



Australian  
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# Response to the 2022 Panel Report of the Academic Competencies & Digital Capabilities review and action plan

Scholarly Information Services/ANU Library  
+61 2 6125 2988 [terra.starbird@anu.edu.au](mailto:terra.starbird@anu.edu.au)

The Australian National University Canberra ACT  
2602 Australia [www.anu.edu.au](http://www.anu.edu.au)

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## Introduction

The Australian National University's Scholarly Information Services (SIS) division commissioned a review of Academic Competencies and Digital Capabilities (ACDC) services to be conducted in early 2022. The panel met on 27-28 January 2022 via virtual meetings, due to COVID restrictions.

SIS has been providing services supporting student capabilities in this area for decades. The addition of the Academic Skills team as part of SIS from January 2021 has further enhanced these capabilities. The ACDC area was formed in January 2021 from the Academic Skills team (previously part of Student Administration and Academic Services) and the ANU Library's Digital Literacy Training team. Services to support academic capabilities are provided by other SIS staff, particularly information access staff, as well as Digital Scholarship, ANU Archives and ANU Press staff.

A variety of ANU stakeholders and staff across SIS and the broader ANU community participated in the review.

The Review panel comprised Professor Sally Kift (Review leader), Professor Annemaree Lloyd and Mr Michael Gonzalez.

The report is available on this page: <https://anulib.anu.edu.au/about/planning-governance/anu-library-publications>

## Review Findings

The purpose of this report is to consolidate the Panel's recommendations to provide responses to the four key themes raised. These themes have been accepted in principle by the Library Executive (management), noting there are complexities in relation to the broad improvement proposals raised in the report which will require some time to address.

The timeline for implementation of the responses to the report recommendations is below.

The review highlighted several areas of strength at the ANU Library and commended the work carried out by staff, as well as discovering areas where ACDC can continue to improve and evolve practices to meet the changing needs of students in a post-pandemic world. They noted that curriculum reform and the development of the ANU Graduate Attributes were opportunities to further develop and strategically integrate the services provided by SIS.

Four key themes have been identified and will frame management's analysis and response.

### Key Themes

- One Culture/One Team Ethos (Relates to Consolidated Recommendations: 1, 4, 5, 7, 8, 9, 10, 12, and 13).
- Development and implementation of Information and Academic Literacies Practice Framework (Relates to Consolidated Recommendations: 2, 6, 7, 12, and 13).
- Mapping and audit of teaching and academic support services across SIS and ANU (Relates to Consolidated Recommendations: 3, 9).
- Development of student-centric communications and services discovery (Relates to Consolidated Recommendations: 1, 4, 5, 8, 9, 10, 11, and 12).

In order to enact the four key themes an operational planning approach is also required.

The report contained a number of recommendations that will require operational activities after the establishment of the culture change, framework and mapping exercise. These include:

- A new operational plan;
- Development of relevant KPIs;
- Assessing progress against the implementation plan;
- Undertaking appropriate Benchmarking against relevant institutions, noting consideration to be given to comparators, including other Group of Eight (Go8) and IARU universities;
- Understanding institutional needs, for example, against the Graduate Attributes and curriculum reform; and
- Incorporating initiatives within the 2023 SIS Business Plan.

## Identified Gaps

The Review Panel Report identified the following gaps for improvement:

- Communications within and beyond SIS.
- Reviewing and clarifying the role of SIS, in particular in relation to developments against ANU Pillar 3, for example, through an SIS Services Charter.
- Greater communication and coordination of support within SIS.
- Greater coordination and communication with relevant areas in the university. E.g. the Centre for Learning and Teaching (CLT).

## Response to Recommendations

The table below contains the SIS response to the key themes taken from the consolidated recommendations of the panel report. Note: the ongoing evolution of services will also occur in response to initiatives within the university under Pillar 3, for example, curriculum reform and the <https://anu.zoom.us/j/83898178262?pwd=eXVCMGZTTURMYUQzM21Vb2ZjZmx0UT09> Graduate Attributes.

## Review Themes and Actions

Theme	Consolidated Recommendation	Proposed Action	Responsibility	Date	
				Proposed start	Proposed Completion
1	<p><b>One Culture/One Team Ethos</b></p> <p>Recommendations: 1, 4, 5, 7, 8, 9, 10, 12, 13</p>	<p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. Develop greater knowledge of services and activities through regular meetings to discuss teaching, practice and services with ACDC and Library staff.</li> <li>2. Foster culture of collaboration through shared approaches to service delivery, for example clarifying expertise and support for training (such as Systematic reviews) and online guides.</li> </ol>	<p><b>Strategic Leads: SIS Leadership Team</b></p> <ul style="list-style-type: none"> <li>• Associate Director Library Services</li> <li>• Manager – Academic Competencies &amp; Digital Capabilities</li> </ul> <p><b>SIS Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Senior Managers - Archives &amp; Records, Digital</li> </ul>	<p>Q2 2022</p> <p>Q2 2022</p>	<p>Ongoing</p> <p>Q4 2022</p>

Theme	Consolidated Recommendation	Proposed Action	Responsibility	Date	
				Proposed start	Proposed Completion
		3. Active participation of all staff in SIS meetings. 4. Engage all SIS staff in the development of the Information and Academic Literacies Practice Framework. 5. Review need for an SIS Service Model. 6. SIS staff work cooperatively to achieve improved service equity through planning for service delivery and implementation of the new framework. 7. Introduce a single website for discovery of support for Information literacy for students. 8. Sharing of more information through regular ACDC team meetings.	Scholarship, Library  <b>ANU-wide Stakeholders and client:</b> <ul style="list-style-type: none"> <li>• CLT</li> <li>• Academic portfolio executive</li> <li>• Students</li> <li>• Academic and professional staff</li> </ul>	Q1 2022  Q2 2022  Q2 2022  Q2 2022  Q3 2022  Q1 2022	Q4 2022  Q3 2022  Q4 2022  Q3 2022  Q4 2022  Q4 2022
2	Development and implementation of Information and Academic Literacies Practice Framework  Recommendations: 2, 6, 7, 12, 13	<b>Actions:</b> <ol style="list-style-type: none"> <li>1. Scope and create Information and Academic Literacies Practice Framework, engaging stakeholders and clients based on best practice.</li> <li>2. Align framework to Graduate Attributes guidance and toolkits as they become available.</li> <li>3. Embed framework into Library services, including generic and in-curriculum teaching.</li> <li>4. Incorporate ongoing review into business as usual planning and activities.</li> </ol>	<b>Strategic Leads:</b> <ul style="list-style-type: none"> <li>• Manager – Academic Competencies &amp; Digital Capabilities</li> <li>• Digital Literacy Trainer</li> </ul> <b>Stakeholders &amp; clients:</b> <ul style="list-style-type: none"> <li>• Academic Liaison Librarians</li> <li>• ANU Archives</li> <li>• Digital Scholarship</li> <li>• Lecturers</li> <li>• CLT</li> </ul>	Q2 2022  Q2 2022  Q3 2022  Q1 2023	Q3 2022  Q4 2022  Q2 2023  Ongoing
3	<b>Mapping and audit of services across SIS and ANU</b>  Recommendations: 3, 9	<b>Actions:</b> <ol style="list-style-type: none"> <li>1. Define literacies to be used to frame the mapping and audit.</li> <li>2. Map service delivery against literacies delivered by SIS.</li> </ol>	<b>Strategic Lead:</b> <ul style="list-style-type: none"> <li>• Manager – Academic Competencies &amp; Digital Capabilities</li> </ul>	Q2 2022  Q2 2022	Q4 2022  Q2 2022

Theme	Consolidated Recommendation	Proposed Action	Responsibility	Date	
				Proposed start	Proposed Completion
		3. Map service delivery against literacies delivered by other areas of the university (high level). 4. Prepare short report to inform 2023 planning.	<ul style="list-style-type: none"> <li>Digital Literacy Trainer</li> </ul>	Q3 2022  Q4 2022	Q4 2022  Q4 2022
4	<b>Development of student-centric communications and services discovery</b>  Recommendations: 1, 8, 9, 10, 12	<b>Actions:</b> <ol style="list-style-type: none"> <li>Review communications for ANU students as part of developing the single website.</li> <li>Communicate the single website.</li> <li>Review branding within ANU standard and service name.</li> <li>Ensure generic communication to students through other divisions contains appropriate messaging</li> <li>Evolve communications to best meet the needs of Indigenous students</li> <li></li> </ol>	<b>Strategic Leads:</b> <ul style="list-style-type: none"> <li>Manager – Academic Competencies &amp; Digital Capabilities</li> </ul>	Q1 2022  Q4 2022  Q4 2022  Q4 2022  Q4 2022	Q4 2022  Q4 2022  Q2 2023  Q4 2022  Q4 2022
	<b>Operational Activities</b>  Recommendations: 4, 5, 11, 12, 13	<b>Actions:</b> <ol style="list-style-type: none"> <li>Refine KPIs after framework is endorsed.</li> <li>Report on progress against SIS response to the review at six monthly intervals.</li> <li>Consider benchmarking within the sector, for example other Group of Eight (Go8) and IARU universities.</li> <li>Review ANU activities under Pillar 3 and assess any developments required by SIS on an ongoing basis.</li> <li>Incorporate ongoing review into business as usual planning and activities.</li> </ol>	<b>Strategic Leads:</b> <ul style="list-style-type: none"> <li>Manager – Academic Competencies &amp; Digital Capabilities</li> </ul>	Q2 2022 Q3 2022  Q4 2022  As developments occur  Q1 2023	Q4 2022 Q2 2023  Q4 2022  As developments occur  Ongoing