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Achieving Equity: Distance Learning Library Services

California University Strategic Plan 2005-2008

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Abstract

The distance learning librarian at California University Library is charged with strategic planning for distance learning library services. Planning includes evaluated existing services and developed three initiatives: marketing library services, creating a DL Web portal site, establishing a self-archiving repository. California University Library's mandate is to develop resources in any media that meet the critical informational and research needs of the university's students, faculty, and staff and to provide reference services and information literacy instruction that engender critical thinking and lifelong learning. The mission of the Distance Learning library services is to develop equitable resources that meet the informational and research needs of DL students and faculty by ensuring that the resources purchased by the library will benefit DL students and faculty.

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Achieving Equity: Distance Learning Library Services Strategic Plan

Information Needs of DL Students

How do academic libraries meet the research and informational needs of their distance learning faculty and students? To fulfill their missions academic libraries must provide services specific to DL students. The ACRL Guidelines (2004) state that “[l]ibrary resources and services in institutions of higher education must meet the needs of all their faculty [and] students . . . regardless of where they are located” (Introduction section, ¶ 1). Accrediting agencies require that the academic institution provides “[a]ccess to a library . . . that can provide students with the materials necessary for successful completion of the course” (U. S. Department of Education, 2000, p. 11) and “informs the . . . student of library . . . services available to support learning . . .” (Western Association of Schools and Colleges, n.d., p. 12). In addition DL students are “entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings” (ACRL, Philosophy section, ¶ 1). Academic libraries have responded to the need for accessibility to library services from off campus by expanding their traditional services to include Internet access to their reference and information resources.

Background Information about Distance Learning

In 1946 with the establishment of the Division of External Studies, the University of South Africa (UNISA) (2004) became the pioneer of tertiary distance education in the Western world. “For the next 55 years, UNISA steadily built up an international reputation as an affordable, credible, accessible and flexible distance education institution.” The Open University of Great Britain (2004), well regarded internationally as a high-quality provider of distance education, was begun in 1966. “The most dramatic development . . . is conferencing on the internet, where numbers have risen from 2,000 students in 1994 to 110,000 this year” (p. 4).

The literature on online education reveals that in public and private institutions DL courses are increasing in number. Regis University (2004), a Jesuit school in Denver, CO, for 126 years, established its extended education arm in the 1970s. In 1995, Regis University offered 5% of its classes online, but by 2000 25% of all classes were offered online resulting in 10,000 enrollments (Riedel, 2002). Central Michigan University (n.d.) offers distance learning courses in two formats. Undergraduate courses are print-based with all course material included in a printed learning packet. Graduate only online classes use Blackboard as the instructional delivery tool. CMU is the primary provider of off-campus degree earning programs for active military on and off bases all over the world.

University of Illinois Online (2004), established in 1997 as a university-wide initiative supported by the three U of I campuses, now offers 63 degree and certificate programs, including Library and Information Science. Through a partnership with U of I Online, graduates of Foothill College, a community college in Los Altos Hills, CA, can transfer into bachelor degree programs in four majors. Degree candidates transferring from Foothill pay the same tuition and fees as in-state Illinois residents (Foothill Global Access, 2004).

The Strategic Planning Process

The Director of California University Library designated the DL librarian to be charged with initiating a strategic planning process that evaluated existing DL library services and developed three initiatives that strategically relocates DL library services in 3 years. The DL librarian is commissioned to request the cooperation and involvement of all CU library staff members connected with DL services. Drucker (1967) states, "...the action commitment should be as close as possible to the capacities of the people who have to carry it out" (p. 92). The Strategic Planning Task Force will consist of: Library Services reference librarians and staff and

Information Technology (IT) librarians and staff. Collaboration with university faculty in the disciplines teaching DL courses and e-Campus faculty and staff will be necessary.

Management Style during Strategic Planning

Johnson followed a seven-stage process of strategic planning in her 1994 case study. Johnson's thinking greatly elucidated the researcher in preparing this plan. McClamroch, Byrd, and Sowell (2001) also influenced this researcher, particularly their decision to make use of Strategy Change Cycle, a model of strategic planning that is inductive and not rational-deductive (p. 373). A rational-deductive approach to strategic planning assumes that goals and objectives will flow rationally from the vision and mission, and that someone with enough power and authority can demand their acceptance. However, McClamroch et al. found that in real life planning was far messier. Their inductive method made use of political decision making involving negotiation and compromise among stakeholder groups to resolve issues (p. 373). This understanding of strategic planning empowered the researcher to work in partnership with the Strategic Planning Task Force and not as an authority figure. The researcher is calling for monthly meetings of the Task Force.

Introduction to Cal U Library

This strategic plan is based on fact, but the researcher has changed the names of people with whom she has been in contact, and any places that she has visited, for the purposes of protecting the privacy of those involved. The researcher has gathered information for a School of Library and Information Science (SLIS) assignment for which she is acting as the DL academic librarian and leader of strategic planning. No one, other than the researcher, should be held responsible for any topics described herein.

Stakeholders

Stakeholders affected by this strategic plan are identified as all user groups and staff involved in receiving or delivering DL library services: such as the DL librarian, faculty teaching DL classes including adjunct faculty, e-Campus staff, library IT staff, subject area reference librarians from library services, e-Reserves staff, library upper management, graduate and undergraduate students using e-Campus WebCT and Blackboard course management software.

Environmental Factors

The Western Interstate Commission on Higher Education (WICHE) defines distance education “as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place...[and may] employ correspondence study, audio, video, or computer technologies” (2002, Definition section). The Higher Education Amendments of 1998 define distance learning as an educational process that is characterized by the separation, in time or place, between instructor and student (U. S. Department of Education, 2000). Regis University (n.d.) defines DL students and faculty as “those persons enrolled in or teaching a course...at a location other than the [main] campus..., or completing coursework through...independent study, televised learning,...video, or via the Internet *and* living more than 10 miles [away]” (Mission section).

Cal U adopted a policy for Distance Education Courses and Programs on May 7, 2001. In this policy distance education is defined as “a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place...” (Office of the Academic Senate, 2001, Definitions section).

Mandate-Cal U Library

The California University Library mandate is to develop resources in any media that meet the critical informational and research needs of the university’s students, faculty, and staff and to

provide reference services and information literacy instruction that engender critical thinking and lifelong learning.

Vision and Mission-DL Library Services

DL library services' vision on providing library services to DL students is in accordance with ACRL Guidelines (2004). "Every effort will be made [by the library] to accommodate the needs of Distance Education... students and faculty equitable to traditional, on-campus users" (University of Wisconsin Library, 2001). The mission of DL library services is to develop equitable resources that meet the informational and research needs of DL students and faculty by ensuring that the resources purchased by the library will benefit DL students and faculty.

Goals of DL Library Services

Goal 1: Library resources

To provide key library resources that support the DL services mission statement including the following capabilities:

- Online library catalogue;
- Online databases in all academic subject areas, 185-190 total (D. Wu, personal communication, Nov. 18, 2004);
- Electronic journals (e-journals) with full text retrieval, 19,500 total (D. Wu, personal communication, Nov. 18, 2004);
- Electronic books (e-Books) 4,557 in academic subjects;
- Electronic course reserves system (e-Reserves);
- Interlibrary loan services (ILLiad);
- Link+ services with participating libraries;
- Website with dedicated pages for DL students and faculty;
- Secure site log in and password by proxy server.

Goal 2: Reference services and research instruction

To provide reference services and research tutorials that support the DL services mission statement including the following services:

- DL librarian;
- Reference consultation by telephone with subject specialist librarians;

- Online 24/7 chat reference service;
- Online e-mail reference service with subject specialist librarians;
- Tutorials on research and writing aids;
- CU e-Campus links to library resources, tutorials, and reference services;
- Online handouts providing information resources and research tutorials for specific online classes;
- Instructions for accessing library's secure site log in capability;
- Links to appropriate databases by academic subject;
- Links to appropriate Internet Web sites by academic subject;
- Links to appropriate professional associations Web sites by academic subject;
- Links to Web sites of CU academic departments.

Goal 3: DL library services Web portal

Establish the DL library services homepage as an information gateway for DL students and faculty. This portal site needs to be marketed to DL students as their Web site of choice for supplying research resources and for satisfying their information needs. According to Evans, Layzell Ward, and Rugaas (2001) "Success will come to the organization that best determines the perceptions, needs, and wants of their target markets..." (p. 92). A user survey using the W3 model will determine the needs of DL students and faculty (Schultz, 1998, Our strategic planning begins section, ¶ 9). What do DL students and faculty want on a DL library services homepage?

- What does DL library services want on their homepage?
- What can DL library services do to get both the above done?
- Get a list of concrete items to ask users: is this what you want from us? Anything else important to you? Where are our services disappointing you?

Opportunities and Threats in the External Environment

The threat exists that some academic departments have developed dedicated servers for e-Reserve materials for students in their departments bypassing the library's role of information access and repository. The opportunity is to promote the library's e-Reserves to faculty and to create e-Reserves as a separate entity within Course Reserves with a separate name and links to that name within DL library Web pages and Cal U Online e-Campus Web pages.

The threat exists that some academic departments have or may develop Open Access e-

Print repositories for archiving faculty and student unpublished papers and manuscripts independent of any university-wide, library initiated effort. The opportunity is to develop a university-wide, library initiated, e-Prints repository and archive for faculty and graduate student unpublished papers, including masters' theses traditionally bound and deposited in the library.

The threat exists that Cal U Online e-Campus does not communicate with the library such that their Web pages have no live links to the library or the library DL pages. When this happens, studies have shown that faculty provides students with inaccurate information about online research resources and library resources become underused (Riedel, 2002). The opportunity is to initiate new links or update dead links between DL library services Web pages and e-Campus informational pages. Also to establish solid DL library resources links within e-Campus WebCT course management software. The one link on the e-Campus Web site to the library is buried deep in the Faculty Resources page and even this link does not go where it claims to. The Online Learning Tools and Online Learning Resources links on the Students Resources page do not function. Obviously these links once worked and can easily be updated to the library's current Web site URL, specifically the DL Web site. Also opportunities exist for DL librarians to collaborate with e-Campus in online course development team in order to develop reference resources for existing online classes.

Strengths and Weaknesses in the Internal Environment

Strengths and weaknesses of current DL services exist in the internal environment. The strengths of the existing DL library services are many:

- A DL reference librarian position;
- A high speed, T4, direct link to the Internet backbone;
- A homegrown e-Reserves system;
- A comprehensive list of 19,500 online, full text, journals in alpha order;
- A solid 185 to 190 different databases with online access to journal articles;
- 9,000 e-Books, some with downloadable and multiple use licenses; 4,557 in academic

subjects (D. Wu, personal communication, Nov. 18, 2004);

- A user friendly 12-page DL library Web site featuring information literacy tutorials, research and writing aids, online reference services, links to databases, research tools organized by academic subjects, and course reserves, last updated August, 2003.

Weaknesses exist in current DL library services in general regarding awareness of existing DL library services, such as e-Reserve capability within Course Reserves. Enhanced marketing of existing services to target DL students and faculty must be initiated. Many of these services remain unknown to DL students and faculty, particularly CalU Online e-Campus DL students and first-year School of Library and Information Science (SLIS) DL students. This can be turned into strength if all DL library services were concentrated in a DL library services Web portal and if this portal was directly linked to all DL course management software modules, such as WebCT and Blackboard.

One cause of lack of awareness may be because the library doesn't have a clear determination of DL student status and has not actively marketed their DL services to the faculty and e-Campus staff involved with online course development. This could be turned into strength if the DL library services staff marketed their products to their target audience.

The DL librarian doesn't participate in online course development and is not a member of the development team. DL librarians at other universities, such as Regis University (Riedel, 2002) and U Wisconsin Eau Claire, (Markgraf, 2002) found that building collaborative relationships with DL faculty and becoming a permanent member of the online course development team greatly increased student and faculty awareness and use of DL library services. This could turn into a strength by networking with university DL and adjunct faculty and establishing communication with the online course development team at e-Campus in the effort of creating a partnership to enhance learner awareness of DL library services and to assess additional student and faculty needs.

Weaknesses exist within the e-Reserves system. One weakness is that various names are given to reserves in the library Web site directory/map: Course Reserves, Academic Reserves, but not e-Reserves. Course Reserves generally refers to print reserves. The option of e-Reserves is not clearly determined at any portion of the Web site. This could easily become a strength with separate links to e-Reserves set up on the DL Web pages and within e-Campus online WebCT courses and SLIS Blackboard courses.

Strategic Initiatives and their Objectives

Actively market existing DL Services

Pursue a policy of collaboration with faculty and staff at Cal U e-Campus unit and SLIS to promote DL services to students and faculty. View these groups as potential customers.

“[C]ustomer needs are the focal point of marketing” (Evans et al., p. 92).

Work toward developing a collaborative relationship with e-Campus. Establish new or refresh existing links between DL Web site and Cal U e-Campus Web pages. Because the Web is the only way DL students can access the library the message must be targeted to this group. Evans et al (2001, chap. 4) use target marketing to target the message so it cannot be missed.

Market electronic reserves services to DL faculty in all departments. Explore other university libraries to get information about how electronic reserves are handled. At Cal State San Marcos Library Reserves (n.d.), electronic and print reserves have separate links and the differences are explained. “Electronic Reserves (E-Res) Just like...in print, but online in PDF. Print Reserves Search for material at the Check Out Desk by professor or course” (Reserves section).

Develop recommended online resources by subject to link to existing online e-Campus courses (Riedel, 2002). Some reference librarian have created online handouts that provide

information resources and research tutorials for specific classes for which they are the subject area specialists. A Business Reference Librarian has made available at her Web site a handout of appropriate library resources (Wu, 2004). Lists should be available for every online course.

Create a DL library services Web portal or gateway

This portal site will have a different look and feel from the regular Library Web pages so that DL students will know when they are at pages geared to their needs. This will be updated with information that DL students do not hear about because they are never on campus. For budget purposes the portal will be maintained as an ongoing SLIS internship or para-professional position. The SLIS intern will work with the Web Portal Task Force to design and build the original site. Central Michigan University's Off-Campus Library Services (2004) provides a good example site.

This DL gateway page will be newsy and bring up general reminders to DL students so they feel connected to the Library in particular and the campus in general. The goal is to establish the DL Library Portal as the web site of choice that DL students go to first when accessing the University. California University is a large place and the university Web site is equally large. DL students are on the fringes of the campus. The existing e-Campus Web site (SJSU, n.d.) does not begin to bring together all the online campus resources available to DL students.

Implement this by establishing an internship or para-library position with SLIS for a graduate student to work on this Web page with the DL librarian. This internship could connect to an Interface Design class or a Web Publishing class at SLIS or with any future DL librarian track within SLIS. Initial contact with SLIS faculty member should start with faculty who are involved with DL, possibly the Director of the Fullerton Program. There are many examples of

students, especially graduate, in para-professional positions at universities, such as teaching English as a Second Language (TESL) student interns who teach classes at American Language Institute, San Francisco State University (SFSU), a noncredit language institute for foreign students hoping to matriculate (2004, “M.A. TESOL program information.”).

Establish an Open Access e-Prints repository

An Open Access repository will enable faculty, staff, alumni, and current graduate students to self-archive dissertations, theses, research papers, and other manuscripts on the library server using e-Prints open source software.

Research and understand the concept of Open Access and self-archiving using e-Prints software. Examine other universities’ repositories. Stanford University started High Wire Press in 1995. It now “hosts the largest repository of free full-text life science articles in the world, with more than 750,000 free, full text articles online” (Stanford U, 1995). Cornell University (2004) owns and operates arXiv.org e-Print archive. Started in August 1991 at the Los Alamos National Laboratory, the arXiv site is a fully automated electronic archive and distribution server for research articles (Gustafson, 2004). Both are available to all users who can register for free.

Implement this by working with the Director of Information Technology, Cal U Library (SJ Library.org, 2003, “Staff contacts.”). Contact Create Change, the Association of Academic Libraries’ initiative promoting Open Access repositories for information about how to market this to Cal U faculty, staff, alumni, and students (ARL, 2003).

Tactics that Implement the Strategic Initiatives

Target DL faculty and students as the target market for DL Services

According to Evans et al. “[y]our target are the customers your library can attract efficiently with tactics and effectively with strategies” (2001, p. 104). They explain, “[t]actics are

specific actions designed to accomplish objectives which the strategy has defined...” (p. 107).

Notify e-Campus Director that the links on the Student Resources Web page Online Learning Tools and Online Learning Resources are dead (e-Campus, n.d., “Getting started.”). On the Faculty Resources Web page the link to DL librarian goes instead to the Library homepage (e-Campus, n.d., “Faculty resources.”). Discuss with the director methods whereby DL library services can become a collaborative member of the online course development team. Bring to his attention plans for the new DL Library Portal site and ask for his input. Offer to develop Recommended Online Resources for existing online classes and show him examples of current Web-based handouts of resources for online courses (Kendall, 2004; Wu, 2003).

Look through upcoming Class Schedules (MySJSU, 2004) to determine what classes are offered online. Contact faculty in the academic departments offering online classes. Develop sample Recommended Online Resources in subjects applicable to new or existing online classes. Offer to show these to faculty members and explain how DL library services can help faculty develop research resources for their DL students. A good example is University of Wisconsin-Eau Claire McIntyre Library’s Support for Distance Education Courses and Programs (2004). This page lists DL courses and provides links that connect the user to pages of Library Resources designed specifically for that course. This list can grow as new courses are added each semester.

Update the Course Reserves Web page such that e-Reserves are accessed separately from Print Reserves (SJ Library.org, 2003). Update Faculty Services pages that explain the Course Reserves system. Currently, nowhere on these pages is there any explanation of an e-Reserves capability (SJ Library.org, 2003).

Create a DL library Web portal

Explore other library DL pages to determine a successful interface. Central Michigan

University Off Campus Library Services (2003) has an entire Web site designed for DL students that accesses the same library resources as their main library site but are marketed with DL students' needs in mind. With a different look and feel from the library main sites but seamlessly connect to them, DL students should know when they are in DL Web pages and when not.

Contact the Internship Coordinators at SLIS North and South (2004). Explore the internship requirements in which the SLIS student receives academic credits. Discuss the responsibilities and dimensions of an ongoing SLIS-DL library services internship. Discuss the necessary skills and course background requirements. Complete the Practicum/ Internship Site Proposal Form (SLIS, 2004). Advertise the internship to SLIS students.

Establish an Open Access e-Prints repository

First survey faculty, alumni, and graduate students about an interest in establishing an e-prints repository. Inform your target group about the concept Open Access and a self-archiving repository (e-prints.org, 2004). Explain the advantages. See the researcher's homepage for background information about Open Access (Yiotis, n.d.). Think of a name for this repository.

Research how to create the repository. See e-Prints Self-Archiving Frequently Asked Questions (FAQ) (2004). ACRL Create Change (2003) Web site provides excellent information for librarians. Learn what is involved in developing an e-Prints repository. Discuss feasibility with the IT unit at the library. Contact the Director of Information Technology at (408) 808-2422 (SJ Library.org, 2003). Discuss the hard and software requirements. Explore the costs in terms of technical requirements and human resources. Discuss with the Department of Computer Science (2004) the possibility of offering an internship to a graduate student to set up an e-Prints repository for the campus library.

Steven Harnad suggests: “Institutions should some (very modest) start-up funds available to pay **a team of library assistants or even students** to DO THE SELF-ARCHIVING FOR THE FIRST WAVE OF RESEARCHERS. Many researchers will be willing and able to do their self-archiving for themselves, but it is critical not to lose those who are willing but feel they are not able: Their digital texts are already in their word-processors, but they feel they can't get them into the archive. Have everything in place to do it for them! It will cost a pittance per paper, and it will only have to be done once, for once self-archiving gathers momentum, everyone will realize how trivial (but essential) it is to do it with all of their papers. **(Web-savvy students, greedy to have everything for free on the Web, could be mobilized** to do the uploads by the researchers themselves in the later phases of self-archiving.” Harnad, S. (2000). Re: Questions from Italy about "Subversive Proposal.” Retrieved Dec. 4, 2004, from <http://www.ecs.soton.ac.uk/~harnad/Hypermail/Amsci/0715.html>

Critical Success Factors

The Task Force identified broad indicators that evaluate the successful implementation of this plan. This plan will be complete, if, by 2008, we have achieved the following:

Established a DL library portal as a first point of contact for DL students, faculty, alumni, and staff who seek assistance in research, reference, resources, and tutorials (CSU, Fresno, n.d.). Performed formative informal evaluations, such as student self-evaluation, faculty-librarian self-evaluations, staff observations (SKC School Library, n.d.).

Established external partnerships and collaborations with faculty and staff that enhance DL university-wide programs. Performed formative formal evaluations, such as staff surveys, document review, faculty-librarian evaluations.

Increased the annual percentage of operating budget allocated for services used by DL students, as well as all other students, to 40% from the current 32%. Performed summative evaluations, such as using technology to track usage figures of e-books, e-databases, e-reserves.

Established the Open Access e-Prints repository as the place of choice for faculty, alumni, and current graduates to publish dissertations, thesis, and other unpublished articles.

Performed summative evaluations, such as tracking usage figures of e-prints repository.

Time Line January 2005 to January 2008

Market existing DL library services

1. Establish the Marketing Task Force immediately.
2. January 2005 explore other academic libraries' course reserves online. Make a decision on how to modify the Course Reserves page. Contact all academic faculty about course reserves and the library's e-Reserves capability.
3. March '05 contact e-Campus director about updating existing links to DL library services from the e-Campus Web site. Discuss the new DL library services initiatives. Demonstrate online resource handouts already developed by subject area reference librarians. Explain that the library is planning to develop a Web page of recommended online resources for every online course and that our goal is to have direct links to these pages on the WebCT, the course management software. Inquiry about the online course development team.
4. June '05, contact subject area reference librarians about the outcome of discussion with e-Campus director. Ask them to go forward with creating recommended online resources pages for each on-line course, with a completion date of June 2006. Decide on a common title for these pages. The subject area reference librarians would maintain control of these Web pages to change them as needed based on collaboration with faculty.
5. June through August '06. Work with e-Campus course development team and DL faculty to include the recommended online resources Web pages in WebCT online classes to be ready by Fall '06. Connect each faculty member with their subject area reference librarian.
6. Fall '06 and Spring '07 continue to work with e-Campus and DL faculty to monitor the effectiveness of recommended online resources pages. Continue to work with subject area

reference librarians to modify the resources pages as suggested by faculty.

7. June '07 monitor and make changes as recommended by faculty or subject area librarians.

Create a DL library Web portal

1. Establish the Web Portal Task Force immediately.
2. January 2005, entire spring semester. 6 months of research on other library web portals.
3. By Fall '05 have the beta version ready? Another 6 months on creating a Beta version.

August '05 SLIS intern comes onboard to help work on the beta version and to learn the web design software used by the library.

4. By January '06 beta version is sent out for testing to DL faculty, students, and anyone interested. The SLIS intern handles the communication with beta version testers and records results. Testing is ongoing for another 6 months.
5. Committee meets by May '06 and agrees to have the final product up and running by August 06 at start of fall semester. New intern may come on board Fall '06. The final product runs through fall semester.
6. Spring '07, Task Force solicits evaluation by survey from DL students and faculty. Task Force is responsible for creating the survey. The task force discusses the results and decides on how to change the site.
7. Each year from then on at the end of spring semester evaluative surveys are sent out and over the summer the changes are made. The revised site is always ready by fall semester.

Establish an Open Access e-Prints repository

1. Establish the e-Prints Task Force immediately.
2. January 2005, devote first 6 months to becoming informed about Open Access, e-Prints software, and self-archiving. Explore other universities' repositories. Contact other

universities that have repositories inquiring about their creation process, such as the steps required to create one. What are the difficulties? Contact Create Change and e-Prints.

3. June to Dec. '05 discuss this idea with IT people. Find out what hardware is needed. Can the library do it with current hardware and servers? Who will permanently maintain this repository, DL services or library IT? How much time and money does it require? Possibly work on an internship with computer programming graduate department for a student to be assigned this work. Inquire at other universities how they handled this.
4. Contact Department of Computer Science, Internship Program, (408) 924-5060, with the offer of an internship that involves the e-prints repository or as an idea for a thesis project.
5. June to Dec. '05 prepare and send a survey to faculty, graduate students, undergraduate seniors, alumni, administrative staff, inquiring about interest in the option of publishing their papers, dissertations, theses, research results, online. Inform them that the DL services wants to find out level of interest in and need for a university-wide e-Prints repository.
6. January 06 begin the creation. Decide on a name for the depository. Establish a home page for this repository with links to many other repositories and to library and DL portal pages.
7. Fall '06 the repository is ready for use. Advertise its availability. Run workshops on how to self-archive your papers. Run these in cooperation with graduate departments and theses advisory committees.

Budgets 2005-2008 (As Appendix)

Operating budget, 2005-2006

Evans et al. (2001, chap 15) define operating budgets as the amount of money a library expects to spend on its activities over a 12-month fiscal year. To estimate a budget, we looked at the last year's expenditures and adjusted for inflation to calculate next year's. In the current

information resources budget, 32% goes to services used by distance learners; 68% goes to services other than those used by distance learners. Our goal was to increase by 8% the expenditures that go toward services used by distance learners, as well as all other, students and faculty. The 2005-2006 budget is adjusted 5% for inflation and adjusted to increase DL services to 40% of total expenditures. The non-DL services percentage is reduced from 68% to 60%.

Strategic Initiatives budget, 2005 through 2008

The costs for marketing existing DL services are in human resources. No hard or software purchases are necessary. Total number of man-hours necessary is 1,600 over the period of 4 years; 1/5 of a workweek, or 8 hours a week will be devoted to this task over 4 years.

The costs for designing a Web portal entail the hourly salary of a SLIS intern, usually \$10 to \$12. Internship hours vary from 10-15 hours a week for a 3-credit practicum resulting in \$120 to \$180 per week or \$1,800 to \$2700 per semester. This would be an ongoing cost. The project will use the existing, library owned, Web design software, unless purchase of additional software is necessary. Dreamweaver MX costs about \$500 for educational institutions.

The costs of creating an e-prints repository depend on the current library server; additional hardware purchases may be unnecessary. e-Prints software is open source. Other costs are in manpower. Expected man-hours are 5 hours a week for 3 years or 750 hours. A computer science intern receives the same wage as the SLIS intern, \$10 to \$12 per hour. Internship hours vary from 10-15 hours a week resulting \$120 to \$180 or from \$1,800 to \$2700 a semester.

Information Resources Operating Budget 2002-2003			
Includes DL Services		Excludes DL Services	
Electronic books	\$9,069	Books print:	\$504,917
Computer files and search services, current subscriptions e-serials, current titles 4,557	\$619,916	Books, serial backfiles, and print materials:	\$513,986
Document delivery/interlibrary loan	\$15,724	Periodical and serials subscriptions	\$934,771

Computer hardware and software including maintenance	\$96,130	Current serials-microform	\$35,558
Bibliographic utilities, networks, and consortia	\$214,810	Audiovisual materials	\$26,765
Total	\$762,320	Total	\$2,015,997
Grand total	\$2,778,317		
Projected Information Resources Operating Budget 2005-2006			
Includes DL Services		Excludes DL Services	
Electronic books, current holdings 4,548	\$09,500 \$12,000 adjusted \$21,500	Books print:	\$530,000 \$080,000 adjusted \$450,000
Computer files and search services, current subscriptions e-serials, current titles: 4,557	\$651,000 \$092,000 adjusted \$743,000	Books, serial backfiles, and print materials:	\$540,000 \$050,000 adjusted \$490,000
Document delivery/interlibrary loan	\$16,500 \$35,000 adjusted \$51,500	Periodical and serials subscriptions	\$981,500 \$080,000 adjusted \$901,500
Computer hardware and software including maintenance	\$101,000 \$ 50,000 adjusted \$151,000	Current serials-microform:	\$37,300 \$20,000 adjusted \$17,300
Bibliographic utilities, networks, and consortia	\$226,000 \$ 50,000 adjusted \$276,000	Audiovisual materials	\$28,200 \$15,000 adjusted \$13,200
Total	\$1,004,000 \$1,248,000 adjusted	Total	\$2,117,000 \$1,872,000 adjusted
Grand total	\$3,121,000		
Adjusted grand total	\$3,120,000 adjusted		

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Strategic Initiatives Budget, 2005 to 2008				
Marketing DL services	FY 2005	FY 2006	FY 2007	FY 2008
400 man hours	\$12,000	\$12,000	\$12,000	\$12,000
Designing Web portal				
SLIS intern	\$7,200	\$7,200	\$7,200	\$7,200
Dreamweaver	\$0,500			
Creating e-prints repository				
Computer Science intern	\$7,200	\$7,200	\$3,700	\$3,700
Computer hardware	\$3,100			

Totals	\$30,000	\$26,400	\$23,000	\$23,000
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*Appropriate use of APA citations and references:

Good research as it's a comprehensive list BUT . . . minus 2 points for the following:

p. 4 - informational need[s] - there will be plural! done

p. 4 - WASC is not in References done

p. 4- (UNISA, 2004) so that acronym is obvious done

p. 5 - Drucker (1967) "...the action... [excellent choice of quotes]

p. 6. - define SLIS done

p. 6 - has gathered... [I appreciate this disclaimer.]

p. 7 - Paragraph not cited for WICHE quote. done

p. 7 - insert (before Office done

p. 8 - I would delete punctuation in bulleted lists but that may be my preference.

(Also, I would have inserted more commas but that may be preference of style.)

p. 10/13 - don't use "don't" and "they're" in a research paper done

p. 12 - are explained [delete stuff, etc.] in print, but online in PDF

"Electronic Reserves (E-Res) done

p. 12 - delete [So far] Some reference...done

p. 13 - choice that DL students done

p. 13 - TESL typo done

p. 13 - spell SFSU done

p. 14 - universities' repositories done

p. 14 - which the strategy has define[d]? done

p. 16 - CSU, Fresno, 2001 - date in References is n.d. I've fixed.

p. 19 - this idea with IT people done

pp. 21-2 - budget should have gone in an Appendix

p. 24 - Foothill...November 15, 2994, [always spell the month and include a comma] I fixed all in References.

p. 25 - San Jose State University. (n.d.) [no title is listed] I've fixed to Homepage.

-in all References with URL's, use italics for the 'title' and no

quotation marks (e.g., Kendall, S. (2004). Reference librarian. Retrieved November...) I think I have followed this throughout my References. Her example doesn't follow rule.