

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.

Janetta Mascilongo
Marketing and Information Literacy Librarian
janetta.mascilongo@vu.edu.au

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) 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.

Linda Luther
Director, Student Experience and Learning
linda.luther@utas.edu.au

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