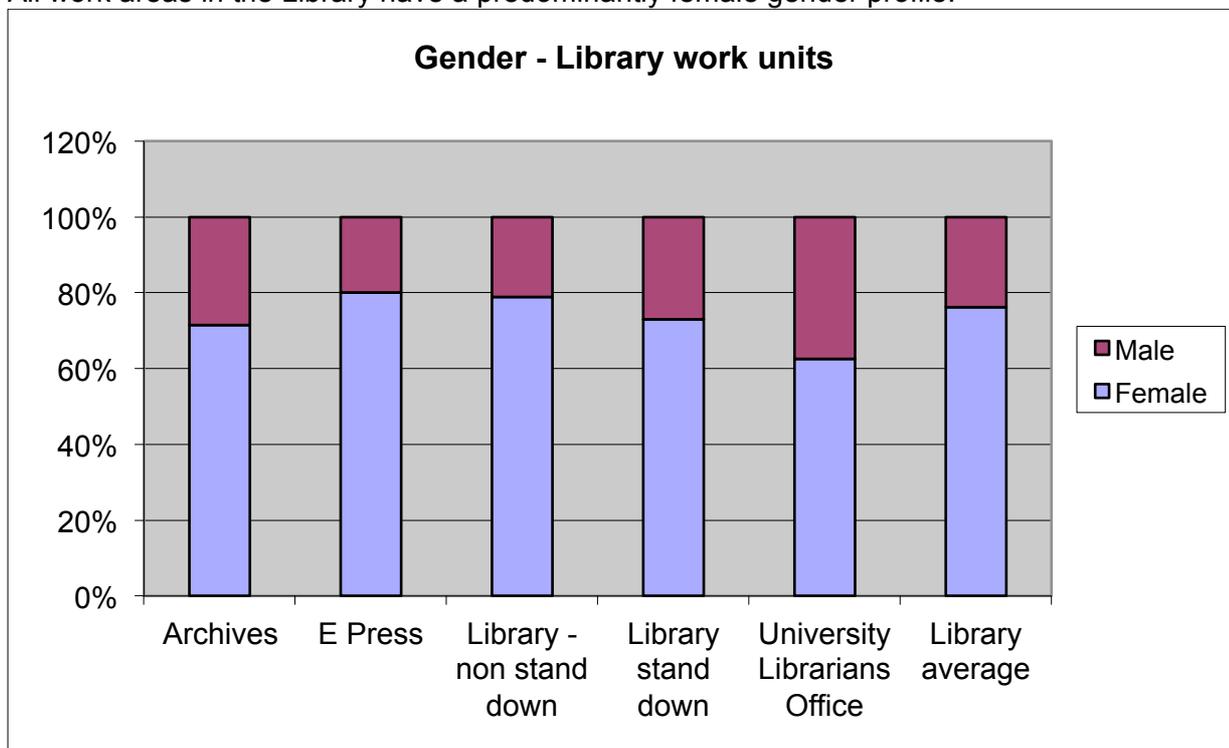All work areas in the Library have a predominantly female gender profile.

Figure 2. Gender ANU Library 2013 by work area E Press needs to be changed to ANU Press inside this diagram

The National Library's gender profile for all staff [21] is 69.79% female.

The University figures are 46.24% female participant rate for ANU and 53.12% for the Group of Eight. For non-academic staff the figures are 55.88% for ANU and 63.25% for the Group of Eight[22].

Age and length of service

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[21] https://apsc.gov.au/apsedii/web/CustomQueryx_93.shtml
[22] http://hr.internal.anu.edu.au/__documents/workforce-planning/2013-universities-hr-benchmarking-program-report-anu-vs-go8.pdf p. 30

	Average service	Average age
Archives	9.1	49.9
ANU Press	7.9	34.6
Library - non stand down	11.3	52
Library stand down	6.4	45.1
University Librarians Office	7.7	47.1
Library average	9.4	45.74

Table 4 Age and Length of service ANU Library 2013

Library staff tend to have an older age profile than administrative staff elsewhere in the University or the public sector. The median age of ongoing APS employees at June 2012 was 42 years. The average age of employees at the National Library of Australia is in the range 45-49[23].
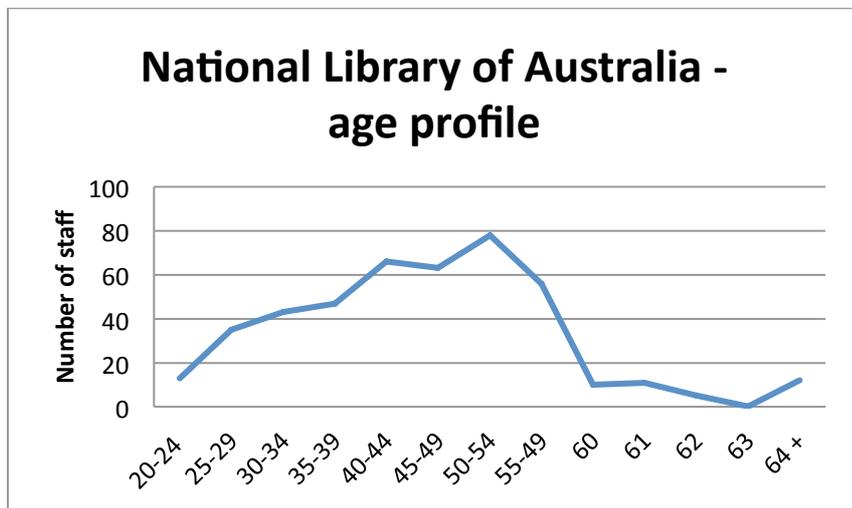
Figure 3. National Library of Australia age profile 2012-13

In comparison to ANU and the Group of Eight for non-academic staff the Library's profile is significantly older. The median age of these staff at ANU is 37.39.
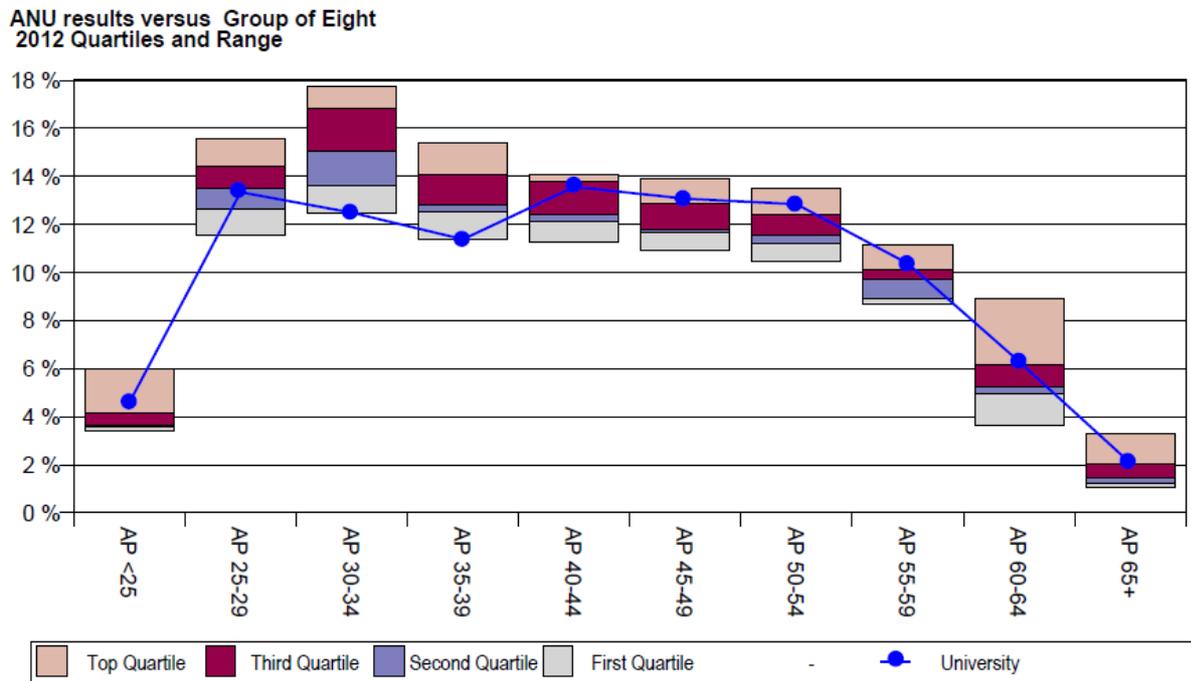
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[23] https://apsc.gov.au/apsedii/

ANU results versus Group of Eight 2012 Quartiles and Range

Figure 4. Age profile – ANU and Group of Eight – all staff[24]

Staff in the E Press have a younger profile.

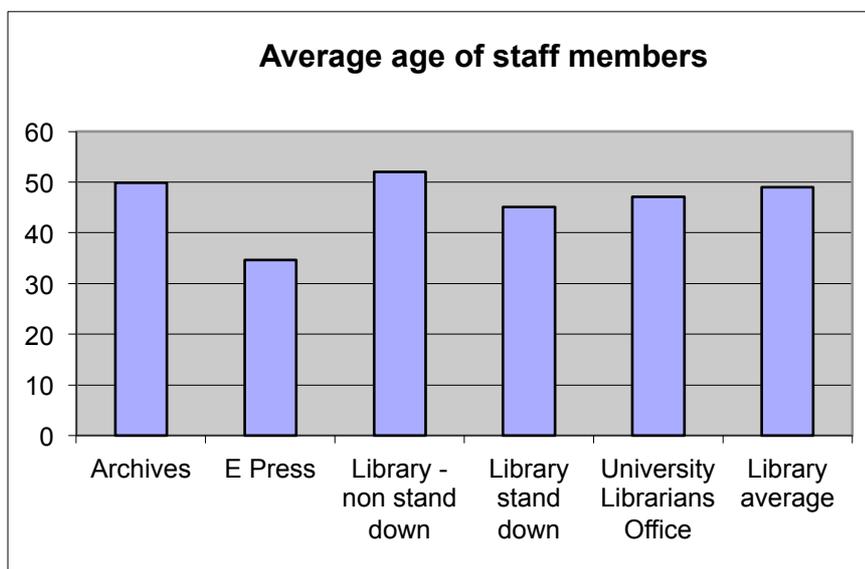**Average age of staff members**

Figure 5. Age profile ANU Library 2013 by work area

Staff in the Library tend to have a longer length of service than administrative staff elsewhere in the University or the public sector. The average at the National Library of Australia is similar – between 10 and 15 years[25].

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[24] http://hr.internal.anu.edu.au/__documents/workforce-planning/2013-universities-hr-benchmarking-program-report-anu-vs-go8.pdf p. 66
[25] https://apsc.gov.au/apsedii/web/CustomQueryx_93.shtml

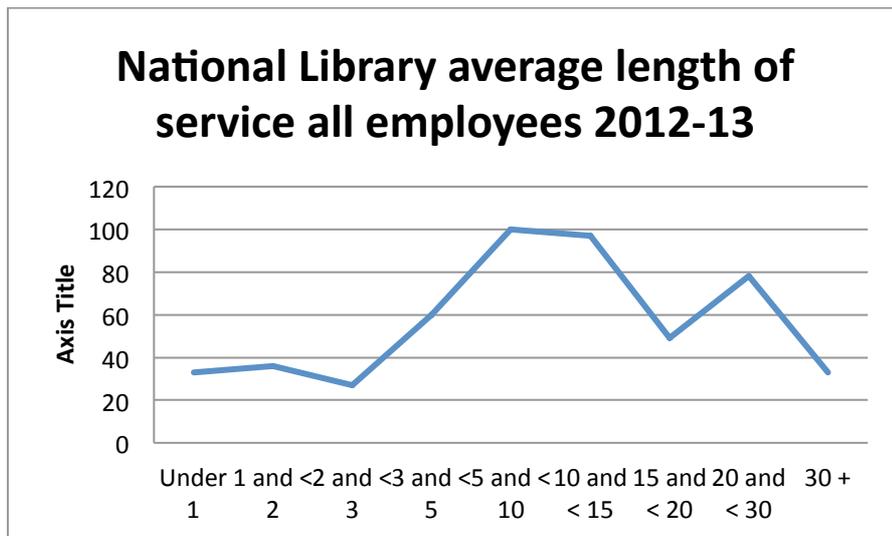## National Library average length of service all employees 2012-13

Figure 6. National Library of Australia length of service profile 2012-13

General Total

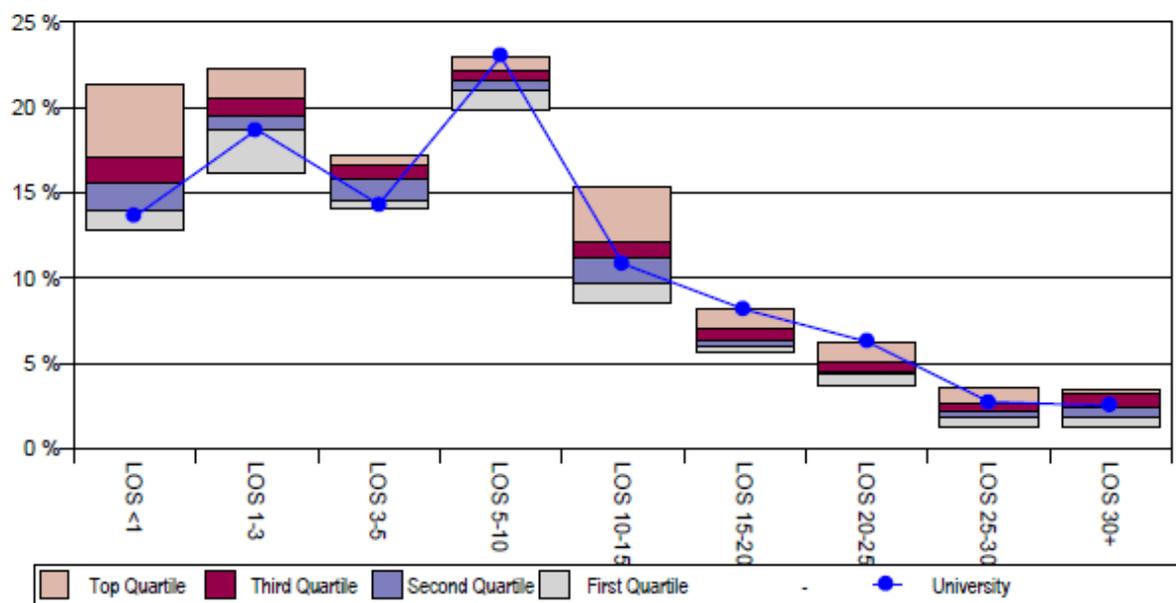ANU results versus Group of Eight
2012 Quartiles and Range

Figure 7. Length of Service profile – ANU and Group of Eight – all staff[26]

In comparison to ANU and the Group of Eight for non-academic staff the Library's profile is one of significantly longer service at the university. The length of service of these staff at ANU is 5.16 years.

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[26] http://hr.internal.anu.edu.au/__documents/workforce-planning/2013-universities-hr-benchmarking-program-report-anu-vs-go8.pdf p. 66

The ANU Press is a relatively new area with slightly less length of service. Stand down staff (who do evening and weekend shifts in the Library also have slightly less length of services suggesting greater turnover.
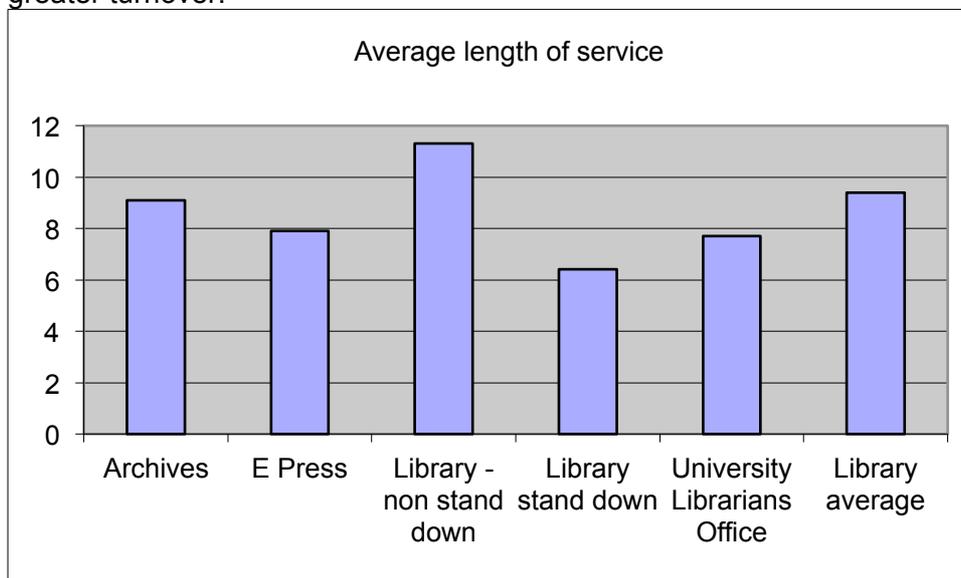

Figure 8. Age profile ANU Library 2013 by work area (E Press within diagram needs to change to ANU Press)

Unscheduled absences in the Library have the following characteristics:

No. of Unscheduled Absences per Employee (Days)	
Female	9.29
Male	6.13
Total	8.33

Table 5 Unscheduled absences ANU Library 2013

This is less than that of the Australian Public Sector[27] where the median unscheduled absence rate across all APS agencies in 2012–13 was 11.6 days per employee, an increase of 0.5 days compared with 2011–12 and 2010–11.

In comparison with the ANU it is very similar to the average for the University[28] (8.3), but significantly more than the average for the Group of Eight universities (5.94).

Qualifications and Learning and development
Qualification data is not included as HR have advised that the data in the HR system is not current in that it does not include any qualifications gained by staff during their employment.

While Library staff have attended a wide variety of learning and development activities in the past year very little sharing of information and ideas from participation in these events has occurred.

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[27] http://www.apsc.gov.au/about-the-apsc/parliamentary/state-of-the-service/sosr-2012-13/appendix-four
[28] http://hr.internal.anu.edu.au/__documents/workforce-planning/2013-universities-hr-benchmarking-program-report-anu-vs-go8.pdf

ANU has been represented at the majority of national and local professional events. The only staff to provide reports were the University Librarian, Records Manager, Associate Director Information Services, University Archivist and Manager ANU Press. For an organization staffed by information professionals this is not a positive sign of commitment to staff development.

Workforce by work area

A more detailed breakdown of labour statistics by work area follows.

Archives and Records

Female	10	71.4%
Male	4	28.6%

Table 6 Gender profile: Archives and Records

Average service	9.1 years
	49.9 years
Average age	

Table 7. Average length of service and Average age: Archives and Records

Work pattern

Part	100%
Full time	0%

Table 8. Work pattern: Archives and Records
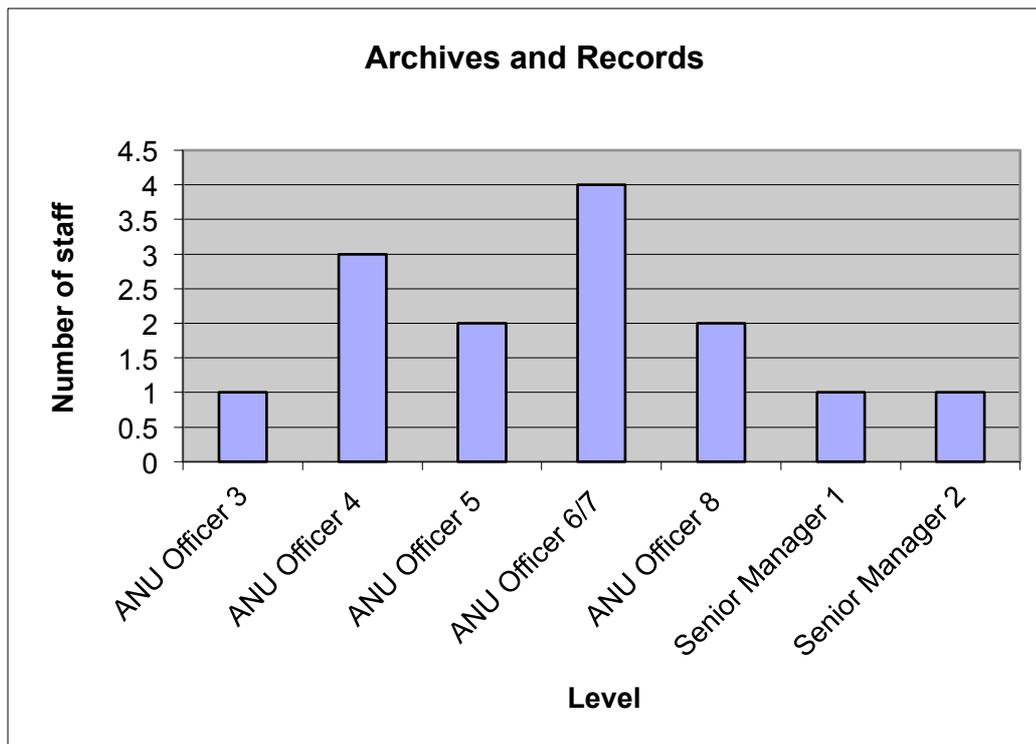
Figure 9. Staff by level – Archives and Records

ANU Press

Female	4	80.0%
Male	1	20.0%

Table 9. Gender profile: ANU Press

Average service	7.9 years
Average age	34.6 years

Table 10. Average length of service and Average age: ANU Press

Work pattern

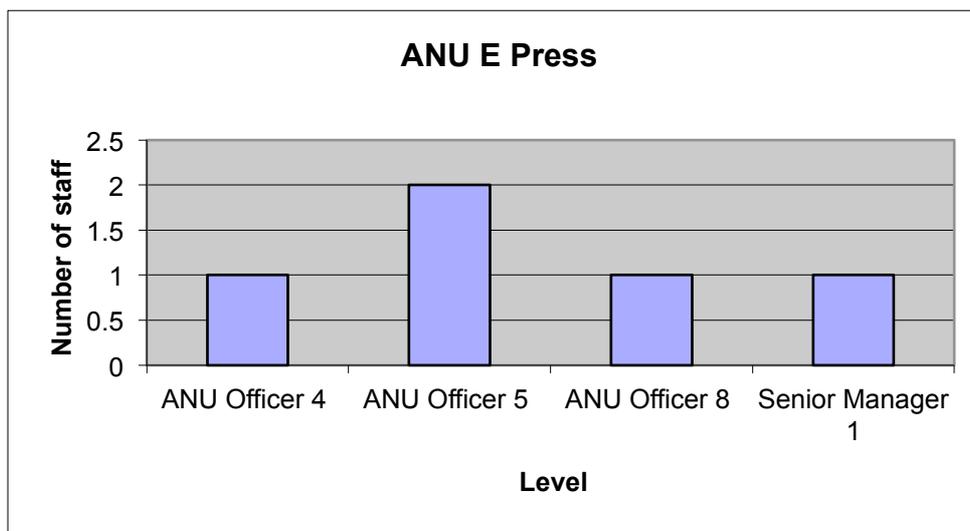| Full time	80%
Part time	20%

Table 11. Work pattern: ANU E Press

Figure 10. Staff by level – ANU Press E needs to go from inside this diargram

Library (not including stand down staff)

Female	75	78.9%
Male	20	21.1%

Table 12. Gender profile: ANU Library (not including stand down staff)

Average service	11.3 years
Average age	52 years

Table 13. Average length of service and Average age: ANU Library (not including stand down staff)

Work pattern

Full time	77%
Part time	33%

Table 14. Work pattern: ANU Library (not including stand down staff)
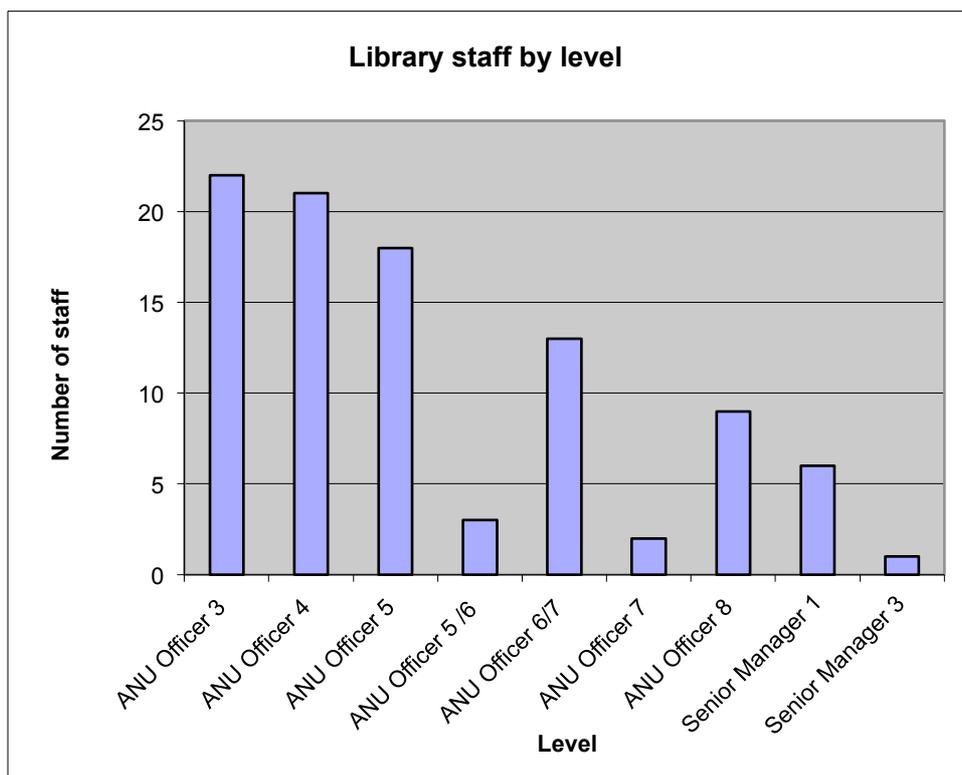
Figure 11. Staff by level – ANU Library (not including stand down staff)

Library (stand down staff)

Female	27	73.0%
Male	10	27.0%

Table 15. Gender profile: ANU Library (stand down staff)

Average service	6.4 years
Average age	45.1 years

Table 16. Average length of service and Average age: ANU Library (stand down staff)

Work pattern

Full time	0%
Part time	100%

Table 17. Work pattern: ANU Library (stand down staff)
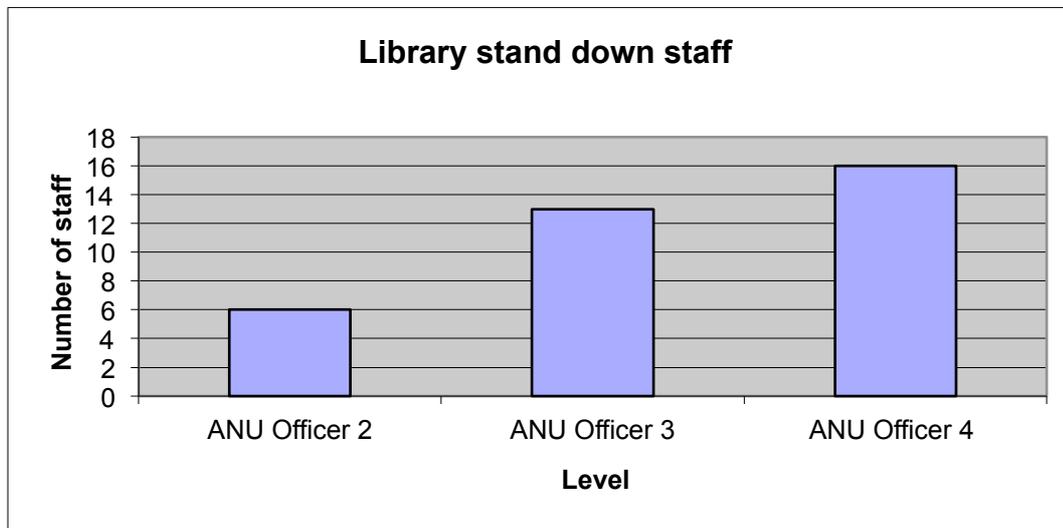
Library stand down staff

Figure 12. Staff by level – ANU Library (stand down staff)

University Librarians Office – includes institutional repository & Library Communications

Female	5	62.5%
Male	3	37.5%

Table 18. Gender profile: University Librarians Office

Average service	7.7 years
Average age	47.1 years

Table 19. Average length of service and Average age: University Librarians Office

Work pattern

Full time	100%
Part time	0%

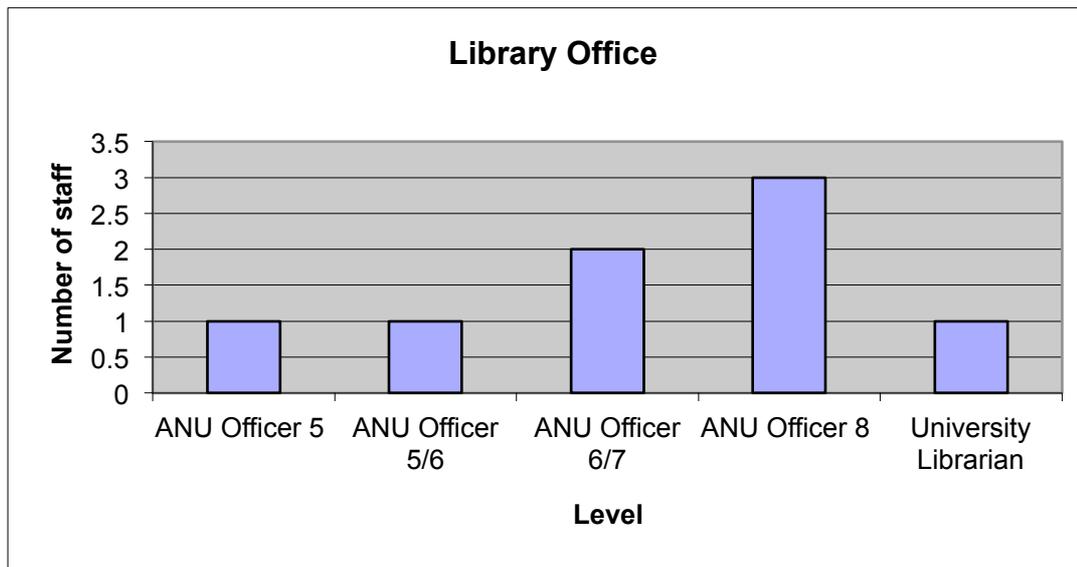Table 20. Work pattern: University Librarians Office

Library Office

Figure 13. *Staff by level – University Librarians Office*

Performance scheme

A working group in 2012 led a review of the implementation of the ANU performance management system. A very useful report and document were prepared by the group that were endorsed by the Library Executive.

The resulting guidance for staff is available on the Intranet

Workforce plan activities

The major conclusions from analysis of the workforce, environmental scan and changes at the ANU Library are that:

- the move from print to digital services continues, with a significant change is expectations by clients of our services and therefore of staff skills
- the continuing decrease in staff numbers is likely given the funding environment for Australian universities
- collaboration with other libraries and organisations is likely to increase
- detailed assessment of skill gaps and programs to address these are vital.

In reviewing the future needs the National Archives of Australia has provided a model capability matrix[29] which can be used for skills assessment and development exercises. The model could usefully be adapted for Library wide assessment, noting that the E press has already undertaken a skills assessment (September 2013).

The labour market as assessed by the APSC (very relevant to Canberra) indicates a skills shortage in Information and knowledge management[30]. If there is a shortage for the Library to recruit suitable staff emphasis will need to be on growing the skills of current staff and engaging with potential

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[29] http://www.naa.gov.au/records-management/development/qualifications/
[30] http://www.apsc.gov.au/about-the-apsc/parliamentary/state-of-the-service/2011-12-sosr/07-workforce-planning-and-strategy

future staff to increase the recruitment pool. This suggests that workforce priorities need to include programs to attract new graduates and current students.

Succession planning is also a part of the key set of HR activities needed. Succession planning cannot be done on the basis of designating individuals as successors as happened in the Division of Information succession planning process. Not only is that against the principles of selection on merit but it does not fit with a succession planning approach that is focused on developing the skills of a cohort of potentiation future leaders and providing ingratiated training and support.

The APSC capability model suggests significant change in the workforce will occur[31].
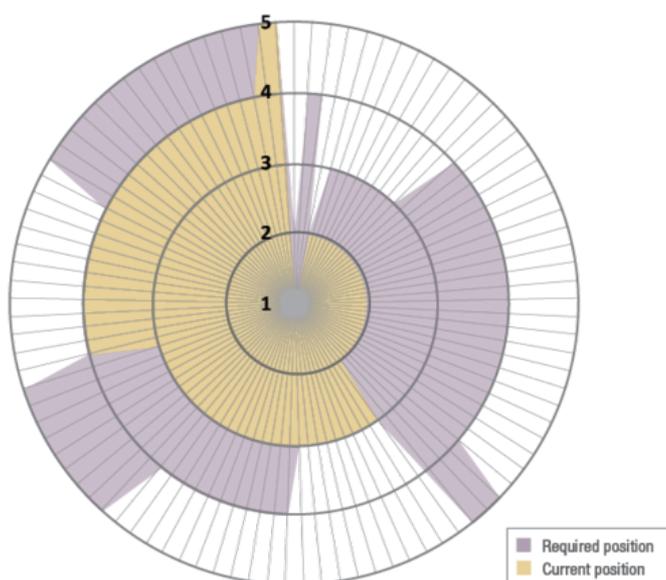
ANU Library has much to do to prepare for these significant changes

Public sector human resource strategies which are applicable to the ANU that are available to consider include[32]:

Recruitment and selection	Job design and evaluation
• Advertising • Selection and appointment • Induction — HR and/or team leader led, first day and/or first months	• Workload • Variety, complexity, autonomy • Evaluation of work value
Structures	Grading profile
• Operating structures • Reporting lines • Numbers of positions	• Classification levels • Broad-banding
Employment mode	Work patterns
• Permanent and contract • Temporary and casual	• Full-time/part-time • Work from home, flexible work
Remuneration	Conditions of employment
• Pay rates and ranges • Salary increments	• Leave management and flex-time • Work/life balance, EAPs • Phased retirement, redeployment
Recognition and reward	Performance development

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[31] http://www.apsc.gov.au/about-the-apsc/parliamentary/state-of-the-service/2011-12-sosr/10-organisational-capability

[32] http://www.dpc.nsw.gov.au/__data/assets/pdf_file/0017/12680/WorkforcePlanningAGuide.pdf

• Formal/informal • Team/individual	• Goals for performance and learning • Feedback processes • Review and evaluation
Employee development	Organisational development
• Capability/competency matrix • On-line, face-to-face, on-the-job training • Further education • Acting, secondment, rotation, mentoring • Promotions and transfers	• Graduate and leadership development • Succession planning • Knowledge retention and management • Influencing turnover and other workforce patterns • Realignment of positions
Equity and diversity	OH & S
	• OH&S management system • Consultation • Risk management

With respect to learning and development activities the focus of the Library needs to be based on a broad understanding of skill acquisition and learning rather than narrowly focusing of conferences and course. Research at Princeton by McCall, Lombardo and Eichinger[33] based on a survey of high-performing managers found that:

> Lessons learned by successful and effective managers are roughly:
>
>   70% from tough jobs
>   20% from people (mostly the boss)
>   10% from courses and reading"

The workforce plans needs to include opportunities for development in those areas that will have greatest impact.

Immediate priorities for 2014

There will be a small number of positions that will need to be filled in 2014. It is vital that in considering the filling of these positions, decisions be made that are appropriate to developing the Library's workforce to meet the future forecast need as well as the current need.

Because of the likelihood of low recruitment the emphasis must be on developing the competencies of existing staff to enable a revitalisation of ourselves to both innovate and deliver high quality relevant services.

At the Library planning sessions held in February areas identified that are relevant to the development of competencies included:

- o developing knowledge on bibliometrics/research impact (to support delivery of sessions for clients and advice to clients
- o developing knowledge on data citation
- o skills to best use social media.

The use of library services (collections, literacy/competency development and reference) is increasingly and to a great extent online and digital. Competencies need to be developed not only

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[33] Lombardo, Michael M; Eichinger, Robert W (1996). The Career Architect Development Planner (1st ed.). Minneapolis: Lominger. p. iv.

to support the use of services but also to enable us to innovate and adapt online opportunities to best support research and education at ANU.

Workforce development therefore needs to focus on digital competencies to support the requirements of the library's clients and meet the needs of the current and future environment.

Opportunities include:
1. Fostering support for staff to attend a variety of activities, such as seminars and conferences, focused on events relating to digital services and collections. The outcomes will be sharing knowledge and information from attendance at these events– library staff who attend will share the insights they gain through reporting of highlights through discussions within the library such as at team meetings, the library newsletter and short reports that are made available through the shared drive
2. Organising low cost events that optimise staff knowledge development in digital competencies, such as data citation.
3. Encouraging Library staff to explore and investigate learning and development opportunities that can be supported by the ANU Professional Development for Professional Staff (Management and Leadership) Endowment Fund.

In terms of developing competencies in a practical and effective manner, taking into account the findings of the Princeton research, opportunities for staff to develop through working in different areas is critical. In order to work systematically on this issue there is an opportunity for rotation of staff to develop competencies, increases a cross library perspective (including libraries, archives and the press) and the enrich the work experiences of staff. To provide a first step a program that would allow for ANU05 staff to rotate and work in other areas of Scholarly Information Services to develop competencies. A pilot should be run in 2014. See attachment C for details. Consultation paper to be circulated for comment.

There is an opportunity to link to other areas and initiatives across the University which makes it timely to consider graduate and internship programs.

The ANU has focused for 2013 on identifying the range of internship programs across the university. The Library has traditionally taken work placements from library technician students from CIT and library and information science students from Charles Sturt University and the University of Canberra, up to one a year.

In looking at interns for 2014 available opportunities include:
• partnerships with external bodies that would like to have internships at the ANU library such as the Korean Foundation; and
• establishing an ANU Library internship with advice from Human Resources.

Both initiatives should be trialled. To be included in consultation paper.

A Volunteer program exists in the Archive. The Library would benefit if the program was expanded and the program developed in order for the Library to undertake work that would not otherwise occur and develop a relationship with the community. A number of retiring staff have expressed interest in becoming volunteers which makes 2014 the ideal year to embark on such an initiative. To be included in consultation paper.

Attached are draft documents for the internship and volunteer proposed above.

Recommendations

That the workforce development focus be on digital competencies to support the requirements of the library's clients and meet the needs of the current and future environment.

That workforce development focus on "growing our own" through developing the skills of current staff, recognising that for budgetary reasons recruitment for replacement is likely to be very low. Actions to include:

- o Fostering support for staff to attend a variety of activities, such as seminars and conferences, focused on events relating to digital services and collections. The outcomes will be sharing knowledge and information from attendance at these events– library staff who attend will share the insights they gain through reporting of highlights through discussions within the library such as at team meetings, the library newsletter and short reports that are made available through the shared drive
- o Organising low cost events that optimise staff knowledge development in digital competencies, such as data citation.

That a program of internal development be developed with a rotation scheme for ANU05 staff in 2014 as the pilot.

That the Archive volunteer program be expanded to be a whole of Library program.

That internships be trialled including with external organisations.

	Action		DATES
Staff attendance at relevant external events, focus on digital competencies	Supervisors and staff to include in SOE discussions	Ensure sharing of knowledge from attendees	Ongoing
Organise events focused on digital competencies	Program: Data citation Bibliometrics/research impact Data management Social media		April 2014 tba tba tba
Rotation scheme for ANU05	Seek feedback through consultation paper Establish details with advice from HR		June-July July- August
Whole of Library volunteer program	Seek feedback through consultation paper Advice required from HR		June-July July- August
Internships	Seek feedback through consultation paper Consult with HRS Participate in external programs as opportunities arise	Korean Foundation Endeavour Award	June-July July- August

Attachment A

Draft Volunteer Program Guidelines: ANU Library/Archives

Purpose

To set out the guidelines for the Library/Archives volunteer program.

Guideline

CONTENTS

ATTACHMENTS

1. Introduction

Volunteers provide valuable assistance to enable the ANU Library and Archives. The contribution of volunteers can improve the delivery of resources to the ANU community.

The Guideline outlines the principles on which the volunteer program is managed and conducted, taking account the national standards for volunteering and draws on the expertise of other library/archives' volunteer programs. It ensures expectations are consistent for both staff and volunteers.

This document has been developed in consultation with ANU Human Resources, the National Tertiary Education Union and other key ANU personnel.

2. Objectives of the Volunteer Program

• To improve accessibility and ongoing use of library and archives collections

• To enable volunteers to bring skills and experience and to develop new skills

• To provide opportunities for supporters of the library and archives to actively assist in the work

• To provide opportunities for unemployed information professionals and students and trainees to gain experience

• To provide opportunities for former staff to continue to contribute to the University's activities

3. Principles of the Volunteer Program

The volunteer program is not intended to replace existing staff nor circumvent future recruitment of paid staff.

Volunteers offer their labour for specified periods of time on clearly defined tasks with no expectation of payment.

ANU Library/Archives Volunteer Program offers a non-discriminatory atmosphere, the opportunity for intellectual and social engagement and the opportunity for skill development.

Volunteers will be engaged to work on specific projects, such as listing, sorting, digitising and re-housing of resources. They will not be engaged on permanent ongoing tasks such as processing collections. Nor will they be expected to answer the telephone, retrieve records, provide reference services or generally be involved in disposal of resources or records.

Once each project has been completed the volunteers will cease their placement with the program unless they begin work on another agreed project.

The volunteer program may provide useful work experience for unemployed information professionals and students, or play a positive role in assisting recent retirees in the transition from paid employment.

4. Management of the Volunteer Program

The Volunteer Program is managed by a either a Project Library Supervisor or Project Archivist who will supervise, train and assign work to volunteers for the project.

The Project Library Supervisor or Project Archivist will ensure that volunteers have adequate information, training and resources to undertake their tasks.

Project outlines will describe tasks to be allocated to volunteers, resources needed to complete the project, estimated time frames for completion and key reporting points.

Tasks will be matched to volunteers' skills and interests.

The Project Library Supervisor/Archivist will liaise regularly with volunteers to evaluate their work, to provide feedback, to hear any concerns that volunteers might have and provide periodic assessments to the Associate Director, Information Services or ANU Archivist.

5. Recruitment of Volunteers

Volunteers may be recruited from various avenues such as spontaneous expressions of interest, from the Friends of the Noel Butlin Archives Centre, from former ANU staff, by advertising in university newsletters and, by direct approach to local historical and similar organisations.

The appointment of volunteers will only be made after they have completed a Volunteer Application Form (Attachment A) setting out their skills and preferences and they have been interviewed or discussed the application form with the Project Library Supervisor/Archivist.

The University Librarian or Archivist may decline to accept the services of any volunteer.

Volunteers will also be required to complete a Volunteer Agreement and Declaration (Attachment B) that sets out the agreed commitment and includes a statement relating to Privacy and Confidentiality. The agreement will outline the volunteer's commitment of time per week or fortnight, but attendance is flexible for specified work arrangements. A copy of the project outline and a position description will be attached to the agreement. The Project Library Supervisor/Archivist will maintain a set of all completed forms in a central volunteer register and for University records purposes.

Each volunteer will be provided with an information package about the ANU Library and Archives Program.

6. Training of Volunteers

Upon commencement, volunteers will receive induction training and information about the work of the archives and a guided tour of the facility in which they will be working.

The training will include issues such as security, occupational health and safety issues, and emergency procedures.

Volunteers working with original records will receive appropriate and adequate training in relation to records handling and preservation standards taking into account the volunteer's level of expertise and experience. Manual handling training will also be provided.

7. Terms and Conditions of Volunteer Placement

7.1 Remuneration and expenditure

Volunteers offer their services voluntarily and free of charge, and no salary, wages or other financial consideration will be paid in exchange for these services.

The University Librarian or Archivist may provide parking vouchers and bus tickets for volunteers.

The Library is unable to provide reserved parking while completing the volunteer placement and is unable to reimburse parking and /or speeding fines or fines for any driving offence.

Volunteers are not authorised to and cannot incur expenditure on behalf of the ANU or the ANU Library or Archive. Nor should they incur expenditure in the course of their volunteer services in the expectation that expenditure will be reimbursed. Any expenses or costs associated with the work undertaken by volunteers must first be discussed with the Project Library Supervisor/Archivist and not be incurred or expended without the specific and prior approval of the University Librarian or Archivist.

7.2 Conduct

Volunteers are entitled to the same courtesies and respect as all other ANU staff. Whilst on ANU premises, volunteers are subject to the same standards of conduct and behaviour as paid staff and must behave in accordance with the ANU Code of Conduct which specifies four categories of responsibilities:

• Respect for the Law and University Governance
• Fair Treatment of People
• Personal and Professional Behaviour
• Exercising Care and Diligence in Employment

7.3 Working arrangements

The hours to be worked by volunteers will be determined by the volunteer in consultation and agreement with the Project Library Supervisor/Archivist. These hours will not be outside standard hours of work. Standard work hours are those of the ANU for its staff and are generally between 9am and 5pm Monday to Friday.

Subject to the constraints of security, operational needs and priorities, efficient administration and accountability, volunteers will work in the Volunteer Program under arrangements which allow sufficient flexibility both to them and to the Project Library Supervisor/Archivist in determining working arrangements and in assigning tasks.

Volunteers will be asked to complete an attendance register that records their arrival and departure times. This record will be used for monitoring and statistical purposes.

7.4 Facilities and equipment

Volunteers will be given adequate workspace and access to any equipment or stationery necessary for the performance of their work.

Volunteers will have access to an amenities area for rest breaks and will be provided with opportunities for regular interaction with staff.

At the end of the project volunteers will be required to return any equipment or supplies provided to them to undertake their projects.

7.5 Public relations

Volunteers are expected to adhere to the same regulations and policy as paid staff in relation to contact with the media, other public or private institutions. Volunteers have no authority to represent the ANU and are not to speak on behalf of the ANU or the ANU Library or Archives. Work undertaken by

volunteers in the Program falls under the business of the ANU and is not to be disclosed or reported on by volunteers to any other person, media or organisation without the ANU's consent.

7.6 IP and Copyright
The title to, and ownership of, intellectual property in all material, documents and information brought or required to be brought into existence in performing the volunteer services remains the property of the ANU and shall vest upon its creation in the ANU. Volunteers do not have the right (under licence or otherwise) to copy, reproduce, exploit, publish or communicate materials or information created, developed or discovered while working in the Program.

7.7 Health and Safety
The ANU is committed to the prevention of injury or accident in the workplace by maintaining a safe and healthy working environment and by fulfilling its responsibilities under relevant legislation. The ANU Program shares this commitment with its volunteers in line with the duties and functions volunteers perform within the university.

Volunteers with the Program have a responsibility to and must take all reasonable care to avoid causing injury to themselves or others and to take reasonable care to avoid loss or damage to property. Volunteers are expected to and must notify the Project Library Supervisor/Archivist immediately if they become aware of a safety hazard, or encounter an incident, which is, or may be, a health or safety concern to themselves or others. Volunteers must follow all orders or directions given by an authorised representative of the ANU in regard to occupational, health and safety matters. In particular, if they are asked to leave or evacuate the premises by an authorised person or alarm then they must do so immediately.

7.8 Termination of volunteer agreement
The volunteer agreement may be terminated by either party advising the other verbally, or in writing. No notice is required.

8.   Insurance against injury

Authorised volunteers working at the ANU are covered for liability risk (i.e. generally by insurance coverage). Any reports of an accident, or claim of injury or damage should always be referred to the ANU's Insurance Office staff immediately.

Risk assessments will be carried out in relation to each project assigned to a volunteer taking into account their skills and physical capabilities.

9.   Recognition of Service

The work undertaken by volunteers is highly valued by the archives and it is the responsibility of the Project Library Supervisor/Archivist to ensure that volunteers are appropriately recognised for their services.

Recognition may include such events as special morning teas and provision of certificates of appreciation on completion of projects.

Reference to services given may also be included in annual reports and newsletters.

The University Librarian, Archivist, Project Library Supervisor or Project Archivist may provide references or statements of recognition of service for volunteers, if requested.

10. Dispute Resolution

Any disputes or disagreements in relation to volunteer work or arising over the application of matters covered in this document should be discussed in the first instance with the Project Archivist. If unresolved then the dispute or disagreement should be referred to the Senior Archivist to be dealt with under ANU policy and procedures.

11. Document Review

This document will be reviewed in July 2015 or at such other times, as the ANU believes is appropriate or necessary. Any amendment to this document as a result of a review will apply from the date it is approved.

12. Authorisation

Information	**Printable version (PDF)**
Document Number	XX
Purpose	To set out the guidelines for the Library/Archive volunteer program.
Audience	All External to ANU, All Internal to ANU
Topic/ SubTopic	Community & Development, Information Management-Library, Information Management-Records & Archives
Effective Date	XX
Review Date	XX
Approved By Responsible Officer	University Librarian
Contact Area	Director Human Resources
Authority	
Related Content	
Policies	Code of Conduct Privacy - Statement on the Collection, Use and Control of Personal Information
Procedures	

Australian
National
University

ATTACHMENT A

VOLUNTEER APPLICATION FORM

Thank you for your interest in the ANU Library/Archives Program.

The ANU Library/Archives Program values the contributions of volunteers who assist in performing a variety of useful tasks in the ANU Library/Archives. To ensure your voluntary work is a satisfying experience, we would like to match your skills and interests to those tasks that are suitable. This form is provided for this purpose. Please attach an extra sheet if there is insufficient space. Please note that we are seeking and collecting your personal information for the purposes of the Program. It may also be used for other ANU purposes relating to communication with you, internal use, statistics, and reporting. This information will not be disclosed otherwise without your permission.

Surname_____Title_____

Given Names_____ Date of Birth _____

Address _____Postcode _____

Phone_____(H)_____(W)_____(M)

Email address_____

Emergency contact name _____Phone_____

Why would you like to volunteer at the ANU Library or Archives? _____

_____

Are you already familiar with the work of the ANU Library or Archives?   Yes   No

Past work experience (including voluntary work) _____

_____

Skills and qualifications _____

_____

Australian
National
University

Interests, hobbies _____

_____

Please let us know of any special skills you are willing to use, or jobs you would particularly like to do, for example: listing, sorting, re-housing, identification of photographs, digitisation.

Other comments _____

_____

How much time do you have available for volunteer work with us?

Hours per week_____ or hours per month _____

The ANU Archives Volunteer Program currently operates between Monday and Wednesday. Please advise us of your preferred day and time to work in our volunteer program.

Monday   Yes   No   Morning   Afternoon
Tuesday   Yes   No   Morning   Afternoon
Wednesday   Yes   No   Morning   Afternoon

Please provide details of a personal or work referee whom we can contact.

Name of one referee _____ Phone _____

Applicant's statement:

The above information is true and correct, and I have given it freely and with my consent to be used by the ANU for the purposes described herein including the Volunteer Program.

Volunteer's Signature _____Date _____

ATTACHMENT B

Volunteer declaration form

https://policies.anu.edu.au/ppl/download/ANUP_000967

Attachment B
Internships proposal (note requires development)

Based on the ANU Internship Office, ANIP and NLA programs

The ANU Library offers internships and work placements to all Australian high school, University and TAFE/CIT students.

The Library's work experience and internship program aims to show students the diverse range of work available in a contemporary Library, help students explore their interests and align school studies with career aspirations.

Students completing a placement may encounter a variety of Library activities, such as:

- Preserving collection items in our collection,
- Responding to reference enquiries,
- Developing web services,
- Designing and contributing to exhibitions,
- Publishing and printing of books,
- Storing and accessing items held by the Library,
- Identifying and acquiring new collection items
- Making collection resources accessible from the rich story of research resources not yet processed.

Duration/commitment
Internships may be for one semester or one year. Generally a commitment of approximately 2-5 hours a week is required.

The Library will supply training and supervisions, as well as opportunities to participate in library development activities such as seminars.

Requirements
To participate in the ANU work experience and internship program you must be at least 17 years old and be enrolled in an Australian secondary school, University or TAFE/CIT.

Students may undertake the placement as a requirement of their studies.

Students may undertake the internship with a requirement for it to be a part of their studies.

Where the placement is a requirement of their studies students must also be covered by their educational institutions Personal Accident Insurance and Public Liability Insurance. Once a placement is confirmed, students will need to provide a copy of this cover to the Library.

Students undertaking a work experience or internship placement are subject to University and Library policies and procedures.

Benefits for Students
An internship or work placement will assist in developing a wide range of skills and workplace knowledge. It gives a competitive edge in graduate employment

- 63% of university graduates have completed at least one internship

- 66% of employers say relevant work experience is the most important factor when hiring new graduates.
- Links course-based theory to real world practicality
- Develop industry knowledge and skills

To Apply
<FORM TO BE DEVELOPED>

Contact
<TO BE DEVELOPED WITH HR>.

Attachment C

Job Rotation

Introduction

What is job rotation? http://humanresources.about.com defines it as follows:

> Job rotation is a method used for employee development. Job rotation gives the employee the opportunity to develop skills in a variety of changing jobs. In job rotation, employees will make lateral moves the majority of the time, but job rotation can also involve a promotion.

The Business dictionary defines it as:

> A job design technique in which employees are moved between two or more jobs in a planned manner. The objective is to expose the employees to different experiences and wider variety of skills to enhance job satisfaction and to cross-train them.[34]

The ANU HR website notes that:

> ANU provides a range of career development programs and initiatives to support academic, professional and technical staff.[35]

Job rotation is one of the ways that staff can develop their abilities, skills and knowledge

Job rotation has been widely used in university libraries including:

- University of Copenhagen Library
- Cardiff University [36] Library
- Virginia Tech libraries[37]
- University of Ilorin
- Flinders University[38] as part of the Graduate Trainee Librarian Program

Singer [39]has suggested that job rotation is an important activity for succession and career development. She quotes Patrick Losinsli, executive director of Columbus (Ohio) Metropolitan Library as saying "It's like a springtime renewal when a person takes over a new job".

As noted in the Library's workforce plan developing competencies in a practical and effective manner can very effectively occur through on the job experiences, Research at Princeton by McCall, Lombardo and Eichinger[40] based on a survey of high-performing managers found that:

> Lessons learned by successful and effective managers are roughly:

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[34] http://www.businessdictionary.com/definition/job-rotation.html

[35] http://hr.anu.edu.au/

[36] See http://lis.sagepub.com/content/41/4/213.full.pdf+html

[37] http://dsp.lib.vt.edu/innerlib/LFA/documents/jobrotati.html

[38] http://conference.ifla.org/past-wlic/2010/128-hall-en.pdf

[39] Singer, P. M. (20) Succession Planning in the Library: Developing Leaders, Managing Change.

[40] Lombardo, Michael M; Eichinger, Robert W (1996). The Career Architect Development Planner (1st ed.). Minneapolis: Lominger. p. iv.

70% from tough jobs
20% from people (mostly the boss)
10% from courses and reading"

Thus opportunities for staff to develop skills, knowledge and abilities through working in different areas is critical to career development. In order to work systematically on this issue there is an opportunity for rotation of staff to develop competencies, increases a cross library perspective (including libraries, archives and the press) and enrich the work experiences of staff.

Pilot for 2014/15

To develop the rotation scheme into a long term opportunity for ANU staff a pilot program will be held in 2014/15 focused on one classification to enable staff development and testing of any issues that have not been addressed in the development of the proposal through internal library consultation and consultation with HR that commenced in December 2013.

The pilot is proposed for ANU05 staff as staff at this level have limited opportunities to participate in project work to expand their expertise, do not often attend conferences and seminars, generally need a diverse skill set to be promoted and are at an early stage in their professional career. Currently a number of ANU02/03 and ANU 04 staff are doing project work, including in different areas in the library.

The stages of the pilot will be:

1. Consultation on this proposal
2. Finalisation addressing any comments
3. Call for applications to participate in the rotation scheme
4. Interviews as required to discuss applicants' development interests and assess appropriate job matching
5. Proposal for specific job rotations to be explored with successful individual applicants
6. Any fine tuning
7. All participants then to have the following for their rotation
    a. SoE
    b. Training programs tailored to their needs
    c. Opportunity for feedback

Further details of the above stages will be provided after the consultation of this proposal.

The rotation will be for a period of 12 months but can be adjusted to meet the requirements of any individual.
will be reviewed after 12 months.