



Librarian from 1956 to 1973, who was instrumental in creating the Baillieu Library. He worked tirelessly for decades to create the much-needed, purpose-built library and to continually campaign for more resources for the university's library.

Those involved in the 50th anniversary would surely agree it has been a privilege to celebrate the Baillieu Library: its history, its stories, and its people.

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## Developing a regional collection – the University of New England Library Special Collections

From as early as the 1920s, many New Englanders harboured aspirations of self government: breaking free of New South Wales and creating a new state. This environment promoted a vigorous approach to regional development within the community, leading to the creation of a university college in Armidale in 1938, following extensive fundraising.

As the library founded in the college that became the first regional university in Australia, the Dixon Library of the University of New England was, from inception, influenced by this community. In response, the institution sought to capture materials that provided a true reflection of the broad community of interest that forms northern New South Wales.

Two distinct special collections were established to ensure that Dixon Library met these community expectations. First, the New England Collection was dedicated to ensure the preservation of published works related to the New England region, including works published by academics at UNE. Second, a university archives was dedicated within the library in 1957 at the recommendation of University Librarian Frank Rodgers. In defining the mission for his first professional archivist in 1960 Frank directed him to “collect all research material likely to be of value in throwing light on the historical, economic and social development of Northern New South Wales.”

This umbrella approach of sharing resources while providing a high degree of autonomy to both the archivists and librarians allowed for rapid expansion of the collections. Archivists collected from the coast to the far west while the New England Collection was systematically expanded by library staff as part of the acquisition and cataloguing regime. In addition, collaboration with firstly the Mitchell Library and then the N.S.W. Archives Office after its establishment in 1960 reinforced these regional programs and saw the relocation of State Archives relevant to the region into the University of New England Archives from 1964.

Today, both the New England Collection and the UNE & Regional Archives continue to collect both the publications and community records that are of value for future research. The archive now occupies a building dedicated as a Heritage Centre by the university, but remains organisationally as part of the University Library Division.

The community concept of region over 50 years has changed dramatically with a demographic swing from the mountains to the fast-developing north coast and the waning of the region's political demands for cessation from New South Wales. The changes in the region can be studied by future generations due to the foresight of our predecessors.

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## A rude awakening leads to opportunity at VU

In 2007 our annual Client Satisfaction Survey indicated that while our students were satisfied with library skills training programs they had attended, they didn't actually value or rate as important the vast amount of work we do in providing information literacy training – when rating the overall importance of library skills training programs they ranked them 36th out of 39 total items (39 being the lowest importance). As can be easily imagined this was disappointing news indeed, and a somewhat rude awakening. It made us question what we are doing in our current practice, what we might do in future, and how we could improve the value rating of our information literacy practice in the view of our students. Thus the idea of taking a serious look at our information literacy practice came to be and our 2008–2009 Information Literacy Review was born.

We wanted to firstly identify our activities and coverage, and then survey our clients to see what they were really thinking. Our aim overall was to identify models of practice that are a good or better fit for our students. Our review strategy included:

- the usual suspects of a literature review and environmental scan,
- an in-house survey of library staff who provide information literacy training (that is, our liaison and reference librarians) to identify our current activities and gain a perspective on what our trainers think we need to be doing in future, and
- a survey of students, their information-seeking behaviours, and what they think of the library and our library and research skills training programs.

In designing our student research skills survey we partnered with Insync Surveys (formerly Ambit Insights and Rodski Survey Research), a research provider that collaborates with their clients to create effective surveys, analyse results, and provide detailed reporting. We worked with Mike Samarchi – their representative and a librarian himself, who has been involved in designing many library surveys during his time at Insync – to create a tool that was going to help us discover what our students really need and want from us.

We identified the following objectives:

- evaluate students' information seeking behaviours when doing course-related research,
- evaluate students' awareness of available information sources,
- trace their steps in the information seeking process, and
- seek students' perceptions of the role of the library.

Aiming for 600, we actually achieved a total of 779 completed surveys. All campuses (we have eleven!) were represented and, according to the demographic information we collected, we achieved a good coverage across all the student population on-campus, off-campus, domestic and international, undergraduates, post-graduates, full-time and part-time.

We have a huge amount of data that we are still ploughing through as part of our deeper analysis of the survey results. There are so many interesting insights that have come out! Here's a snapshot:

- When first researching for an assignment students generally chat with classmates and teaching staff first (only 2% contacted their faculty/school liaison librarian for advice and just under 10% at least approach the library information desk for advice)
- When they are stuck and need help, they still speak to classmates and teaching staff first but the percentages of those approaching the library for help are higher (20% approached the library information desk for help, just over 10% consult library online guides to finding resources, a little over 5% contact their faculty/school liaison librarian)
- Students see their research success being largely dependent on library collections and Google in equal measure, followed by database guides
- The most surprising data of all was that the library is trusted more than Google! (26% library, 7% Google, 23% indicated both trust in the library and Google in equal measure)

As described by Mike Samarchi, the survey provides "...an understanding of how students approach research – the first steps, whom they look to for help, where they go, and what they look for; gives an insight into students' perceptions of the role of the library in research – at what point does the library become essential in the research process, how useful are the services and resources offered by the library; provides for a baseline for improving services to better meet student needs.."

Where to from here? As mentioned we're still analysing the data and will be finalising our recommendations soon. We can then begin the task of finetuning our offerings to Victoria University students.

The survey has been advertised to CAUL members and if uptake is substantial there will be benchmarking opportunities as well as a great pool of data about students and their research behaviours and needs. There is interest by one university library already – The Australian Catholic University, whose representative, Josephine Frawley, Library Manager (Infrastructure and Strategic Initiatives), has commented that "It seems to ask all the right questions, and ones that should be easy to answer".

We look forward to the opportunities ahead and making our information literacy practice align more closely with our students' research and information seeking behaviours, providing the kind of help they really want.

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## UTAS Library offers new PD pathways

University libraries are continuously challenged to attract, develop, and retain new generations of professionals in increasingly complex information and learning environments. UTAS Library has responded with a professional development program which offers entry-level librarians a unique supported-learning experience that sets new graduates on a path of lifelong professional growth.

Following a comprehensive workforce planning project in 2005–2007, UTAS Library developed a framework which offers new staff and recent graduates a structured professional development program. New Liaison Librarians at UTAS have enthusiastically embraced the *Liaison Librarian: A Developmental Framework*. The *Framework* provides a clear structure which identifies and then guides the development of competencies for entry-level librarians.

One of the graduates of the *Framework*, Vanessa Warren, in a paper presented to the 4th ALIA New Librarians Symposium last year, *Getting from A to B: a development framework for developing librarians* ([http://eprints.utas.edu.au/view/authors/Warren,\\_VS.html](http://eprints.utas.edu.au/view/authors/Warren,_VS.html)) expresses the value of the program with this question: "Getting your foot in the door as a graduate librarian can be difficult, but what happens once you step over the threshold?".

The *Developmental Framework* aims to support new librarians on the threshold of their careers, articulating a defined set of core capabilities and performance criteria that provide a clear pathway for professional recognition and promotion within the UTAS Library. Entry-level librarians learn broadly and develop knowledge and capabilities in all aspects of liaison and reference work and are supported as they develop specialist knowledge and skills. Librarians are encouraged to keep a reflective professional development journal throughout the learning process. In this way the *Framework* provides a comprehensive orientation program for new and recently graduated librarians and contributes to UTAS Library's ongoing development as a learning organisation.

There has been keen interest in the *Framework* outside UTAS Library and Vanessa Warren will be presenting a paper at the 75th International Federation of Library Associations and Institutions (IFLA) Conference and Assembly, Milan, Italy, in August. The paper will further examine the practical and theoretical context surrounding the development and implementation of the *Framework* and contributes in an important way to the discussion of how to attract and retain a new generation of library professionals.

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## InfoSkills Bank – delivering and organising information literacy at UTS library

The importance of information literacy, particularly in the academic setting, is well established. However integrating information literacy into increasingly packed curricula, and the administrative burdens on library staff in planning information literacy programs are significant barriers to its effective delivery. AT UTS Library, InfoSkills Bank provides a solution to both these problems.

InfoSkills Bank (<http://www.lib.uts.edu.au/infoskillsbank>) is a database of materials related to information literacy, including lesson plans, class handouts, PowerPoint presentations, and online tutorials. Where a gap has been identified in the library's resources, links to high quality materials sourced from other library websites are included, with appropriate attributions and permissions. The material covers both generic information literacy, such as guides to individual databases and subject specific material. The material is in a range of file formats, including Microsoft Word, PDF, Microsoft Powerpoint, and Flash.

Its public interface therefore provides library clients with a central location to locate online library assistance. In particular, it is a valuable adjunct to face-to-face information literacy classes as it makes all the material used during classes available to clients as a handy reference. During classes, particularly hands-on sessions, students can concentrate on the learning activities, without the distraction of note-taking as all the learning materials are available in InfoSkills Bank.

Clients can browse or sort material in InfoSkills Bank by title, resource type, faculty, or student type. Continuing UTS Library's experimentation with social networking tools, we are also using