



Information Literacy Program & AskANU

2006 Annual Report

Information Literacy Program Review of 2006 - Moving forward into 2007 SUMMARY

Program fundamentals

1. Program highlights – successful nomination for the 2006 Carrick Awards for Programs That Enhance Learning; successful establishment of the AskANU concept within Chifley; integration of the Contact Centre.
2. Service Delivery - Blended and multimodal delivery ensures interlinked, cascading learning experiences to build skills across: information searching; information management; IT; and scholarly writing/presentations for staff and students.
3. New initiatives 2006 – increased online support; AskANU; DOI Display Screens in Chifley; SDS HelpDesk and Voice Services begins to operate as a single service delivery point.

Staff and student acceptance and satisfaction

High user acceptance is indicated through: repeat requests for inclusion in courses from academics across the campus; continued strong attendance rates at ILP hands-on training sessions; strong attendances at information sessions/presentations; sustained demand for support at InfoPlace.

Challenges for 2006

1. Ensuring a seamless experience for the campus community from a broader group of service points – Contact centre, AskANU, ILP.
2. Online enrolment in ILP courses remains problematic – a significant number of students enrol and do not attend. The waitlists created by enthusiastic (and unrealistic?) registrations and the subsequent no-shows means that some students are unable to attend even when there is space for them.
3. Despite saturation advertising we still sometimes don't reach everyone.

Significant relationships

The ILP works across the DOI and the university community to ensure that the program remains dynamic and relevant. Some of these partnerships are: ANU Colleges, SASS, SRIE, Faculties, Counselling, ASLC, and International Education Office.

ILP Report card for 2006

Statistics Report

ILP and InfoPlace (AskANU) activities continue to attract high participation rates across all subprograms. Statistics reporting for the Phone group is in its infancy but historical perspectives are now emerging.

Reporting against goals

2006 was a year of consolidation with many new 2005 projects moving from test environment to maintenance. By December 2006, the ILP had made significant progress towards meeting most of the goals set by the group for 2006. This was achieved by the dedication and considerable talents of both individuals and the cohesive nature of the staff.

2006 was a year of discovery, development and trial for AskANU. AskANU went from working concept to reality in an extremely short period of time. The Library and InfoPlace staff involved embraced the idea of closer working relations with enthusiasm and contributed forcefully to the concept. The goals set out for the establishment of AskANU were largely met, and in some cases, exceeded.

Goals and Directions for 2007

The teams involved in both ILP and AskANU have identified a commendable list of projects and goals for 2007. These goals are centered on building a strong integrated framework for information services at ANU and which further the considerable progress made in 2006.

Karen Visser

On behalf of the ILP and AskANU staff, 30 March 2007

Information Literacy Program

Review of 2006 Moving forward into 2007

Program fundamentals

Program Highlights

The Graduate Information Literacy Program was awarded a 2006 Carrick Award for *Programs That Enhance Learning* at Parliament House on 10 November 2006. Completing the identified 2007 projects will be facilitated by the \$25,000 prize money. This Award follows shortlisting for a similar category in 2004.

Another notable program highlight was the successful establishment of the AskANU concept, with the first physical AskANU presence established within the JB Chifley building. Part of this project was the integration of a number of previously separate workgroups, such as amalgamating Voice Services and the SDS HelpDesk phones into the DOI Contact Centre and collocating AskANU IT consultants and Library reference staff.

Service Delivery

The ILP maintains a complex web of support to enable staff and students to effectively use the information infrastructure provided by the Division of Information, at a time when it is appropriate to them and in a way which is most meaningful. Blended and multimodal delivery ensures interlinked, cascading learning experiences to build skills across: research, administration, information searching and management; IT; and scholarly writing/presentations. The program takes into account:

- Learner preferences - online, one-to-one at AskANU, travelling trainer “at elbow” support, small group in-curriculum programs as well as campus-wide generic training
- Early intervention – eg 4 week Preparation programs for AusAid students, Tutors Induction, Library orientation (tour + hands-on)
- Targeted subprograms – eg Information Sessions for the Medical Education Unit, JCSMR new PhD’s foundations program
- Certificated bundling of courses – Graduate Course Award in Research Information Literacy
- Differentiated skill levels – Beginner to high level technical training for LITSS
- Evaluation and review to keep pace with emerging ICT opportunities on campus

New initiatives 2006

Review of online training resulted in a complete rewrite of the online training homepage and a greatly expanded range of online support options.

- Element K interactive modules for both Mac and PC were offered for Word, PowerPoint, PhotoShop CS2, DreamWeaver MX, Adobe Illustrator CS2 and Acrobat 6.0. The Adobe and Macromedia modules were chosen as students have limited access to face-to-face training in these.
<http://ilp.anu.edu.au/onlinetraining.html>
- EndNote support for Higher Degree Research students now offered through generic and/or discipline specific training sessions, one-to-one and online via the new EndNote Online website.
<http://ilp.anu.edu.au/endnote/>

New and More Courses for ANU Staff. Choices for staff workshops were doubled in both quantity and the range of applications supported. ANU staff can now attend sessions in more advanced applications such as InDesign, Illustrator, Visio, ASP, Flash, PhotoShop and XML. LITSS staff can access high-end user training at a 25% discount through pre-purchased vouchers. All ILP training is registered through ANUBIS with staff and students able to download their training record to augment their Curriculum Vitae.

Establishing AskANU. AskANU is well in progress with much of the administration and staff in place, ready for the installation of the AskANU centre at Chifley in February 2007. Highlights of the AskANU project include: InfoScreens in Chifley using dynamic RSS feeds; integration of the ANU Switch and DOI Helpdesk Telephony systems; cross skilling of Library and InfoPlace staff in basic IT and resources support; and redistribution of the Information Commons computers within Chifley to maximise student choice between wireless, Mac and PC's.

Staff and student acceptance and satisfaction

Overall high user acceptance is indicated through:

- Repeat requests from academics across the campus for ILP inclusion in courses, including, but not limited to, the following examples: SRES1001, GEOG3028, POLS1002, ANTH1002, BIOL2121, COMP1200, ENGN1211. Most colleges have extended their requests for ILP inclusions into more courses, particularly the Colleges of Law, Arts and Social Sciences, Medicine & Health Services, Science, and Engineering & Computer Science.
- Continued strong attendance rates at ILP hands-on training sessions with over 13,500 attendances during the year.
- Over 850 people attended a variety of Information Literacy information sessions during the year including; 300 students during O week, 135 at the International Student day and over 70 at various staff inductions.
- **InfoPlace:** there was increased demand for troubleshooting support at InfoPlace - from 13,998 in 2005 to 18,486 in 2006. InfoPlace maintained high levels of service delivery though 2 major disruptions to service: moving from Level 3 Chifley to Level 2; and responding to increased calls for assistance during the Pebble outage in May and June. The on-call and milkrun services were maintained, despite a small reduction in hours to meet budget constraints.
- International Student University Preparation Course: Among a myriad of positive comments received from international students who attended the beginning and mid year preparation courses, it is hard to go past this comment *"The ILP is very relevant and should be upheld"*.

Satisfaction within ILP targeted subprograms

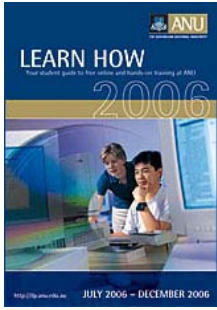
The ILP has retained its reputation for quality service and delivery, and records consistently high levels of user satisfaction across all subprograms:



1. Graduate ILP

453 out of 460 (98.5%) graduate students surveyed agreed or strongly agreed that the GILP sessions they attended were satisfactory overall.

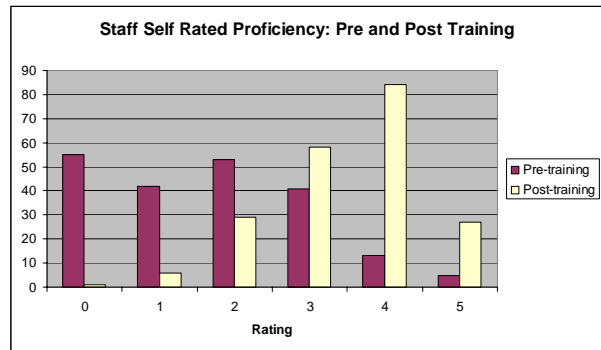
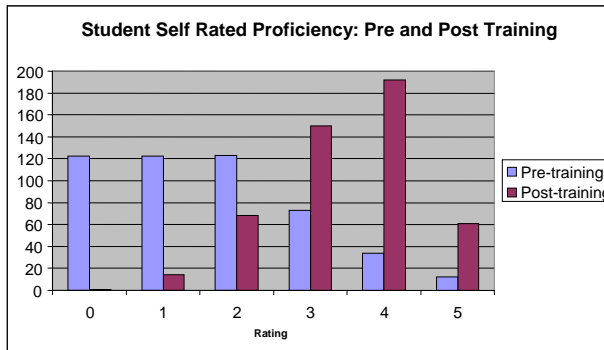
In response to feedback in 2005, the *Weekend with GILP* concept was doubled in 2006, with sessions held in both Semester 1 25-26 March and Semester 2 26-27 August. As with 2005, about 40 students attended across the weekend and feedback again proved the success of the concept (Average satisfaction rating of 4.35 out of 5).



2. Student training

Apart from average satisfaction ratings of 88% and above against specific aspects of each course, 97.8% of students (both graduate and undergraduate) either agreed or strongly agreed that they were satisfied with their training session. This includes an incredible 76.8% who **strongly agreed** that they were satisfied overall. These were consistent across both Library and IT courses.

Of the 804 staff and students surveyed in 2006 to determine whether ILP programs were meeting their needs, when asked 'What was the most useful thing you learned today?', 46 said "all of it", "everything" or "the whole lot". Both students and staff recorded significant changes in their overall proficiency as measured before and after training.



3. Academic and general staff training

The 213 Staff who were surveyed regarding IT training during 2006 recorded the following satisfaction levels.

	Strongly Agree or Agree
a) The session content was relevant to my needs	94.4%
b) The instructor presented the material clearly	95.8%
c) The instructor answered questions effectively	94.4%
d) The examples/exercises were appropriate and helpful	97.2%
e) The written materials/notes were clear and comprehensive	91.5%
f) The time spent on each part of the session was about right	90.1%

Why is the ILP so highly regarded?

These high levels of user satisfaction and acceptance are gained through:

- Carefully crafted courses which deal with the subject specific information needs of students and staff eg *Chinese, Japanese and Korean Library Resources; EndNote for Art and Music; Music software; Finding that elusive full text Law journal; Update on Internet search engines for Science*
- Wide promotion and effective advertising – information is available in print, through the web, face-to-face and by email. During 2006 the ILP hotline (x58886) was established to provide one point of contact for questions about ILP training and support. The first information screen was established in the Chifley building.
- Flexibility – repeat courses, after hours, weekends, 24/7 online availability, single and back-to-back sessions for students, academic programs during breaks and prior to start of semester.

- Dovetailing program delivery and session content with other areas eg The Academic Skills and Learning Centre works closely with the ILP to deliver targeted programs for mature Aged Students, International Students and Graduate students.
- Bundling courses into holistic programs such as the Graduate Course Award in Research Information Literacy – 13 full completions in 2006 with over 60 students needing to complete only 4 more modules to gain their course award
- Effective, enthusiastic and professional trainers - 7 staff who work within the ILP completed the new Certificate IV in Training and Assessment by December 2006. Feedback consistently reveals the quality of trainers produced from this course:
'I had the most wonderful training session this afternoon with Candida. She is excellent, fantastic, and I now feel very inspired and motivated to practice at home.' Staff, 31/7/2006

ILP as a work in progress – discovering more about our learning community in 2006

1. Online learning/modules are seen by students as just one aspect of the matrix of their learning experience at ANU and not a substitute for face-to-face. Students commented that they prefer an integrated and blended model.
 - *'A great introduction to latex and I now have resources available to help me as I use it more and more'* PhD/Masters by Research, MSI, 11/8/2006
 - *'If you could please repeat the session, because even if I look at the online teaching it is still confusing, and some times we get some new shortcut key that don't have in the notes / booklet.'* Masters: Coursework, APSEG IDEC Program, 13/3/06
 - *'The combination of theory and practical, instructor led and practice time'* Answer to question, 'What was the most useful part of the Weekend with GILP', 26/3/06
2. Students continue to seek activities outside of core university teaching times – bundling courses into day, half-day and weekend intensives was greatly increased in 2006 as a result of very positive feedback for his type of scheduling in 2005. A selection of comments from the Weekends With GILP participants attests:
 - *'Intensive weekend workshops are far better than weekday ones. They are more efficient in terms of time consumption / Weekend workshops make me easier to attend / Gave me the exposure I needed right at the start of my PhD / Literature review section especially clarified a lot of things about what is expected; better understanding of search strategies. The information was immediately applicable to my needs / weekend workshop ... was particularly useful for the search strategies + selecting and searching databases combination as gave immediate opportunity to practice what just learnt.'*

And still, people who came to other scheduled training continue to seek greater flexibility:

 - *'... not during working hours!'* PhD / Masters: Research, CPAS, 5/4/06
 - *'more sessions so that it can be managed with our timetable; they are good sessions.'* UG, New Media Arts, 10/3/06
3. As the need for increased interaction with rapidly changing and complex technology becomes apparent, demand for training also increases rather than declines. In 2006 a significant number of staff and students recognised their own need for additional information literacy after attending a training session. Answers to the question, 'What was the most useful thing learned today?'
 - *'how much more information there is out there'* Academic Staff, NCIS, 8/3/2006
 - *'What is possible'* PhD/Masters by Research, RISS, 6/4/2006
 - *'How much more there is to learn' / 'Keen to do next level (booked in for later)' / 'A good foundation for further learning' / 'I am aware that you run other excel courses and that all the courses are offered regularly, which is very, very good.'* Various General Staff, Various, 2006
 - *'Am planning to do internet searching course too and enjoyed the endnote sessions I have attended - it's really good that the ANU can offer this service.'* PhD / Masters: Research, Faculty of Arts, 20/11/06
 - *'It's almost all new to me - I didn't know Word could do so much! So looking forward to Word D.'* PhD/Masters by Research, 21/6/06
4. There appears to be a growing thirst across campus to create a learning community. Again, in answer to the question, 'What was the most useful thing learned today?'
 - *'Other students' thesis topic.'* PhD/Masters by Research, Sch. of Arch & Anth, 1/3/2006
 - *'Each other's experience'* PhD/Masters by Research, 1/03/2006

And from students who attended a Weekend With GILP

 - *'The benefit of the weekend is also the networking and immediate integration of a variety of complementary IT information and skills' / 'encouragement to interact with other students.'* 2 students at Weekend with GILP, 26/3/2006.

Challenges for 2006

1. Ensuring a seamless experience for all users

The AskANU concept draws together staff from a wide number of DOI Programs – Voice Services, InfoPlace, Library, ILP. To facilitate greater understanding of the priorities of these various program and to increase commonality of staff experience, a **DOI Training** website has been identified as a major project for 2007. The outcome of this project will be to provide standardised, one-stop, online training site for all new DOI staff who have a role (either major or minor) within the AskANU concept. This training website is hosted by WebCT.

2. Managing Online enrolment in ILP courses

Online enrolment remains problematic – a significant number of students enrol and do not attend. The waitlists created by enthusiastic (and often unrealistic) registrations and the subsequent no-shows means that some students are unable to attend even when there is space for them. During 2006 students were given the ability to manage their own registrations through: <http://ilp.anu.edu.au/instructions.html>

3. Effectively Advertising ILP & AskANU services

Despite the saturation advertising we still sometimes don't get through to everyone. New responses to this challenge have included: using the new DOI Display screens in Chifley; a proposal to expand these services to other library buildings in 2007; extending the mail-out list for the Learn How Booklet; inclusion of ILP activities on the new DOI site: <http://information.anu.edu.au>;

4. Adjusting to the Reorganisation of Graduate School

The dissolution of the Graduate School has created a dispersal of previously centralised functions such as maintaining graduate email contact lists and induction programs. Both these functions are of vital importance to the GILP for communicating with the graduate community.

Significant relationships

The ILP and AskANU engage across the DOI and with the university community to ensure that services remain vital and relevant. Some of these partnerships are:

1. SASS and SRIE to achieve consistencies between the 2 major student information centres i.e. ANU Information Centre and the DOI Contact Centre.
2. ANU Colleges eg CASS, CAP and CECS for Tutors Induction Program (TIPs for new tutors) and School of Languages) for language lab training
3. ANU Colleges, Schools and other Centres eg Crawford School and ASLC for pre-enrolment preparation programs, and JCSMR, RSSS and NGSM as part of their induction programs.
4. DOI other Programs: The ILP works intensively with the other DOI Programs and Program Leaders in order to deliver the breadth and depth of services needed to support the diversity of needs of our learning community. An excellent example is the 2006 SDS, Space, Phone group and ILP group project to establish the x59666 hierarchy which enables calls from lecture theatres to be escalated and answered immediately.

Statistics Report for 2006

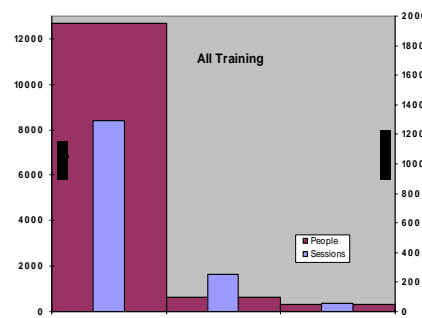
Overview

ILP and InfoPlace (AskANU) activities continue to attract high participation rates across all subprograms. Efficient administrative procedures in place ensure accurate reporting of attendance and analysis of evaluations. All attendance at ILP generic workshops are recorded on ISIS/HORUS training records for staff and students. Statistics reporting and analysis for the Phone group is in its infancy but historical perspectives are now emerging. These will be fully reported for 2007.

ILP activities continue to attract high attendance rates across all subprograms

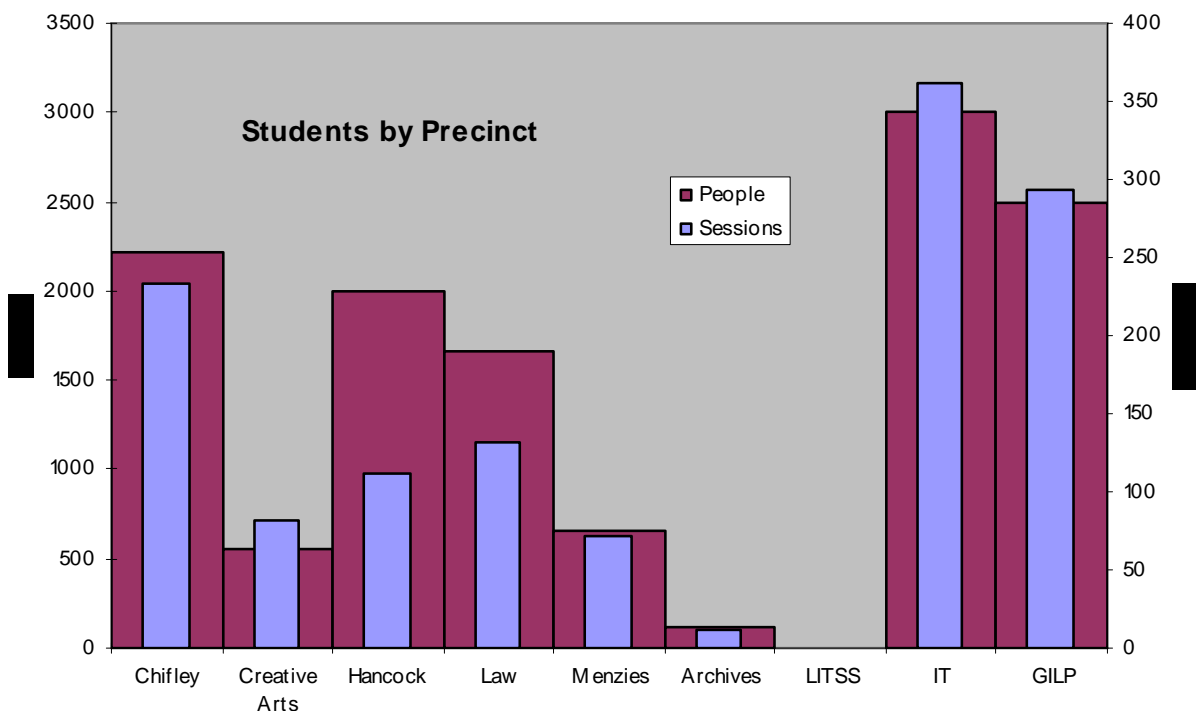
2006 Totals by Period

	Jan-April	Apr-July	July-Sept	Sept-Dec	Total 2006
People	8275	2501	2284	579	13639
Sessions	782	373	290	152	1597
Hours	1329.5	744.25	548.4	628.6	3250.75



By Students, Staff and Both

All precincts provided IL training in 2006. Students continue to be the predominant target audience for each precinct. LITSS training focuses on staff IT skill development and the IT program facilitates staff and undergraduate student training. Travelling-trainer sessions continue to be popular with staff and students.



Working within the Curriculum

2006 continued the small but significant trend in training delivered as a curricula related activity. Now, nearly 70% of student participants in ILP classes attend as part of their academic course compared with 68% in 2005.

	Generic	In curricula	Total 2006
Participants	3923	8770	12693
Sessions	557	739	1296
Hours	818.8	1005.85	1824.65

Online training

Element K

From the beginning of semester 1 2006 the Information Literacy Program made available to all ANU students and staff a series of online training courses developed by Element K. These can be accessed via the ANU's Online Learning Site <http://ilp.anu.edu.au/onlinetraining.html> , where students and staff participate in online courses using WebCT. Online modules are available tailored for both Mac and PC. The following training courses have been available throughout all of 2006:

- Adobe Acrobat 6.0
- Adobe Illustrator CS2
- Macromedia Dreamweaver MX2004
- Photoshop CS2
- MS Powerpoint 2003
- MS Word 2003

Although all products were used, not all were equally popular. *MS Word* online tutorials registered visits by over 400 individual users by the end of October. As a result of analysis of the first year, *Adobe Acrobat* for both Mac and PC users has been replaced in 2007 with *Excel for PC and Macs*, and the use of other products will be monitored.

Other Online Initiatives

The *Introduction to Information Literacy* course was made available online via WebCT in 2006 and 106 people went through the content. This course is offered both online and face-to-face, with Graduate Students choosing the method of delivery which suits their learning style. It is the foundation module for the Graduate Course Award in research Information Literacy. Similarly, the E-publishing course will be published to the web for 2007.

Reporting against goals for 2006

Progress	Symbol
Done	4
Largely done or very good progress	3
In train	2
Some progress, needs more work	1
Not done	0
Not done, won't do	-1

ILP: Reporting against goals for 2006

The following goals for 2006 were determined by the ILP group at the end of 2005. 2006 was a year of consolidation with many 2005 projects moving from test environment to maintenance. By December 2006, the ILP had made significant progress towards meeting most of the goals set by the group for 2006. This was achieved by the dedication and considerable talents of both individual staff and the cohesive nature of the group. The following table lists goals which were identified at the end of 2005 for the ILP.

▪ Expand the complexity of the Program offerings. 2006 will focus specifically on meeting the specialised needs of researchers and disabled	3
▪ Increase the range of online options	3
▪ Continue to quantify and qualify our understandings of the competencies, capabilities and drivers of our staff and students	2
▪ Consult with academic staff to meet their needs for teaching, administration and research	2
▪ Seek to bundle skill building and recognition of skills development for undergraduates and staff in a similar way to Graduate Course Award	1
▪ Review ANU staff IT training to maximise choice and minimise cost	4
▪ Explore options for all training to appear on ISIS/HORUS training records.	4
▪ Continue to seek a balance between generic and in-curriculum	2
▪ Provide services for the new ANU Secondary College	4
▪ Constantly remind ourselves that each year we have new students and staff for whom the university experience and the riches of the ANU information infrastructure are a brave new world	3
▪ Nomination for Carrick Awards for Australian University Teaching, Awards for Programs that Enhance Learning – Category 6 Services Supporting Student Learning	4
▪ Redevelopment of ILP and GILP website	3

AskANU: Reporting against goals for 2006

2006 was a year of discovery, development and trial for AskANU. AskANU went from working concept to reality in an extremely short period of time. The Library and InfoPlace staff involved embraced the idea of closer working relations with enthusiasm and contributed forcefully to the concept. The goals set out for the establishment of AskANU were largely met, and in some cases, exceeded. The following table sets out the measure of progress of each goal.

1. Phase 1 Analysis and Design – November 2005-May 2006	
▪ Conceptualise integrated support model and establish temporary centralised help area	4
▪ review policies and procedures for supporting use of DOI information infrastructure	3
▪ identification of staff skill levels required to support integrated support model – Levels 1, 1.5, 2, 2+	4
▪ Call centre established in Chifley with 2 separate groups: DOI HelpDesk & ANU Switch	4
2. Phase 2 Develop – June 2006-September 2006	

▪ Call centre technologies standardised and integrated	4
▪ Individual and group Staff training profiles developed for Call centre, InfoPlace and Library Information Access staff	4
▪ Procedures established for communication flows – escalation of support, outages, updates, events	4
▪ InfoScreen RSS feeds established, differentiation of internal/external screens	4
▪ Analyse and design new Call Centre staffing model	3
3. Phase 3 Implementation - Sept 2006 – February 2007	
▪ Integrated services model begins when IT and Library help location established through AskANU desk	2
▪ Telephony systems integrated with AskANU desk after 5pm	0
▪ Implement Skill sets needed for new telephony staffing model	3
4. Statistics collection and analysis	
▪ Telephony - both 59666 and 55111	3
▪ Consolidation of InfoPlace and Reference Desk stats collection methods (online)	3

Directions 2007

This 2006 report reflects the state of play for the ILP and AskANU groups as being essentially separate groups. The overall goal for 2007 will be to bring the new Information Services Support group, under the new Information and Communications Technologies Environments Director into one cohesive group. The directions and goals listed below will be drawn together in the 2007 report.

Three reference points have been identified to provide a framework for each project proposal for the Information Services Support group:

- Terms of reference should be written with a view to publish the results to the higher education community
- All projects should be consistent with, and inclusive of, emergent trends in digital resources and technologies
- The learner experience should include constructivist learning principles and include an element of self-directed help

Broad directions for 2007 support the process for the enhancement of the university learning content management services, including the core LMS platform and other augmentative platforms.

1. Support for the creation and ongoing management of an ANU knowledge management system (KMS) to assist users with their use of information services
2. Evaluation of print and other non-online channels for communication with users
3. Evaluation of face-to-face channels for communication with users
4. Support for the processes surrounding the Dol website, and linkage with the KMS
5. Support for the pilot of services surrounding Academic Honesty, leading towards a production model
6. Support for the Alliance collaborative web space
7. Support the establishment of a broad-spectrum field-services group to assist users with issues in Dol-supported spaces
8. Distribute support for information services through engagement with appropriate staff in other business areas, such as LITSS, College educational technologists and designers, CEDAM and ASLC, and creating communities in appropriate service areas.
9. Support the establishment of the ANU's flexible education agendas
10. Establish support processes for the management of digital materials and their use in education and research
11. Support the ongoing development of the Information Commons through working groups and projects, within an appropriate governance framework
12. Move to project based work practices supported by a proper governance cycle.

ILP Directions for 2007

1. Higher Degree Research (HDR) focus
 - a. Shifting from a smorgasbord approach to aligning with HDR milestones
 - b. Graduate Course Award offered as a complete package
 - c. Review of Graduate Skills Audits\
2. Online support to match most IC applications
 - a. Review collection of usage statistics (logins vs sustained visits) to improve accuracy and meaning
 - b. Gain a clearer understanding of training choices in order to provide a better mix of online/face-to-face
3. Undergraduate and Graduate Coursework students
 - a. Work closely with the Flexible Learning Group to support pilot programs and initiatives
 - b. Strengthen links with SAS for Orientation week “hit the ground running” checklist – include activate ANU email as mandatory step at enrolment
 - c. “Bundle and Award” training similar to Graduate Course Award in Research Information Literacy as a joint initiative with other support providers
4. Staff
 - a. Clarify responsibility for support for WebCT, SAKAI, Language Lab
 - b. Strengthen joint initiatives with other areas to meld pedagogical and technical training for academic staff, including sessional academic staff eg with CEDAM, STS
 - c. “Blitz” training programs which have a broader focus than previously eg including enterprise systems training. These programs may target Indigenous staff or Administration staff from all Colleges and Divisions
 - d. Extend/expose technical support for academic e-publishing – eg scholars toolbench
 - e. Tutors program – continue to work with CEDAM *ANU Institutional Leadership project – Promoting Learning and Teaching Communities*. Review concept of single induction sessions.

AskANU: Directions for 2007

1. Phase 4 Evaluation/Review – February – April 2007
 - a. Determine optimal staffing formula for all staff groups involved in AskANU concept eg InfoPlace/Library Information Access/Contact Centre
 - b. Analyse annual statistics for peak enquiry periods and usage trends for both Contact Centre and AskANU desk
2. Phase 5 Maintenance and review – May 2007 onwards
3. Extend IC/Library/IT support models to non-Library areas through
 - a. SMS using the SMS number: 0427 ASK ANU
 - b. Chat Red button chat which will link all the IC computers to support
 - c. Phone AskANU on 54428
4. IC Information dissemination project – extension of InfoScreens beyond Chifley and promotion of links with other campus infoscreens, automatic phone messages, delay answer with VAL for avalanche situations.

*Karen Visser, Program Leader ILP and Ask ANU
on behalf of the ILP team*

March 2007