

## HLA's Response to the Professional Pathways Framework Consultation October 2022

Consultation paper: [https://professionalpathways.alia.org.au/wp-content/uploads/2022/08/PP\\_ConsultationPaper\\_formatted\\_proof-2.pdf](https://professionalpathways.alia.org.au/wp-content/uploads/2022/08/PP_ConsultationPaper_formatted_proof-2.pdf)

Please note that we give permission for this submission to be made public.

HLA thanks ALIA for the opportunity to comment on this stage of the Professional Pathways project, as outlined in the Consultation Paper, August 2022. In our response to each of the questions in the body of the document, our reasoning is set out as simply and succinctly as possible. We have incorporated some of the comments made by participants in the health sector consultation session, 27<sup>th</sup> October. (All comments from the chat are reported at the end of this submission.)

We note that the consultation paper (p3):

“supports two major strands of the project, the frameworks of skills, knowledge, ethics and professional practice, and the pathways and support needed for people to successfully enter, transition through and grow within the LIS sector.”

We make the following summary points.

### 1. Primary concern regarding the prototype Framework and pathways into and through the sector.

Our primary concern regarding the framework[s] “of skills, knowledge, ethics and professional practice” and the pathways to “enter, transition through and grow” is that the prototype Framework does not make the connection between the *Foundation knowledge for entry level library and information professionals* (ALIA, 2020<sup>1</sup>) “required for effective professional practice” and currently gained through the traditional pathway (i.e. having an accredited LIS qualification) and the conferring of professional recognition by ALIA.

The prototype framework and the examples of career pathways appear to suggest that the LIS professional knowledge base is optional – this would seem to contradict ALIA’s current statement on *Foundation knowledge*.

May we ask please, if a change in ALIA policy is also proposed, to align the *Foundation knowledge* statement with the new prototype Framework?

### 2. Proposed revisions to the Framework

As invited in the Consultation workshops, we suggest a change to the Framework. The proposed revisions are incorporated into the Framework at Figure 1. below.

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<sup>1</sup> ALIA, 2020. *Foundation knowledge for entry-level library and information professionals*. <https://read.alia.org.au/foundation-knowledge-entry-level-library-and-information-professionals>

The proposed Framework makes it explicit that there is a necessary connection between professional knowledge “required for effective professional practice” (ALIA, 2020) and professional recognition (which we define as “possessing an accredited LIS qualification and therefore having gained entry into the profession of librarianship”).

**Figure 1. HLA’s proposed revised Framework**



This revised Framework has one essential difference from ALIA’s prototype framework: “Foundational knowledge” – our professional knowledge gained via formal, accredited LIS qualifications (university and TAFE) – is at the core and the point of entry i.e. professional knowledge is a necessary pre-requisite to gaining professional recognition.

Professional knowledge streams radiating out to “Active Professionalism” in the “fan” may form the basis of specialisations (sub-sectoral and role-based).

**Notes**

- Further refinements to the detail of the domains could be made e.g. absorbing “Sector and organisational contexts”; and “Wider information contexts” into the central “Foundational knowledge” domain, and we have made suggestions in the responses to the Questions in the body of the document.
- We suggest a baseline “Library users and communities” could be added as a reference point for all other activities, as this makes it explicit that the primary purpose of our all types of library and information services is to serve our clients, organisations, communities and populations.
- We have not elaborated on the “Active Professionalism” band and have made suggestions in the responses to the Questions in the body of the document.

**3. Concern about the methodology of research in Framework consultation phase**

HLA notes that the survey to gather quantitative data on the prototype Framework has been distributed prior to the conclusion of the qualitative data gathering stage i.e. before all the variables likely to affect the design of the Framework have been gathered. Thus the survey is not a valid measuring instrument i.e. the instrument may not be measuring what it is supposed to be measuring. Thus any results gathered by this tool will be biased.

We therefore suggest that the quantitative data gathering instrument (the survey) should be redesigned after the qualitative data have been analysed and incorporated into the survey design, and the survey should be re-run.

Section	No	Question
2.2	Q1	<p><b>Do you believe that the 10 core values remain relevant for the LIS sector today? Please explain your reasons.</b></p> <p>Values 1-4 are core to LIS professional practice.</p> <p>Values 6 and 7 could be applied to any professional area that deals with information. Together with 2, they are fundamental to sound information governance. But they are meaningless without a core LIS knowledge base.</p> <p>The values 5,8,9,10 are generic enough that they could apply to many professions. Without application to a professional knowledge base they are meaningless. They may be superfluous and not necessary in a unique set of 'core' LIS professional values.</p>
2.2	Q2	<p><b>Do you agree with the range and scope of the proposed Foundation Knowledge domains? Please explain the reasons for your responses.</b></p> <p>There are 4 Foundation Domains in the prototype Framework. We assume 3 of these i.e. excluding 'Ethics and Values' are 'Foundation Knowledge' domains (not to be confused with 'Professional Knowledge' domains). The terminology is loose, ill-defined, confusing and misleading. Therefore, responding to this question is difficult and open to misinterpretation. This problem would be solved if Professional Knowledge were situated as a core Foundation Domain, and 'Wider information contexts' and 'Sector and organisational contexts' located within the 'Professional Knowledge' domain (as they are in ALIA's <i>Foundation knowledge</i> policy statement,</p>

		<p>ALIA, 2020<sup>2</sup>). Refer to <b>Figure 1. HLA’s proposed revised Framework</b> at the introduction of HLA’s submission.</p> <p>Aboriginal and Torres Strait Islander context, knowledges, cultures and Country would be included as one of the ‘Professional Knowledge’ Domains.</p> <p>Ethics and values would remain as a ‘Foundation’ domain, ‘alongside core professional knowledge’, and sitting ‘at the centre of professional practice and professional identity’, enabling the sector to ‘differentiate the library and information profession from other sectors’. This is <b>the first Key Finding of the Technical Report</b><sup>3</sup>, and thus the seminal research evidence on which this Framework should be based.</p> <p>See consultation information session comment (1) at the end of this submission:</p> <p style="padding-left: 40px;">In the framework the listed “foundation domains” fail to include professional knowledge domains – in essence making LIS a content free profession. This implies that library and information professionals’ distinctive areas of knowledge and expertise are not essential, nor needed. It is crucial that the “professional knowledge domains” are included as “foundation domains” as they underpin LIS as a profession. [Response from ALIA: <i>this is a question of nomenclature. HLA disagrees, this is not a question of nomenclature, this is a fundamental distinction.</i>]</p>
2.2	Q3	<p><b>Are there any elements that you would add, amend, or remove from the Foundation Knowledge domains? Please explain the reasons for your responses.</b></p> <p>As in Q2:</p> <p>Professional Knowledge should be situated as a core Foundation Domain, and “Wider information contexts” and “Sector and organisational contexts” located within the “Professional Knowledge” domain (as they are in ALIA’s <i>Foundation knowledge</i> policy statement, ALIA, 2020<sup>4</sup>).</p>

<sup>2</sup> ALIA, 2020. *Foundation knowledge for entry-level library and information professionals*. <https://read.alia.org.au/foundation-knowledge-entry-level-library-and-information-professionals>

<sup>3</sup> Hallam, G. 2022. Professional Pathways Framework Project: Technical Report. p264. <https://read.alia.org.au/professional-pathways-frameworks-project-technical-report>

<sup>4</sup> ALIA, 2020. *Foundation knowledge for entry-level library and information professionals*. <https://read.alia.org.au/foundation-knowledge-entry-level-library-and-information-professionals>

		<p>Aboriginal and Torres Strait Islander context, knowledges, cultures and Country would be included as one of the “Professional Knowledge” Domains.</p> <p>Ethics and values should remain as a Foundation domain, “alongside core professional knowledge”, and sitting “at the centre of professional practice and professional identity”, enabling the sector to “differentiate the library and information profession from other sectors”. This is <b>the first Key Finding of the Technical Report</b><sup>5</sup>, and thus the seminal research evidence on which this Framework should be based.</p>
2.3	Q4	<p><b>Do you agree with the range and scope of the proposed Professional Knowledge domains? Please explain the reasons for your responses.</b></p> <p>There are 8 Professional Knowledge domains in the prototype Framework. All domains warrant a detailed review, and should align with ALIA’s <i>Foundation knowledge</i> policy statement (ALIA, 2020<sup>6</sup>). As this document underpins the post-secondary curriculum for LIS courses, the review should be undertaken with the library schools (university and TAFE), and in consultation with employers, and individual librarians and library technicians in all library sectors.</p> <p>The Professional Knowledge domains may form the basis for training in each of the sub-sectors (i.e. specialists in different types of libraries, for example, indigenous knowledge centres, school libraries, research libraries, health libraries) and specialist areas of professional practice or roles within a library (i.e. where greater depth and more highly refined knowledge and skills are required, for example, metadata specialists, digitisation specialists, systematic review specialists etc).</p>
2.3	Q5	<p><b>Are there any elements that you would add, amend, or remove from the Professional Knowledge domains? Please explain the reasons for your responses</b></p> <p>As in Q4: There are 8 Professional Knowledge domains in the prototype Framework. All domains warrant a detailed review, and should align with ALIA’s</p>

<sup>5</sup> Hallam, G. 2022. Professional Pathways Framework Project: Technical Report. p264. <https://read.alia.org.au/professional-pathways-frameworks-project-technical-report>

<sup>6</sup> ALIA, 2020. *Foundation knowledge for entry-level library and information professionals*. <https://read.alia.org.au/foundation-knowledge-entry-level-library-and-information-professionals>

		<p><i>Foundation knowledge</i> policy statement (ALIA, 2020<sup>7</sup>). As this document underpins the post-secondary curriculum for LIS courses, the review should be undertaken with the library schools (university and TAFE), and in consultation with employers, and individual librarians and library technicians in all library sectors.</p>
2.4	Q6	<p><b>Do you agree with the range and scope of the proposed Active Professional domains? Please explain the reasons for your responses.</b></p> <p>The Framework proposes 2 “Active Professional” domains; we suggest a third domain relating to knowledge acquisition, focusing on updating and refining a professional’s knowledge base, and learning new knowledge.</p> <p>Regarding range, we suggest that “Active Professionalism 1 – Professionalism” could be included as one of the competencies in the set of Professional Knowledge domains, as this is one of the core competencies of a professional.</p> <p>We suggest that in this “Active Professionalism” area of activity, “Active Professionalism 1 – Professionalism” could be renamed to show that this is an extension of the basic core competency area (added to the Professional Knowledge domains). For example, it could be re-named as “Active Professionalism 1 – Specialist and Advanced Professional projects” (or similar wording that would indicate ongoing commitment to developing as a professional).</p>
2.4	Q7	<p><b>Are there any elements that you would add, amend, or remove from the Active Professional domains? Please explain the reasons for your responses</b></p> <p>As in Q6, we suggest a third domain relating to knowledge acquisition, focusing on updating and refining a professional’s knowledge base, and learning new knowledge.</p> <p>We suggest that “Active Professionalism 1 – Professionalism” could be included as one of the competencies in the set of Professional Knowledge domains, as this is one of the core competencies of a professional.</p> <p>As an amendment, we suggest that in this “Active Professionalism” area of activity, “Active Professionalism 1 – Professionalism” could be renamed to</p>

<sup>7</sup> ALIA, 2020. *Foundation knowledge for entry-level library and information professionals*.  
<https://read.alia.org.au/foundation-knowledge-entry-level-library-and-information-professionals>

		<p>show that this is an extension of the basic core competency area (added to the Professional Knowledge domains). For example, it could be re-named as “Active Professionalism 1 – Specialist and Advanced Professional projects” (or similar wording that would indicate ongoing commitment to developing as a professional).</p>
2.5	Q8	<p><b>Are there any ways you feel the conceptual design of the draft Framework could be enhanced or changed to articulate the knowledge, skills and values for the LIS sector?</b></p> <p>The prototype Framework does not make the connection between the current traditional pathway i.e. having an accredited LIS qualification (with the concomitant professional knowledge base that such a qualification guarantees) and gaining professional recognition by ALIA.</p> <p>The Framework should make it explicit that that specific LIS qualifications are required to gain professional recognition at the point of entry.</p> <p>If this is a ‘professional’ pathways framework then it should be clear that our profession is a discipline that has a unique knowledge base, and requires an academic LIS qualification as the entry point.</p> <p>Refer to <b>Figure 1. HLA’s proposed revised Framework</b> at the introduction of HLA’s submission.</p>
3.2	Q9	<p><b>How could the draft Framework support LIS courses at the higher education and/or the VET level, for example in course development or ALIA accreditation?</b></p> <p>ALIA should focus on its primary role and responsibility as a professional association i.e. setting and maintaining standards of professional practice, and ensuring that education for the sector is producing high quality graduates with a foundational knowledge and skills base that align with employment opportunities. ALIA has a responsibility to bring together the various stakeholder groups (practicing professionals, employers, educators) and use their role in accrediting courses and providers to ensure continuous quality improvement strategies are built into course development and delivery.</p> <p>The Framework should make explicit the links between these variables.</p>

3.2	Q10	<p><b>To what extent do you feel that the draft Framework could serve as a resource to guide quality assurance in accrediting LIS courses? Please explain the reasons for your response.</b></p> <p>As in Q9, the Framework should make explicit the mechanisms for consultations between all the stakeholder groups (practicing professionals, employers, educators) in order to direct quality improvement goals, which would then be built into the accreditation system.</p> <p>The prototype Framework does not even mention LIS education as the traditional professional pathway, so there are no points of connection.</p>
3.3	Q11	<p><b>What opportunities for micro-credentials do you see in the LIS sector?</b></p> <p>Specialisation and continuing professional development (CPD)</p>
3.4	Q12	<p><b>In what way is LIS professional recognition important to you, as an individual or as an employer? What might make professional recognition have more value and/or use in the LIS sector?</b></p> <p>For individuals and employers, professional recognition MUST be based on post-secondary (university and TAFE) LIS qualifications.</p>
3.4	Q13	<p><b>What should professional recognition be based upon? For example, the attainment of ALIA-accredited academic qualifications, experience in the LIS sector, demonstrated skills and/or knowledge gained from other training or other sectors, or other career opportunities?</b></p> <p>Professional recognition MUST be based on post-secondary (university and TAFE) LIS ALIA-accredited qualifications. The rest are “nice to haves” but not essential.</p>
3.4	Q14	<p><b>What distinctions do you think are important for professional recognition? Should there be distinctions between:</b></p> <ol style="list-style-type: none"> <li>a. <b>people with accredited qualifications in LIS and people with other qualifications or experience?</b></li> <li>b. <b>librarians and teacher librarians?</b></li> <li>c. <b>people at the beginning of their careers and people with more professional expertise?</b></li> <li>d. <b>people who invest in ongoing CPD and those who don't?</b></li> </ol>



		<p>“Professional recognition” should first be defined as “possessing an accredited LIS qualification” and therefore having gained entry into the profession of librarianship.</p> <p>The following are important distinctions.</p> <p><b>For “people with accredited qualifications in LIS and people with other qualifications or experience”:</b></p> <ul style="list-style-type: none"> <li>• Distinctions between people with LIS tertiary qualifications and those without a LIS qualification - this is the single requirement for entering the LIS profession and thus an individual’s ability to call themselves a librarian or a library technician. This distinction is exclusive. No-one else (no matter what their qualification) can gain professional recognition.</li> </ul> <p>Different terms are needed to describe the remaining 3 categories, e.g. specialist status, CPD status, career levels. This needs more teasing out and debate in a future discussion.</p>
3.4	Q15	<p><b>Would you support a program of professional recognition for those working in the LIS sector? Please explain the reasons for your responses.</b></p> <p>As in Q14, different terms are needed to describe the individuals undertaking a professional development program and the status they achieve. This should not be confused with “professional recognition” defined as “possessing an accredited LIS qualification” and therefore having gained entry into the profession of librarianship.</p>
3.4	Q16	<p><b>Would the draft Framework be suitable to underpin a professional recognition program? Please explain the reasons for your response.</b></p> <p>No. See responses in in Q14 and Q15 - “professional recognition” is defined as “possessing an accredited LIS qualification” and therefore having gained entry into the profession of librarianship.</p> <p>The prototype Framework does not make this distinction, and therefore professional development program would need to be based on a revised framework this this would require a different consultation.</p>

3.4	Q17	<p><b>Would you support a system where those working in the LIS sector can demonstrate their career progression? Please explain the reason for your choice.</b></p> <p>In theory, yes, but the prototype Framework as it currently stands does not allow a discussion about career progression. At the minimum, the connection between LIS qualifications and “professional recognition” (defined as “possessing an accredited LIS qualification” and therefore having gained entry into the profession of librarianship), underpinned by Foundation Knowledge domains, would need to be incorporated into the Framework. Specialist and advanced knowledge and skills (gained through CPD) would build on the Foundation.</p> <p>Refer to <b>Figure 1. HLA’s proposed revised Framework</b> at the introduction of HLA’s submission.</p>
3.5	Q18	<p><b>Are there ways for the draft Framework to provide a new structure for the ALIA CPD scheme? Please explain the reasons for your responses.</b></p> <p>The prototype Framework is not capable of supporting the CPD scheme. As in Q17: At the minimum, the connection between LIS qualifications and “professional recognition” (defined as “possessing an accredited LIS qualification” and therefore having gained entry into the profession of librarianship), underpinned by Foundation Knowledge domains, would need to be incorporated into the Framework. Specialist and advanced knowledge and skills (gained through CPD) would build on the Foundation.</p>
4.6	Q19	<p><b>How do you see the draft Framework being applied in either your personal career or in your organisation?</b></p> <p>There are no applications of the draft Framework as it is fundamentally flawed.</p> <p>The prototype Framework does not make the connection between the current traditional pathway i.e. having an accredited LIS qualification (with the concomitant professional knowledge base that such a qualification guarantees) and gaining professional recognition by ALIA.</p>

#### Q20 Any other comments or feedback

Summary of the chat transcripts from the 2-hour zoom information session that was run by ALIA Education for the health sector on 27<sup>th</sup> October.

#### Notes on the reporting

- Comments of agreement with statements made by others have not been reported in the quotes below.
- The comments have been numbered to assist in analysis, and do not indicate strength of responses.
- Quotes are reported in order of occurrence within the themes.
- Names of individual participants are not reported (replaced by X).

### **General notes on the session**

- The session was attended by approx. 50 logins (and possibly more participants located onsite in small groups).
- Participants were explicitly asked to point out what's wrong with the draft Framework.
- Many participants noted the issues they perceived and possible risks to ALIA and our profession.
- The comments teased out a number of themes, summarised in the following sections and with reproduced direct quotes.
- In summary, the topics that were discussed have highlighted the risks, assumptions and lack of causal links that connect the apparent purpose/aims and likely outcomes of the strategies of the Professional Pathways project.

### **Themes and direct quotes**

#### Foundation Domains vs Professional Knowledge Domains

1. In the framework the listed "foundation domains" fail to include professional knowledge domains – in essence making LIS a content free profession. This implies that library and information professionals' distinctive areas of knowledge and expertise are not essential, nor needed. It is crucial that the "professional knowledge domains" are included as "foundation domains" as they underpin LIS as a profession.
2. The foundation domains do not a librarian make. I struggle to understand why they don't include information management or information services at least. Surely these are basic areas of expertise that every librarian, regardless of area of employment, should have? I think these need to cover the aspects that make librarians a specific profession - that differentiates us from others.
3. The Foundation Domains seem so general they could fit almost anyone in any profession, they aren't Library specific enough.
4. Professional knowledge domains are essential.. I also think that chronology of modules included in this proposed framework is essential.
5. I think that the 'foundation domains' are set too low. They do need to include information management/information services.
6. There does need to be a 'base' set of knowledge but the 'foundation skills' is still too low.
7. Don't mix philosophy, or foundational knowledge of our profession, with skills. Yes, specials do everything, and no, some other roles are more specific, but the underpinning knowledge of why we're doing it is more important.
8. Health librarians should not be segregated from the rest our profession. All librarians have a unique skillset that is required for effective professional practice and the

framework needs to apply to the whole profession, not sectors or specialisations within it.

9. I have worked in several LIS industries, and would think that all fundamental knowledge is required across all.
10. Discerning information/misinformation is becoming much more challenging. Highly skilled, tertiary trained information professionals in the form of librarians and library technicians are completely essential to help those working in health, and also outside of health navigate this increasing complexity. I am concerned that the proposed framework does not support this very nuanced and specialised emerging requirement.
11. Agree X, and for me personally I was able to move sectors over to health librarianship because I already had that library degree which provided the essential grounding in library and information services.
12. agree that health shouldn't be separated. We all started as general librarians and just added a speciality over time.
13. I think there is too much focus on specialisations
14. I did WANT to become a health librarian, but explored many other specialties along the way
15. This is my third "sector" as a Librarian. I have worked with amazing Technicians, with a solid qualification and skill set behind them

#### Qualifications

16. Could you please point out where library formal qualifications (Uni/Tafe) sits within the fan structure/pillars
17. Agree with X, that would be good to know.
18. I'm curious about X's question too. As someone who is a few years into a uni degree, how does this affect me? Is my degree less valuable than it would have previously been?
19. As a recent grad I am curious about X's question too.
20. What other profession allows you not to study your specific vocational degree but get there by work experience?
21. Who do you see as working in the information/library sector who do not have recognised ALIA qualifications?
22. PDs for "specialty" librarians in larger libraries have historically been flexible and open to other degrees. For example, a PD for a systems librarian in a public library service would often say "a library, or related degree and experience". Not sure why this needs to be changed in a way that really devalues having a library degree?
23. I feel that this is where university level information management education could completely die. If people don't need them in order to get work in a library, then there will be few people enrolling in library specific courses, and they will no longer be offered. Once gone, we will never get them back.
24. There's only 3 unis that offer LIS degrees now. Monash uni and RMIT recently closed their degrees. What has ALIA done to try to help and advocate here? That should be the first step, not something to think about later while degrees are closing.
25. What is the issue with doing a 1 year post grad LIS course to gain a new profession?

26. A "profession" by definition requires a university-based education system.
27. Health libraries aren't short staffed because of a lack of qualified staffed, they're short staffed because the organisation doesn't recognise the value of a librarian. We're fighting for that professional recognition - taking away that required qualification might make us seem even \*less\* important
28. But it DOES change the need for qualifications. The qualifications will no longer exist if there is no need for them. LIS education will disappear
29. A lot of administrators know nothing about libraries, but understand qualifications.
30. Tertiary-level professional qualifications are valued in the health sector -- as others have said, they signal that we are professionals
31. Agree, X and all others who have made this point about the 'shorthand' that professional uni quals offer in our setting.
32. That's exactly why removing qualifications de-professionalises the profession
33. Absolutely they should have a qualification to work in a library
34. There has to be some way of identifying a person with an LIS qualification.
35. But you aren't differentiating in this framework
36. Yes to "librarian". Sound not hip enough?
37. Don't you think a person with no library qualifications running a library (in leadership positions) is a problem?
38. I work as a Health Librarian and Public Librarian. The jobs are extremely different but my qualifications allow me to this.
39. I have my degree framed and on my wall above my desk.
40. It is not at all easy to be recognised as professionals in health, it is an ongoing battle. Our union has played a major role.
41. Yes, VAHPA is terrific. Much more supportive than what I'm hearing here
42. I don't think it's right to say to be a health librarian you need qualifications, but if you want to be a public or academic librarian, qualifications are optional

#### Librarians, Library Technicians, the workforce, employment, industrial

43. Why is the framework the same for library technicians and librarians? Our roles and expertise can be very different.
44. I am concerned about the differentiation between "librarians" and the library workforce, and how this framework is meant to apply to one and all. Employers and clients do not tend to differentiate, and see us as one and the same.
45. Who do you see as working in the information/library sector who do not have recognised ALIA qualifications?
46. Taking this approach, what I can sadly see happening in the context of our hospital library is that our employer wouldn't hesitate to fill any vacant library position with someone from another department who has been made redundant - because they can. Regardless of library expertise.

47. Many other professions utilise support staff in the operation of their practices, but they don't all call themselves accountants, or solicitors, or doctors, etc etc. Let's not whitewash the profession in this way.
48. In our hospital it has taken many years (decades) to convince medical staff that we are professional university educated staff, with equal but different types of expertise to offer to research. Take away that LIS uni qualification and I have absolutely no doubt that we will go back to being considered admin staff again
49. as someone who will be graduating in a year or so, how am I meant to compete against people who have been, say, administrative employees for years?
50. With a degree comes the expectation of higher pay - I think many employers will choose the potentially unqualified, less expensive employee
51. Library expertise doesn't apply just to health libraries. Like you said, some libraries employ both professional librarians and non-librarians, so what's stopping these libraries from just hiring more non-librarians? ..
52. In the Health context..... Doctors are registered professionals.... Nurses are enrolled or registered professionals... Librarians are?
53. Diluting the profession won't help with staffing in regional libraries - getting employers to recognise professional levels and rewarding them accordingly is much of the battle in attracting the right staff to the positions.
54. All library positions are not the same. Even assuming that these alternative pathways would 'save' health libraries (and where is the evidence for that?), I don't think we could truly consider them 'saved' if professionally qualified librarians were replaced with non-librarians
55. IMO creative solutions for recruitment challenges should be addressed by the organisation on an individual basis. Certainly, rural/regional areas also struggle to recruit engineers and compete against the mines, but that doesn't mean they throw out the requirement for an engineering degree.
56. Not all health libraries are struggling - there has been role and service expansion in many metro and regional hospitals across . eg. Cadetships at Monash Health, ANZCA taking on CICM Library Services and Grampians Health Regional Library Model.
57. In the instance of ANZCA taking on the CICM services it was due to CICM trying to run a library with unqualified staff and realised they needed a library professional.
58. I've just written three PDs for our service, and at no stage have we said that the quals are essential. We have asked that the candidates be eligible to be members of ALIA. This is based on the existing structure - I understand the non-mandatory nature of govt speak, however, if ALIA removes these levels, it will make these distinctions impossible.
59. In Victoria medical librarians are on the same Enterprise Agreement with Allied Health Professionals
60. we have no such cohesion here in NSW, and that's another reason we need a strong, clearly delineated framework from ALIA.
61. I don't trust my non-LIS employer to employ a Librarian over anyone else
62. Maybe you are just trying to do too many things at the same time. Separate librarians, library techs and other library workers.
63. I am a health librarian NOW, but have spent 30 years in other industry libraries.

64. Not all health librarians work in hospitals.
65. X's award structure is different to ours, as we're in different states, even tho' we're both in 'health'.
66. Our education levels should be reflected in awards, not dictated by them.
67. I think the current levels - library assistant (no qual), library technician (TAFE qual), librarian (university qualification) - are clear and easy to understand for all the non-library administrators.
68. Multi disciplinary teams, nothing new.
69. If we are short on librarians, why can it be so hard for people to get a job?
70. Absolutely. Took me 5 years to get a [professional librarian position]
71. Myself and a few others are going for rural/remote jobs - we still aren't getting them
72. ALIA absolutely has a place in promoting the mandatory requirement for LIS employment.... A library of a certain size "must have" a Librarian.... Roles performing particular duties "must be" a library technician
73. lots of new graduates having trouble
74. I do one 0.4 FTE role, and one 0.6FTE. It's so difficult to find one full time role. One of them isn't even library specific, its's admin!
75. I don't have a problem with Libraries bringing in people who are experts in other fields to add to programs, but why do they need to be considered as Library professionals? They have their own qualification and can be employed under that. If they want to be a Librarian, they should do a qualification in that too. If LIS is promoted more, then more people would study it and there would be more Librarians. The answer to a shortage is not to remove the requirement for a degree.
76. In country public libraries we get unqualified people doing the job, but this should be an exception to the rule!
77. X very very rare for a health librarian not to have a qualified librarian - <https://doi.org/10.1080/15323269.2022.2054600>
78. Regional areas have trouble attracting doctors. I don't see the doctor's qualification being changed to fulfill this shortage.
79. Steady supply of nurses for example looking to jump out of their jobs & applying for health librarian positions.
80. Some more specificity may help, yes. Make it obvious what a qualification means - show employers why it's important to have a qualified librarian
81. True X. Just because people are being put in charge of libraries without being a librarian doesn't make it right

Comments on the purpose of the project, assumptions of causal links, strategy, outcome measures, risks

82. Very concerned with the project as a whole and the potential to devalue our entire profession. The impetus for the project seems to be "diversity", but diversity of what? And how would this project help?
83. I'm curious what the measures of success would be, if changes were implemented? How will ALIA assess whether the aims of the project have been met?

84. Also, I think a big question I have is "Why?". Why is this new framework needed? Are we short on Librarians?
85. I struggle to understand why what I initially thought was a framework for librarians has now turned out to be one that is meant to include such a broad group of people with quite different careers. Why are we doing that?
86. Just because it IS the situation doesn't make it right. There needs to be more advocacy.
87. I'm struggling with you saying we need to make a case for employing librarians to run libraries when this framework appears to be doing the opposite
88. If the LIS qualification is not being respected by employers, what evidence is there that this framework will be respected?
89. Once you have received back all the feedback/submissions – and if it is found that across all sectors (cause yes this is important for ALL librarians, not just health librarians/library techs) that formal qualifications is essential for professionalism, what is the likelihood that the framework will be updated with a section on the benefits and the need for library qualifications?
90. Just an observation: The Australian Music Therapist Association's (<https://www.austmta.org.au/>) front page tells you immediately "Registered Music Therapists have recognised university degrees". I'm not getting the same vibe from ALIA or the professional pathways team. The prof pathways website features a quote "who is even a librarian in the 21st century"
91. It sounds like some library sectors are already employing people outside of LIS. How does the framework advocate for diversity?
92. What will libraries actually be after this?
93. I'll ask again, why dilute the profession at all? If other staff want to be librarians, get educated appropriately. Stop moving the goalposts.
94. Do you think that current and aspiring librarians and library technicians whom ALIA, as our professional association represents, will feel abandoned and betrayed if the connection with quals is not maintained?
95. The resources put into this has been significant, however I feel that we are barking up the wrong tree. I would expect my professional association to support the existing framework by working with education sector more to support our qualification.
96. I would like ALIA to be promoting Librarians as great employees who can fill a range of positions - not just in Libraries, rather than the other way around. I often find myself saying "obviously a Librarian wasn't involved in this" when looking at a chaotically organised catalogue, or filing system or workplace or other.
97. I feel that this profession will completely disappear taking this pathway
98. I really like the question of how do we support and increase diversity? That is the question to put out there and then pathways based on that evidence. Eg. Traineeships for diversity groups supported by an organisation. As someone who points to ALIA as our professional association, I would love to have ALIA advocating for workplaces to provide this support for professionalism. I understand the pressures on the small team at ALIA but there are active and engaged volunteers through the membership



99. Making the library sector more attractive also comes back to other factors not addressed by this initiative -- e.g. advocacy and marketing by key professional organisations, and maintaining professional status and appropriate remuneration.
100. Advocacy is the word we need to focus on.
101. We are turning ourselves inside out unnecessarily when our profession is not the issue. We do have a structure that is working. This is an industrial relations and advocacy issue. I sense that our profession needs to learn how to be militant in upholding our professional qualification.
102. Agreed! And yes we need to vote on this
103. This is a big enough change to require a referendum.
104. There might not be any point in ALIA membership if they change this.
105. Of course this has an impact on everyone in the library profession, not just those in ALIA
106. Agree with a vote - maybe there are others who fully support professional pathways, but I haven't had the opportunity to talk to anyone (other than ALIA staff) who is in support. I'd like a vote to see the stats on this
107. Also speaking as a student in the masters, I feel pretty abandoned
108. As a professional I feel abandoned
109. Why isn't ALIA focusing on uplifting our image? Too many people still see us as shh-merchants
110. As a new grad it feels like an about turn
111. I would probably leave ALIA if this goes ahead. My employer doesn't require membership.
112. I would also consider leaving ALIA if this went through
113. Yes. why am I paying for professional membership?

#### Comments on methodology

114. It is very unfortunate that this consultation has come to us within days of feedback closing. We probably wouldn't be so desperately trying to share our concerns if this had been much earlier.
115. The feedback survey requests opinions specific to the proposed framework. Not much room to suggest alternatives.
116. I hope there is an understanding that not every librarian who will be affected by these proposed changes is a member of ALIA
117. How would the proposed framework be adopted? Who decides & is that widely representative?
118. Unfortunately this group doesn't seem to have been included earlier
119. Are the focus group reports available?
120. Is there a sector that is pushing for this change?
121. Agree with X, both sectors I'm involved with seem to reflect what we've discussed in this meeting
122. On the ALIA site this consultation is not included under consultations but rather under careers, as if it is a foregone conclusion

123. Why, as a member of ALIA, have I not received more communication on this? Nearly all of it has come from X or X (thank you).
124. I am not a member of ALIA, and unfortunately only heard about this through our union. Perhaps there needs to be a wider way of consulting librarians. For example many could be found within LinkedIn. Libraries themselves are pretty easily identified.
125. How do you decide what feedback to publish?
126. I don't think any of us are suggesting this is a conspiracy - those are your words. We are just providing feedback
127. You came into this thinking we have a conspiracy theory, which is gathering together unrelated 'facts' - we have not done this - no conspiracy theory here!

4<sup>th</sup> November, 2022

Submitted by the following individuals and groups.

Health Libraries Australia Executive Committee:

Gemma Siemensma (Convenor), Grampians Health  
Members:

Angela Smith, Hunter New England Local Health District

Alana McDonald, Sydney Children's Hospital Network

Ann Ritchie, Independent

Natasha Bradley, Northern Health

Daniel McDonald, Darling Downs Health

Gillian Kilby, Monash Health

Jane Orbell-Smith, Redcliffe and Caboolture Hospitals

Kate Jonson (Secretary), Central Coast Local Health District

Peter Murgatroyd (HLG NZ), Counties Manukau

Rob Penfold, Rockhampton Hospital

Rolf Schafer (rep to MLA), St Vincent's Health Network

Sharon Karasmanis (Treasurer).

Participants in consultations who wished to be individually named (from the more than 100 individuals attending via online consultations, with additional attendees in groups)

Cecily Gilbert, University of Melbourne

Dianne Glasson, West Moreton Health

Mozhdeh Dehgani, Austin Hospital

Sarah Hayman, Barwon Health

Richard Sayers, Queensland Health

Serena Griffin, Barwon Health

Helen Skoglund, Barwon Health

Carol Moran, Australian Dental Association

Saara Kahkonen, Northern Territory Health

Frances Guinness, WNSWLHD

Mina Nichols-Boyd, Austin Hospital  
Liz Harris, Austin Hospital  
Patrick O'Connor, Darling Downs Health  
Chery Hamill, South Metropolitan Health Service  
John Prentice, ANZCA

In addition more than 100 individuals signed an Open Letter submitted as part of the framework consultation process.