REPORT

PRESIDENTIAL TASK FORCE
ON THE FUTURE OF THE LIBRARY

COLLEGE OF STATEN ISLAND
CITY UNIVERSITY OF NEW YORK

September 1999

Marlene Springer, President
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INTRODUCTION

The Presidential Task Force on the Future of the Library began to work in the fall of 1997 chaired by Acting Chief Wilma Jones. The group collected considerable data and began informing itself on the issues and parameters of the challenge. In the fall of 1998, Chief Librarian James Marcum assumed the chair. Among the special activities of the group was leadership of a day-long "Workshop" on the future of the library held on December 11, 1998, sponsored by President Springer and Vice President of Academic Affairs/Provost Affron, and involving the CSI Institutional Planning Committee.

Appreciation and heartfelt thanks go out to all the members of the Task Force:


The Faculty Committee on the Library, chaired by Professor Charles Kramer, also contributed to the thinking and work that produced this report. Members of that committee in 1998-1999 are:


Finally, but certainly not least, the members of the Library Department participated in the discussions, writing, and review of the various parts of this report. This group includes:


Inevitably, a few writers and editors assume particular responsibility for crafting the final report. It is hoped that this effort has not diminished the value of the contribution of all the other participants in this important project. A special word of thanks to Joan Hartman, whose editorial eye and pen improved the language and clarity of the message.

James W. Marcum
Professor and Chief Librarian

Wilma L. Jones
Associate Professor and Deputy Chief Librarian

April 1999
EXECUTIVE SUMMARY

The best way to effectively summarize all the information and recommendations in this report is to list a series of main points:

1. The future libraries face is undetermined, but certainly it anticipates a growing role for technology, expects changing student demographics, and embraces new media and information formats. Among the most prevalent extant visions of future challenges are the provision of "gateways" to various resources and databases and heightened demand for librarians as instructors, intermediaries, evaluators, and guides through the electronic universe.

2. Books and print will not disappear; digital media will only supplement print, not displace it. Technology cannot cut costs and deliver panaceas; technology can deliver more resources for the same money. Technical resources are not maintenance free: they require skilled support.

3. The current condition of the CSI Library is inadequate to meet expectations. The collection is too small by half; the utilized space of the facility and the number of professional staff likewise fall short of the levels enjoyed by comparable institutions in the region. This situation diminishes the perceived quality of CSI.

4. Usage of the Library is well below conventional expectations. A significant effort will be required to bring the library into the heart of the CSI learning experience.

5. A clarified Mission Statement points the library in selected, focused directions: A carefully delineated Core Collection is the key to the effectively prioritized improvement of the collection and its utilization by the students in their learning experience.

6. While the quality of the services provided by the library is acknowledged, continuous training and learning will be required to improve those services and keep the organization current.

7. Strategies for the future are spelled out in a CSI Library Initiative '99. They include:

   a. collaboration with teaching faculty to improve the collection and its use;
   b. steady augmentation of the collection of books and other media;
   c. a heightened role for library instruction to make CSI graduates information literate;
   d. pursuit of additional support for the library (both internally and beyond the campus);
   e. improved utilization of available space to provide additional seating and appropriate spaces for group study;
   f. restructuring the library's organization and processes to assure effectiveness currency, and continuous improvement;
   g. ongoing strategic improvement of the library's technical infrastructure.
I. THE FUTURE IN QUESTION

Any plan for the future should set out its assumptions. Here we begin with three larger questions regarding the environment within which academic libraries function:

1) What is the future of print, of scholarly publishing, and the book?
2) What can be surmised regarding the rising role of digitization, or what will be the form and impact of the digital library?
3) How will students learn in the future? Will traditional instruction continue to be the norm, or will the growing focus on learning overturn that practice? To what extent will this impact the library?

The Future of Print

Historically, for centuries, the library was a print-based institution. Today, technology has caused a major restructuring of the library. There are widespread predictions of the paperless society and the end of the book. Should these be taken seriously? Opinions differ. On the one hand we have the prominent library report that the publication of books and print materials is increasing, not declining, that predictions of a paperless society are nonsense, and that the future of print is secure. On the other hand, there are serious warning signs that the traditional print-based industry faces a major crisis. An extensive study of the conditions and prospects for scholarly publishing spells out the dimensions of the serials crisis, focuses attention on the escalating costs of scholarly journals, and initiates inquiry into possible solutions. A scenario that stops short of doomsday but expresses a troublesome future for the book comes from the pen of Eli Noam of Columbia University; he argues that the rising prevalence of digital media must surely eclipse the former dominance of print medium. Another author suggests that print will cease to "define the organization and presentation of culture."

Meanwhile, old traditions remain influential. A recent inquiry points out a direct relationship between the number of volumes held and journal subscriptions of academic libraries with the number and influence of publications of the faculty of academic institutions. The libraries with the greatest research collections serve the most productive scholars. To what extent is there a cause-effect relationship?

The rise of new media and new forms of technological delivery of information make us more conscious of the advantages and disadvantages of print media. A print book or article can have only one reader at a time, is inflexible, and is difficult to reformat. Print collections are bulky. Storage is costly. The catalog record is separate from the text. Access to the item is limited by
the hours the library is open. And there is no direct connection between the size of the collection and the use of the collection; many academic library books are never read.\footnote{5}

Clearly, however, the (Codex) book remains a powerful medium for presenting an argument or telling a story. The haste with which presidents, professors, and celebrities rush to produce a book to validate their tale demonstrates this power. For the foreseeable future, digitized media will supplement print, not displace it.\footnote{6}

**The Future of Academic Libraries**

Projected futures for the academic library parallel expectations for print, but then venture into new territory. Predictions of a paperless society are no longer the rage, but visions of libraries as book museums are predicted now and again. More prevalent today are visions of future libraries encompassing both print and digital media as well as providing gateways to the electronic universe. An example of this is the "bionic library," with physical collections undergirded with systems of electronics and telecommunications providing round-the-clock access to information.\footnote{7}

The byword today is the "digital library," a concept still undergoing definition. Among the issues debated in this definition process is whether the library should be considered a place or a gateway? The traditional emphasis has been on a space, bound with walls, accessible by the pertinent community and providing sanctuary and support for research and study. But today the library is also a gateway to the information highway, a node on the Internet. The operating assumption is that both are vital functions, but Peter Lyman, University of California at Berkeley, asks if these two visions are compatible? Can our understanding of "libraries" be expanded to encompass new networks and technologies?\footnote{8} The operating assumption at CSI, and most technologically oriented academic libraries, is that the print and technology components can be melded into an effective entity.

Another way of expressing the problem is to consider the complexities of "form versus content." The digital library is, by definition, a multi-media entity, utilizing a range of peripheral equipment to access print, video, audio, computerized graphics, networked software, and the like. Cataloging is being revolutionized by the need to describe related items in various media. New terminology explores emerging dimensions of meta-data including digital objects and digital object identifiers, located in repositories of record, accessed by means of repository access protocols. Mastery of the new waves of information is complicated by incompatibilities in software and hardware. For instance, a file created may be quite different from the file that is stored, and different still from the file when displayed,\footnote{9} as any PC user has experienced when carrying floppy disks from one workstation to another.

Digital libraries offer great promise for improved management, expanded access to materials, and for facilitating varied learning styles. One vision of their potential stresses improved capabilities for collaboration among students and scholars; facilitated access, retrieval and dissemination of documents; the management of distributed databases; the provision of reference services anytime and anyplace; improved multi-media information discovery and provision; easier development of instructional modules; and the provision of services through multiple
Clearly, the new technologies promise improved capabilities in collection management, process and services improvement, and staff training and development. Proponents of the digital library point out weaknesses in traditional library models. The library arose as a means of managing the increased information created by the printing press. It was predicated on the continuing scarcity of information. Its function was to preserve information and serve as a depository. Over time the model evolved, but traditions of relative passivity and a posture of responding to questions prevailed. This traditional mindset may prove a serious vulnerability considering the adaptability required by the changing circumstances. Certainly, information scarcity is no longer the problem; today the problem is information glut. Databases once obscure to all but all interested specialists are now accessible and familiar to many because of the Internet and user-friendly searching tools, such as Web browsers.

The Information Revolution

We forget how recently the “information revolution” arrived. Just thirty-five years ago (1963) fewer than 20,000 journals and magazines were published. A contemporary guide to the journals listed 215 subjects covered. The average price of a journal was $7. At that same time roughly 15,000 books were published annually, at an average cost of $6. But change lay ahead. A quarter-century of stability in publishing dating back to the 1920s began to unravel. An age when 10,000 titles were published annually while the average price crept from $3 to $4 came to an end.

In each of the following decades, titles and prices more or less doubled; a summary of the data follows. Today, there are more than 157,000 titles covering 973 subjects published at an average price of approximately $200.

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<tr>
<td>Journal Titles</td>
<td>19,796</td>
<td>50,000</td>
<td>64,800</td>
<td>140,000</td>
<td>157,000</td>
</tr>
<tr>
<td>Subject Heads</td>
<td>215</td>
<td>556</td>
<td>966</td>
<td>973</td>
<td></td>
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<tr>
<td>Average Price</td>
<td>$7</td>
<td>$14</td>
<td>$53</td>
<td>$135</td>
<td>$200</td>
</tr>
<tr>
<td>Books published (US)</td>
<td>16,000</td>
<td>40,000</td>
<td>42,000</td>
<td>48,000</td>
<td>62,000</td>
</tr>
<tr>
<td>Avg. price hardbound</td>
<td>$8</td>
<td>$14</td>
<td>$31</td>
<td>$45</td>
<td>$50</td>
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We should add to this that global book production went from 275,000 titles in 1963 to 700,000 titles in 1995.

These factors challenge basic assumptions about the library as a repository of information. Thirty years ago an aspiring research library, with the requisite 5,000 journal subscriptions providing the price of entrance, could represent a substantial percentage of the knowledge of the day. Today that minimum research standard captures less than five percent of the information published. The idea of capturing and "warehousing" all information so it can be available when needed is obviously dysfunctional; even Harvard and the Library of Congress have abandoned all pretense of acquiring all the available resources. Other assumptions behind traditional libraries, such as the obstacle of distance and the time required to overcome it, no longer prevail.
in a time of instantaneous global communication. Interestingly, the end product of this string of prior assumptions, the emphasis placed on the size of the collection, remains essentially unchallenged. New standards of selectivity are sorely needed to cope with the tsunami waves of new information and additional media formats with static budgets.

Environmental Scan

In December 1998 a group of CSI administrators, faculty, and librarians — a group that encompassed the campus Institutional Planning Committee — participated in a daylong "Workshop on the Future of the Library" on the CSI campus. One of the major exercises involved an environmental scan of factors that might impact the future of the college and the library. (See Appendix A) Among the items voted "most important" were several social-demographic factors and several items concerning the impact of technology.

 Widening income gaps between rich and poor; increasing ethnic diversity; and an aging workforce facing increased global competition and the need for lifelong learning and training were leading concerns for the group. The growing ubiquity of the network and the demands for increased training that it creates were also matters of top concern. These issues suggest a need for new programs on the part of the college. Those programs, which will likely include distance learning, will impact the library. CSI, and the library, must attempt to anticipate the scope and force of these changes.

The Future of Learning

A revolution is occurring on the American campus that requires a change in focus and purpose from emphasizing instruction, as an end in itself, to attending to the learning process. This change is difficult to realize. On many campuses changing the "environment for learning" still focuses on the instructor and the teaching process. Steadily, however, awareness of diverse learning styles is growing. The need to serve learners at a distance, and asynchronously, contributes to the urgency of coming to grips with the change. There is a new awareness of the importance of collaboration in learning, and experiments with linked courses and team-taught coordinated courses explore the potential of this methodology. This movement toward learning opens vast new possibilities for the academic library. Resource-based learning, undergraduate research, inquiry learning, and problem-based learning require substantial informational support. The metaphor of "learning gateways" suggests new roles for technology in both teaching and learning. The emphasis by academic librarians on Information Literacy is but one piece of this larger picture, which drives the profession toward more conscious support of and involvement in the learning process.

Academic Libraries: Current Trends and Innovations

A search of the literature (and Websites and discussion groups) addressing the future of the academic library reveals several notable trends. The primary topic of discussion is the Digital Library. Top agenda items for these emerging capabilities include digitizing vast print and graphic resources, for example the Mellon Foundation's JSTOR project <http://www.jstor.org/>,
which is converting entire runs of more than 100 main-line academic journals. Another top priority is the development of meta-data categorization for effective cataloging of items in various media. The constant learning of new skills will necessarily move front and center for academic librarians to develop, maintain the competencies required of the new age.

Other trends can be noted as well. One model is the "open networks" installed at MIT and Carnegie Mellon. A central feature of these installations are hundreds of networked PCs and workstations, with Internet access, available around the clock, with capabilities for supporting on-line meetings and collaborative learning. Another emerging model is to build special facilities for supporting teaching and learning with technology. Leavey Library at the University of Southern California is a pioneer here; Texas Tech University is building a similar facility. Non-obtrusive observation for purposes of faculty experimentation and development are added to other functions, including frequent and free training on computer and information literacy capabilities, in these enterprises. Some campuses, such as New Mexico State University and the University of Texas-Permian Basin, offer training, laptops or powerful workstations, and other incentives to recruit faculty into the challenge of technology-based learning and instruction. One additional trend relates to the current practice of knowledge management. The University of California - San Francisco, a medical school, supports the development of collaborative databases, interactive knowledge databases, multi-media presentation and instruction, and other transformational projects in pursuit of a larger vision of "knowledge management."

The Library in the Future of CSI

Technology will drive CSI library innovation for some time to come. In just the past year there has been a major shift, together with the rest of CUNY, toward on-line resources and databases, such as Lexis-Nexis Academic Universe and full text versions of relevant journals. This trend toward electronic databases will accelerate for the foreseeable future.

The CSI library is distinctive in that media support is part of the library organization. The media center supports various innovative thrusts, including a media distribution system, a teaching lab where the instructor can control each and all of the PCs, and a lab to support instructor experimentation with interactive television capabilities. Grant requests have been submitted seeking to add integrated digital capabilities to allow learners to better access and use audio and video media as well as print. Other innovations, such as utilizing learning-support technologies as a component of library services, are being explored.

The long-term utility and value of the library rests upon the continuous improvement of its services. This means constantly anticipating and responding to the needs of the library's patrons, its users. These include large numbers of evening and weekend students, and other non-traditional students. Growing demands for off-campus, online (dial-in) access to library resources, as well as other technological changes, demand continuous learning and adaptation to maintain and improve those services.

The development of a stronger role for the library in the CSI academic enterprise is a daunting challenge. It will require constant learning, experimentation, and innovation. This demands, in turn, a change in the organizational culture of the library. Work processes must be reviewed and
redesigned. Collaborative skills must be cultivated. New partnerships with teaching faculty must be developed. Acceptance of a larger role in learning support is needed. A difficult but exciting road lies ahead. New strategies must be designed if the road is to be traversed.

Notes

8 Peter Lyman, "What is a Digital Library?" Daedalus, 125 (Fall 1996), 1-33.
13 Ulrich's (International) Periodical Directory (various editions); and Bowker Annual Library and Book Trade Almanac (various editions).
II. CURRENT STATUS AND CONDITIONS

Judged by prevailing standards for academic libraries, the CSI Library is inadequate in several regards, most notably the collection. Awareness of these shortcomings is somewhat limited, however: the student body views the library as adequate while the faculty holds a much less favorable view. Evidence of a critically low level of usage of the library is a closely related concern.

ACRL Standards

While the Association of College and Research Libraries, the academic arm of the American Library Association, does not evaluate libraries, it does provide the most generally utilized standard for academic library facilities, collections, and staffing levels. Members of accrediting teams frequently refer to these standards (Appendix B) as the best available measure for comparison.

Application of these standards to the CSI Library reveals serious inadequacies across the board. (Appendix C) In general, compared to these standards, the CSI Library:

A. Collection is too small by half: (200,000 volumes instead of the standard minimum of 400,000)
B. Professional library staff is 65 percent of the standard (13 instead of the needed 20)
C. Facility is too small (50,000 square feet of the needed 70,000 square feet).
D. Seating for library users is only a third of the expected level (seating for 550 instead of the expected 1700).

Comparisons with Other Colleges

Data on several standards were compared with other colleges in the region to determine how prevalent — or exceptional — the situation at CSI actually ranked. Those findings are very revealing. Essentially, most sister — and regional — institutions were found to be at or above the ACRL standards, leaving CSI in the bottom rank of most categories studied, such as the size of the collection, expenditures on materials, and staffing. For example, City College is almost exactly the size of CSI in number of students, yet the library holds six times the number of volumes and spends three times as much each year on serials. (Appendix D) There are historical reasons for this, but the situation leaves our students and faculty at a disadvantage.

Student Survey of the Library

Existing perceptions of the library are an important measure of prevailing conditions. To determine this measure the staff completed a comprehensive survey of student perceptions (for the survey form see Appendix E) in the Fall semester 1998. Some 325 usable surveys were collected and tallied. The surveys were administered by CSI faculty selected from a larger number of volunteers who offered their classes. Selection of
classes was administered to assure a cross section of students from the freshman to the graduate level and weekend and evening students as well as students in regular weekday classes. The survey was tallied and scores of the "perceptions" of current conditions were divided by reported "expectations" of a good college library so that an easily understood "grade" could be determined for each item on the survey form. (For findings see Appendix F)

Student Perceptions of the Library

This approach reveals a reasonable measure of satisfaction with the existing library among CSI students. On the items of most importance to the students, satisfaction is highest with the facility; the perception of safety and the level of comfort rated grades of 'A.' The library staff earned grades of 'B' for knowledge, courtesy, and patron relations. Four categories of material availability earned grades of 'C,' with the exception of the serials collection, which was scored as a 'D+.'

Most of our CSI students are local, and while some transfer in after a period at another school, many begin their academic careers at CSI. The reasonably high level of satisfaction felt toward the library may partly be a product of the lack of exposure to a good college library for comparison.

Faculty Survey

Simultaneously with the student survey a similar survey (Appendix G) was sent through campus mail to all full-time CSI teaching faculty. Forty faculty members, or approximately ten percent, responded. The responses were often unsigned, providing no record of who replied. These returned surveys took a harsher view of the library than did the student surveys: while the students grade the library as a satisfactory 'C+,' the faculty grade it an unsatisfactory 'D.' (Appendix H)

Faculty Perceptions

The most important factors for the faculty are the book collection, the journal subscriptions, reference materials, comfort, courteous staff, and fast interlibrary loans. (ILL) They render a failing mark for the collection, the journals, and ILL. The only high marks are for staff courtesy and the "knowledge level" of the librarians. On the "top ten" most important categories for the faculty, the average grade is an 'F.' (Appendix I)

Written comments from the faculty are not quite so harsh but provide little comfort.

Questions can be raised about the familiarity of CSI faculty with library services and holdings. The majority of the faculty does not live on Staten Island (but in Brooklyn, Manhattan, and New Jersey). It would follow that their attempts to use the library were less than successful, and that faculty accordingly make relatively little use of — and give few assignments to use — library resources. Survey results and faculty comments support such a view. It stands to reason that a major focus of the library in the future must be to
upgrade the collection, improve patron relations, provide valued services, and foster increased faculty expectations for library use on the part of CSI students.

Other Perceptions

One long-time CSI faculty member, Professor Bill Bernhardt of the English Department, recently wrote a commentary on student perceptions of the CSI Library for a local (Staten Island) newsletter for English teachers at the college and high school level. The product of his experience over years of library assignments for his students, this report suggests something of the prevailing culture regarding student use of the library. (Appendix J) This report suggests a student culture in which library usage will have to be cultivated, nay required, by CSI faculty.

Library Usage

The CUNY+ Library System is NOTIS-based, and CUNY has not yet been able to provide sufficient technical support to generate significant analysis of the collection and its use. A few statistics are available, however, and they provide cause for alarm.

Patron use of the book catalog database (DPAC) and the basic journal indices (DPER) during 1998 give evidence of the problem. The following data indicate the rate of CSI use of CUNY+ to look for book titles and journal citations compared to the other CUNY campuses:

<table>
<thead>
<tr>
<th>1998</th>
<th>CSI/Month</th>
<th>CUNY Avg.</th>
<th>CSI Rank (of 19)</th>
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<tbody>
<tr>
<td>Hits on DPAC (books)</td>
<td>9,545</td>
<td>19,025</td>
<td>12</td>
</tr>
<tr>
<td>Hits on DPER (journals index)</td>
<td>3,396</td>
<td>4,191</td>
<td>9</td>
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Circulation figures are low. In recent years circulation has averaged around 40,000 for the year. Considering 12,000 head count, or even 8500 student FTE, that figure is too low by half, being overly conservative. The library cannot generate sufficient use of its resources. For that we must depend upon the teaching faculty.

A Look Back

We must not end on such a negative note. One cause for congratulation is the steady increase in library use in the last few years. Circulation and ILL use, in particular, have increased dramatically. The collection has grown steadily, if slowly. (Appendix K) This progress provides a base upon which to build.

Conclusion

While the library infrastructure and collection are inadequate, we find in the attached data evidence of good professional effort on the part of the library staff. Given a choice between a good staff and a good collection, most library leaders today would opt for the staff. Without a good staff of professional librarians a collection has little value. Today, with the dominant role of the Internet and the proliferation of information media, a good
staff is even more critical. Shortcomings in collections and facilities can be managed, and even fixed, given dedicated people and administrative support. The library staff provides a rich resource for the improvement of the library of CSI.
III. VISION, MISSION, AND GOALS.

Vision Statement

*Key to lifelong learning.*

Mission of the CSI Library

The mission of the Library of the College of Staten Island, City University of New York, is to provide the quality services and access to materials and resources that will best facilitate curriculum-based student-centered learning.

Goals and Objectives

Realizing this mission requires resources, expertise, and organizational learning to assure effective and continuously improving collections, services, operations, and supporting infrastructure.

A. COLLECTIONS AND ACCESS TO INFORMATION AND KNOWLEDGE

Access to information remains at the heart of the library function. Today that access includes collecting key resources in print and digital formats and supplementing those materials with electronic access to global resources and databases.

1) COLLECTION DEVELOPMENT: GOALS

The CSI Library is committed to providing a balanced collection of select materials which supports the college's instructional, curricular, and research goals. The collection consists of books, periodicals, audio- and videocassettes, digital resources (i.e. online, CD-ROM, and web-based databases), and other materials in various formats.

Objectives:

a. Create a policy to provide librarians and teaching faculty with guidelines for choosing appropriate materials to bolster the core collection of books, periodicals, electronic and multimedia resources.

b. Provide and publicize lists of new books, periodicals, subject guides, and other media to encourage better utilization of the collection.

c. Subscribe to, and promote the use of, electronic resources that can either substitute for or enhance the print collection.

d. Promote instruction and workshops that will enable students and faculty to retrieve needed information from our collection and to navigate the Internet.
e. "Weed" the collection periodically by removing out-dated or damaged materials.

2) ARCHIVES AND SPECIAL COLLECTIONS: GOALS

As resources become available, a program to develop an Archives and Special Collections section should be initiated to gather and preserve the archival materials generated by the College of Staten Island and The City University of New York that are pertinent to the history and development of CSI. Additionally, this section will seek to gather and preserve those records in private, public, and corporate hands that have relevance to the college and to the history of Staten Island and the region.

Objectives:

a. Establish a uniform records management program to facilitate the orderly transfer of appropriate materials to the archives and to gather and preserve in a separate section materials in many formats relevant to subjects of particular importance to the college community.

b. Actively seek collections related to the history and development of Staten Island from both members of the Staten Island community and the metropolitan area at large. Examples of these collections include the papers of Senator John Marchi; the Staten Island Collection; and the Staten Island Landfill Collection.

c. Collect, preserve, and faithfully manage relevant and select rare books and materials as they become available.

d. Organize the collection in order to facilitate the best use of the materials holdings, thus making it as easily available for public use as is prudent.

e. Maintain, preserve, and disseminate the archival and historical records materials deposited in the collection by both traditional means and digital display, such as on the library's website.

B) SERVICES

The CSI Library is service-based, providing reference, instruction, and document delivery to meet the informational, learning, and instructional needs of the campus. Key goals include:

1) REFERENCE: GOALS

To offer high quality and appropriate guidance, research, and informational services to students and faculty through the availability of exemplary professional service-oriented
reference librarians, an extensive and comprehensive reference print collection, and state-of-the-art access to a variety of appropriate electronic resources and databases.

Objectives

a. Select and have available a comprehensive collection of print reference materials, including specialized encyclopedias, handbooks, dictionaries and directories, to support students' curricular needs.

b. Select and have available appropriate electronic research tools to permit cost-efficient and time-effective searching by students and faculty.

c. Direct users in developing search strategies and guide them in identifying the most appropriate reference and research materials.

d. Provide personalized, one-to-one assistance to students and faculty.

e. Train users in effectively accessing the multitude of disparate electronic reference and research tools.

f. Invite students and faculty to consult with librarians on any aspect of the research and reference process.

g. Consult with faculty on the design of student research assignments.

h. Provide specialized research services to faculty.

2. INSTRUCTION, INFORMATION LITERACY, AND PEDAGOGY: GOALS

The mission of library bibliographic instruction is to provide students with knowledge of how to access, retrieve and evaluate information needed for their individual research projects as well as to train them in life-long information literacy skills. In addition, workshops on pedagogy and newly acquired technologies are provided for faculty to promote innovation in their teaching and learning.

Objectives:

a. Initiate an information literacy program as an expansion of the present bibliographic instruction program.

b. Articulate an internal program of competency outcomes.

c. Form an Information Literacy group made up of administrators, faculty, librarians, and technical support staff to promote this skill as a requirement for all curricula.

d. Promote innovative means of library/information literacy instruction using a
variety of available technologies, such as web-based tutorials and quizzes; information literacy pages linked to discipline-based Web pages; design of multimedia instructional packages; and the use of the interactive video lab.

e. Foster and develop creative partnerships with faculty as well as the larger community, namely public libraries, high schools, and community groups.

f. Provide faculty workshops on accessing online catalogs and electronic subscriptions within and beyond our collection, and on the development and use of Web pages, bulletin boards, discussion groups, and other learning-enhancement technologies.

g. Provide workshops in use of web-based and multi-media technologies, the Media Distribution System, and Internet use to enhance instruction in the classroom.

3. CIRCULATION: GOALS

The goals of circulation are to provide constant, consistent, and trouble-free services to patrons while maintaining good records and protecting the collection. In the future this endeavor may be served by new technologies and processes, such as:

a. Electronic Course Reserve: Enables capture of materials that many libraries have not previously considered as part of their primary collections—faculty curriculum support materials, often unpublished or uncataloged. Electronic reserves provide multiple and decentralized access to assigned materials and support distance learning endeavors.

b. Automatic voice-response systems. These save libraries thousands of dollars in staff and mailing costs by enabling them to proactively notify patrons by telephone of holds, overdue items, and fines; and by enabling library patrons to use a touch-tone telephone automatically to renew books.

c. Self-checkout charge systems: These reduce staff functions of checking out and renewing items.

4. INTER-LIBRARY LOAN AND DOCUMENT DELIVERY: GOALS

The goal of this group is to provide students, faculty, and staff with materials unavailable in the Library's collection in order to support and foster student learning and the curricular needs of the College.

Objectives

a. Provide all CSI students, on the basis of need, with any materials that they require for their curriculum and research-based demands that they find unavailable in the CSI Library.
b. Provide faculty with materials for classroom support and research unavailable in the Library's collection.

c. Support "scanning and alert" systems to allow faculty to keep current on research topics.

d. Provide expedited services for delivery of books and articles from sources not available in the Library's collection and articles that are inaccessible through the numerous full-text databases subscribed to by the Library. Additional agreements with new partners may be required to facilitate this goal.

e. Procure and supply articles in the above categories either from regular Inter-Library Loan sources (such as other CUNY Libraries) on an accelerated basis, or from document supply vendors whose services are underwritten by the Central Office of CUNY.

5. MULTimedia RESOURCES: GOALS

The purpose of Media Services is to promote the use of multi-media resources to improve teaching and learning at CSI.

Objectives:

a. Provide collection development of both traditional and multimedia materials.

b. Upgrade software to handle new technologies.

c. Acquire and experiment with new technologies, such as Video-on-Demand, DVD, and multi-media programs.

d. Promote the use of the Faculty Center for Excellence where innovations in pedagogy can be encouraged, supported, and disseminated.

C. OPERATIONS

As a complex organization, the CSI Library must acquire, effectively utilize, and responsibly justify its use of extensive resources: human, financial, and physical.

1. ACQUISITIONS AND CATALOGING: GOALS

Although in the future much of the cataloging of new materials will be done at a centralized processing center, it is imperative that the local cataloging/processing area ensure that the quality of service is maintained.
Objectives

a. Make new acquisitions and their bibliographic records accessible to the public in a timely manner.

b. Establish a procedure to identify missing items; withdraw the record or replace the item.

c. Implement a continuous "weeding" process to upgrade the collection.

d. Plan and implement a comprehensive inventory of the collection.

e. Develop an automated inventory control, which will be maintained by a cooperative effort of the cataloging/processing and circulation operations of the library.

f. Initiate and develop the digitization project for the reserve collection.

2. LIBRARY TRAINING AND LEARNING: GOALS

It is the mission of the library to provide training and learning opportunities for library faculty and staff so that they may keep abreast of new and emerging technologies in order to continue to provide the best quality services to the college community.

Objectives:

a. Survey the training needs of the library staff.

b. Provide resources for external training of professionals.

c. Provide internal seminars for faculty and staff members via satellite down link and video-conferencing.

d. Provide peer training and mentoring for new faculty and support staff.

e. Establish a cross-training program for librarian and support-staff development.

f. Provide training on new office management technologies for faculty and staff, such as Windows, barcode scanner, and adaptive user technologies.

c. Provide release-time for members who are willing to provide peer training on new technologies.
3. BUDGET AND PERSONNEL: GOALS

The CSI library will establish, review, and maintain state of the art budgetary and personnel policies to assure appropriate and effective use of all resources provided by the College and other stakeholders.

Objectives:

a. Review and upgrade policies and procedures that will assure the best use of funds for the purchase of materials, supplies, and services for the library. Quality improvement practices and process improvement exercises may be required to achieve this purpose.

b. Utilize collaborative efforts such as those supported by CUNY, the State of New York, OCLC, and other entities insofar as they promise improved services or use of resources through synergistic projects, collaborative purchasing, and the like.

c. Establish policies and procedures to assure the selection, orientation, and career engagement of top quality candidates for library positions at both faculty and support levels.

4. LIBRARY PROMOTION AND ADVANCEMENT: GOALS

In today's political climate, it behooves libraries, like other public and private institutions, to seek additional, non-public funding and support. This requires promoting and marketing the library. Possible avenues for consideration include:

Objectives:

a. Establish a Friends of the Library Group whose purpose will be to encourage gifts, endowments, and donations of materials to build our collections and support the services and activities of the Library.

b. Establish a Public Relations group of librarians, administrators, and classroom faculty who will actively seek avenues to promote the developments and advancement of the Library.

c. Work with colleagues and staff on grant proposals to secure funding for technology projects at CSI.

d. Collaborate with other CUNY institutions to gain access to resources not currently available at CSI.
D. INFRASTRUCTURE

While the rise of the Digital Library concept raises questions about the future of the library as a place, we believe that an appropriate facility remains essential for the provision of the information services described in this report.

1. FACILITY: GOALS

While numerous factors influence the value and success of a college library, it is the mission of the Library to offer an attractive, functional, well-equipped, productive and welcoming environment for its users.

Objectives:

a. Expand available patron seating and study areas with adequate and ergonomically correct furniture and proper lighting for carrels and tables.

b. Create small group study areas for student collaborative learning efforts.

c. Improve and expand the existing instructional (ComWeb) laboratory to provide seating for the typical class size (38-40).

d. Improve and expand the reference area to accommodate the electronic reference tools and resources of the twenty-first century.

e. Through "partnering" with the Office of Information Technology – or some other means – provide library users with access to productivity workstations (with word processing, spreadsheets, etc.) to support student learning and presentations.

2. LIBRARY SYSTEMS: GOALS

It is essential to the mission of the Library to provide access to knowledge and information resources through technological means.

Objectives

a. Participate in creating a strategic plan for the evaluation of and migration to a new integrated library system, presumably in conjunction with other CUNY institutions.

b. Maintain and upgrade PC hardware and software as needed to handle new and emerging technologies.

c. Upgrade and expand electrical and data outlets to accommodate the placement of new equipment and to allow patron access to resources through personal (notebook) PCs.
d. Seek support for the experimental application of new technologies, such as DVD, on-demand digital delivery, wireless networks, and collaborative systems.

3. LIBRARY ORGANIZATION: GOALS

To have in place the most effective organizational structure possible for coping with the challenges and opportunities of this hyper-paced network age.

Objectives:

a. Review and redesign operations and procedures to take advantage of the "informed" data available to the library for analysis.

b. Establish open communications systems available to all members of the library staff.

c. Explore the use of scheduling, collaborative groupware, electronic commerce, and Intranet software for improving library operations.

d. Utilize matrix and network management systems to foster initiative and responsibility at all levels of the organization.
IV. STRATEGIES

The strategies of the library of the College of Staten Island must support the mission of the college. That mission stresses openness, service, an exciting learning environment, and the discovery and dissemination of new knowledge. The Task Force believes that the following strategies will promote these efforts.

INTRODUCTION

The CSI Library enjoys many strengths and a few weaknesses. One shortcoming is the size of the print collection. To recapitulate the situation:

1. The collection—particularly books—is too small.
2. Library materials are not adequately used; circulation and usage should be much higher than current levels.
3. The failure to provide for the regular annual acquisition of books has caused a collapse of faculty expectations regarding resources available in the library.
4. An emphasis on over-specialized and expensive research journals has compromised both a) the regular and orderly acquisition of important academic books and b) the acquisition of some important "core" journals.

Traditional "fixes" focus on numbers: Doubling the collection, for example. Such a focus, however, is a long-term solution requiring a reorientation of campus priorities. In the meantime, short-term strategies must be pursued. We propose an approach involving "out of the box" thinking. Specifically, we propose the CSI Library Initiative '99. We believe that this initiative, once in place, will generate the learning, the faculty collaboration, and the broad support necessary to carry the library toward its long-term goals and objectives.

CSI LIBRARY INITIATIVE '99

This initiative has eight components:

I. LIBRARY USAGE PROJECT

The Library staff cannot create library materials usage. Only the faculty can make that happen. The task requires high level collaboration between teaching departments and library faculty members, and presumably some training of faculty as well. The Library Usage Project is designed to produce that collaboration; it includes these steps.

A. Every department will be challenged to hold a departmental meeting, for both full-time and adjunct faculty, in the library facility. In that meeting, which should allow a hour for a library presentation, two or more librarians will lead the attendees in a hands-on demonstration of relevant electronic resources and how they are effectively accessed and utilized. There will also be suggestions and discussion of "good library resource assignments" for each discipline. (This will require prior planning between teaching faculty and the librarians making the presentation.)

B. Departments will be encouraged to expect and recognize members who require students to complete information-use assignments in their courses.
C. The College should set a goal of library usage that more than doubles the current rate and practice.

D. Departments will be urged to collaborate with the library in selecting appropriate materials for the courses they teach.

For its side of the bargain the Library will pursue whatever steps are necessary to:

A. Assure the acquisition of books and materials at an appropriate level in a regular, orderly, and timely manner.
B. Expand services, such as Bibliographic Instruction, Inter-Library Loan, online access to resources, and Reference to meet burgeoning student expectations.
C. Build the collection deliberately, in a highly prioritized and selective manner, to assure that materials needed for the curriculum are available.
D. Assist faculty in making assignments that can be successfully completed with the services and resources available in the library.
E. Develop subject-area reading lists highlighting materials in the collection.

II CORE COLLECTION DEVELOPMENT PROJECT

To assure that the needed, selected, and appropriate materials are available to support CSI degree programs, members of the teaching faculty must help library staff to develop a Core Collection of the most important books, videos, journals, and other media for each course in the curriculum. The steps in this process include recommending the most important books and materials for each course. Carefully compiled lists of "needed" items for course assignments must be developed. Then the library staff will take over and complete the process by setting priorities and seeking to locate copies of those materials — both in print and out-of-print — as funds and resources are available.

An implicit component of this Core Collection Project will be to "keep up" once the "Core" is identified and initiated. To assure that this happens the library will utilize any increased funding made possible by the administration to make available to all departments at the start of each academic year a book-buying budget of at least a $2,000 to $5,000 dollars. This allows faculty to recommend important new works and expect them to be acquired.

Note: The emphasis of this project is on print materials, but in fact videos and other media will be included. Journals offer another challenge.

III. CORE JOURNALS PROJECT

Today, a typical college journal collection of 1500 journals represents only one percent of the journal titles available. Accordingly, it is incumbent upon us to select those journals that play the most important role in introducing students and other researchers to the mainstream of the scholarly and intellectual discourse of the day.

CSI is a comprehensive college offering selected masters degrees. We must recognize that while CSI undertakes select research programs, it is not a research university and cannot offer a broad range of research-support collections. We can provide an adequate Core Collection to support
the curriculum of a comprehensive college and then, having provided the essential, undertake support for select research endeavors as resources become available.

A Core Journal Collection can be defined as:

Those journals which introduce the reader to the language, issues, debates, personalities, literature and research methodologies of the disciplines and professions supported by the college's curriculum. Core journals must be "accessible" to undergraduates, suggesting restrained use of specialized jargon. Core journals are widely read and their contents discussed by people in the field, they are "gateways" to the cultures of the "communities of practice" of the educated and professional classes.

The Library Department will oversee a list of interdisciplinary and basic journals and newspapers that "every good college library should have." One appropriate way to pursue that goal is to add journals covered by the basic indexes, specifically those included in CUNY's DPER databases, such as the Humanities Index, General Science Index, and Social Science Index.

Research Support: To cope with the impact of the "information revolution," academic libraries are reconfiguring their strategy for supporting research from the traditional "comprehensive collection, warehouse, just-in-case" model into a "reconnaissance, alert, and just-in-time document delivery" support services model. CSI is following that philosophy. Research journals are a slow means of communication, keeping readers a year behind; their role is changing and their former dominance is diminishing amidst the blur of electronic communications. Our goal is not to diminish research support, but rather to reorient it toward "currency" and electronic alert services, toward more electronic databases, toward the CUNY-backed document delivery system, and toward more extensive collaboration with CUNY and METRO institutions to avoid duplication of costly materials. Methods facilitating speedier delivery of requested journal articles to faculty in their offices will be explored.

IV: INFORMATION LITERACY IMPERATIVE

It is becoming accepted in academia generally, and by accrediting agencies in particular, that colleges must endeavor to assure that their graduates are information literate. Information literacy is defined as:

- Knowing when information is needed
- Identifying the information needed
- Accessing the needed information
- Evaluating the information
- Organizing the information
- Using the information effectively to solve the problem.

To assure that Information Literacy (IL) is an integral component of the curriculum, it is proposed here that IL expectations be incorporated into the General Education guidelines. Likewise, the library staff will ask departments to recommend, and urge their members to require, a level of information-use proficiency on the part of their students that increases with the level of the course offering. This suggests that information-gathering and information-use
assignments be recommended for designated courses in the various programs. Members of the Library Department are available to work with faculty at the individual, small group, or departmental level to implement this initiative.

Effective and continuously-improving library instruction will continue to be a central role for the Library Department.

V. FRIENDS OF THE LIBRARY AND LIBRARY ADVANCEMENT

To support this Library Initiative '99; a Friends of the Library group is being formed under the auspices of the CSI Foundation. Faculty, staff, students, alumni, and friends from the larger community will be invited to participate in and support this CSI Library Initiative '99, as well as subsequent efforts to provide a good library collection to support the educational endeavors of the college.

A member of the Library Department will be designated to coordinate the work of the Friends as well as advancing the library and communicating to the campus and the community the resources, capabilities, needs, and possibilities of the CSI Library.

VI. TECHNOLOGY MIGRATION

The library is in the midst of a migration from a legacy system that includes dozens of dumb terminals, mainframe printers, and analog media to a new system of PC networks, Web-access databases, asynchronous learning tools, and collaboration support. Proposals to various campus, state, and federal sources of funding, as well as private sources, are being utilized to supplement regular funding efforts by the college. (Appendix M) This is not a one-time event; technology upgrades are necessary every few years. Technology migration is becoming a necessary competence for libraries. Constant training, experimentation, and steady use of the technologies are an essential requirement for all library staff. Support and opportunities for training must be provided if that expectation is to be met.

VII. REORGANIZATION

Many libraries today continue to be organized in traditional, bureaucratic forms, typically divided between technical and public services. That model is no longer appropriate. Today, effective organizations are networked, flat (rather than hierarchical), collaborative, and constantly "learning." Technology, telecommunications, and the "information revolution" have dramatically changed the work and parameters of the library profession. For example, at CSI today the provision of reference and/or library instruction services have become important responsibilities for all members of the department. Certainly, certain library operations continue to require oversight. Materials must be selected, acquired, and processed. Records must be maintained. Personnel and budgetary matters must be administered. Much of this routine work, however, is becoming automated or, to use Shoshanna Zuboff's term, "informated." Process improvement exercises usually reveal that much of the routine work that goes on in libraries can be rethought and streamlined so that human minds and skills can be utilized to better purpose.
VIII. CONTINUOUS LEARNING

Increasingly, the foremost challenge faced by professional librarians is the need to learn new technologies, databases, and software. Continuous learning has become central rather than a peripheral professional expectation. Realistically, collaborative learning and sharing is the most effective means of assuring an adequate pace and scale of this new learning process. Support for underwriting this activity must be increased; the Library Learning Initiative (Appendix L) is a step in that direction. Designation of a librarian as Coordinator of Professional Development will be another sign of the library's commitment to this learning process.

CONCLUSION AND RECOMMENDATIONS

This library did not arrive at its present condition overnight, and it will not be brought to standard overnight. A reorientation of priorities is needed to acquire the information resources necessary to support the CSI curriculum and mission. The most serious shortcoming, the inadequacy of the book collection, must be addressed. The following two measures are needed:

1. A regular, annual book-buying budget of at least $100,000 is necessary to buy new books on an orderly basis to keep the collection current. A portion of this sum can be squeezed from the serials portion of the materials budget, but to cut serials by that much would decimate a marginal collection. New revenues from some source will be required. One promising avenue would be the adoption of a credit-hour based student fee. Indeed, the CSI Faculty Library Committee has recommended that such a fee be investigated and pursued.

2. A drastic effort is needed to boost the book collection to a level of competitiveness. The acquisition of a library from a defunct college, or a major campaign, or the infusion of a special subsidy of $1 million spread over 5 years suggests the level of commitment needed at this critical juncture in the development of the library and the College of Staten Island.

The provision of adequate seating for library patrons must be addressed. Fortunately, the facility is of sufficient size to allow for considerable expansion of available seating, with careful planning.

Finally, the technological infrastructure, and the training and staff required to support it, cannot be neglected. Some measure, such as a student fee or other revenue stream, should be pursued to provide the support required to remain current and competitive in these dynamic times.
### Timeline

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<td>- Add collections</td>
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<td>- Research collections</td>
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<td>- Usage at goals</td>
<td>- Info Literacy in Curriculum</td>
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<td>- Appropriate usage levels</td>
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<td>- Integrated Lib. System</td>
<td>- Integrated Media System</td>
<td>- Upgrade Technology</td>
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<td>- 2 to 3 Upgrades</td>
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<td>- PC Lab</td>
<td>- Enlarge Com-Web lab</td>
<td>-2 Reader-printers</td>
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<td>- Continuous media capabilities</td>
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<td>-100 seats</td>
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<td>- Continuous quality</td>
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<td>- OnLine Acquisitions</td>
<td>- Reorganize staff to improve processes</td>
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<td><strong>Advancement</strong></td>
<td>- Establish &quot;Friends&quot;</td>
<td>- Extensive Community</td>
<td>- &quot;Image&quot; project programming &quot;scholars&quot;</td>
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ENVIRONMENT SCAN SUMMARY
Workshop on the Future of the Library
College of Staten Island, CUNY
11 December 1998

Items receiving at least 10 "votes" as being "most important"

POLITICS
None

ECONOMIC UNCERTAINTIES
Widening gap in incomes (rich vs. poor)

SOCIAL/DEMOGRAPHICS
Aging of workforce and population increases competition — and the need for lifelong learning
Increasing social diversity and need to better serve the diverse CSI community.
Greater diversity between upper and lower economic strata.

TECHNOLOGY
Greater need for training and support staff.
Technology is dehumanizing, yet allows for new "virtual" relationships.
The computer network will become as crucial as the telephone network.

PUBLISHING, MEDIA, ETC.
Sound bites vs. depth.
Global access to information (9 votes)

ENVIRONMENTAL SCAN SUMMARY
Notable: Items receiving 3 to 8 votes.

POLITICS
Difficulties with two-party system
Shift to the Right
Racism
Internal (SI) arguments over Books vs. Periodicals
Politicians, and general public, will demand accountability form student performance rather than faculty achievement
Budget stringency
Lack of support for higher education
Unstable political environment
Media-infused environment for K-College
ECONOMICS

World Economies: harder to manage; new opportunities for global capital concentration to threaten local communities; greater competition; difficult to regulate global economies. Effects of technology-induced unemployment; dislocated workers.

SOCIAL/DEMOGRAPHICS

Need for retraining; i.e. career changes.
Sexual and ethnic majority/minority status are shifting.
Quality of educational achievement in the secondary level has been assumed at the college level.
Need to train teachers at CSI to appropriately instruct this changing population.

TECHNOLOGY

Infoglut leading to shutdown.
Equality of access to technology.
Lack of depth (sound bites).
All universities will be networked together to ease the exchange of information.

MEDIA, PUBLISHING, ETC.

No paper -- no library.
Publishing industry is being taken over by larger conglomerates.
Curtailment of academic freedom and free speech as publishers merge.

ENVIRONMENTAL SCAN SUMMARY

Mentioned: 1 or 2 votes (Items receiving no votes not included)

POLITICS

Privatization.
Fiscal conservatism; accountability; higher expectations for services.
Internet use for voting, political information.
Lack of strong leadership.
Crisis in health care, social security issues.
Possibility of war(s).
Politicians support technology (not higher education).
Impeachment hampers teaching democracy to students.
Corporate interests will support certain areas.

ECONOMICS

Loss of long-term economic security.
Loss of funding for education (public and private).
Effects of global warming
Loss of opportunities for higher education for the poor; increased tax breaks for middle class students

SOCIAL/DEMOGRAPHICS
None

TECHNOLOGY
Need more management tools to deal with technology
Challenge of validating the integrity of the data
Books will become more valuable
Careful analysis of long-term effects of technology
Planned obsolescence

PUBLISHING, MEDIA, ETC.
Market defines medium
Libraries more dependent on publishers
Publications will take different forms: online, e-books
Libraries as we know them may well diminish
Paper will remain, but gradually become less important as a medium for publishing
Standards for college libraries, 1995 edition

Final version approved by the ACRL Board and the ALA Standards Committee, February 1995

Foreword
These standards are intended to apply to libraries supporting academic programs at the bachelor's and master's degree levels. The 1995 edition retains the quantitative approach of the earlier editions. Smaller institutions or those with a strong media services component may find parts of the "Standards for community, junior, and technical college learning resources programs" useful. Larger institutions or those seeking a more process-oriented approach to standards may find sections of the "Standards for University Libraries" helpful. The "Standards for College Libraries" are based historically on practices found at institutions where libraries are providing effective support for the curriculum and for the scholarly and creative accomplishments of students and faculty (Kasser, 1982).

The 1995 edition of the standards has the following sections:
- Development and Approval of the Standards
- Introduction
- Standards and Commentaries
  1. Mission, Goals, and Objectives
  2. Collections
  3. Organization of Materials
  4. Staff
  5. Services
  6. Facilities
  7. Administration
  8. Budget
- Formula A, Collections
- Formula B, Libraries
- Formula C, Facilities
- Bibliography
- Committee Members, 1993-95 (see the list at the end of this article)

DEVELOPMENT AND APPROVAL OF THE STANDARDS
The first edition of the "Standards for College Libraries" was published in 1959. Subsequent editions were published in 1975 and 1986. The standards are the responsibility of the College Libraries Section Standards Committee, a standing committee of the Association of College and Research Libraries (ACRL) which is a division of the American Library Association (ALA).

The College Libraries Section Standards Committee is charged with the responsibility of ongoing review of the standards, consultation with the profession on their development and evaluation, and revision as needed. To that end, the committee conducted a national survey in 1991, and the results were reported in the May 1993 issue of College & Research Libraries (Walsh, 1993). Hearings were held at the 1992 ACRL conference in Salt Lake City, and at the June 1994 ALA conference in Miami. The final version of the 1995 edition was approved by the College Libraries Section Executive Committee, the ACRL Standards and Accreditation Committee, the ALA Standards Committee, and the ACRL Executive Board of Directors at the 1995 Midwinter Meeting.

INTRODUCTION
Academic libraries are operating in the midst of extraordinary change in the scholarly communication system. The cost of the traditional system based on paper publication formats is
becoming prohibitive, and electronic forms of
communication are emerging rapidly. It is too
easy to tell how much electronic formats will
supplant and how much they will only supple-
ment paper formats. These changes raise
substantial questions which will be addressed
in time. Time is the key, the evolution of this
cchange cannot be predicted with precision.
One speculation that seems possible to mem-
bers of the 1993-95 Standards Committee is
that the transition will take about thirty years,
and we already have gone through the first
ten years of the transition.
In addition to changes in the scholarly
communications system, there are many new
trends that will change the way effective
academic libraries operate. While a few can be
recognized now through revisions to the
standards, most are not developed well enough to be incorporated
into the standards. It is important to be aware
of these trends, and they are identified briefly
here. The list is not intended to convey
completely:
- Increased focus on accountability leading
to more emphasis on assessment of stu-
dent performance and interest in output
measures as well as input measures.
- Increased emphasis on a paraprofessional
group of library employees.
- Increased financial pressures for institu-
tions and their libraries.

STANDARDS AND COMMENTARIES
Each standard is followed by commentary
intended to amplify its intent and assist in its
implementation.

Standard 1: Mission, Goals, and Objectives
and the college library shall develop an ex-
pected mission of the institution. Libraries share this
responsibility by seeking ways to provide col-
cections of particular parts of the library
program.

1.1 The development of library mission and
goals shall be the responsibility of library per-
nnel in consultation with members of the
classroom faculty, administrative officers, and
students.

Commentary. In developing these missions
and goals the library should seek a format or
structure which have the advice and guidance of
its primary users, the classroom faculty and
students, and of the college administration, in
particular those officers responsible for aca-
demic programs and policies.

1.2 The statement of library objectives shall
be reviewed periodically and revised as nec-
 essary.

Commentary. The articulation of library ob-
jectives is an obligation of the librarians, with
the guidance of the support staff. In reviewing
the objectives of the library, careful attention
should be paid to ongoing advances in
the theory and practice of librarianship.

Standard 2: Collections

2.1 The library's collections shall comprise
types of recorded information, including
print materials in all formats, audiovisual ma-
terials, sound recordings, materials used with
computers, graphics, and three-dimensional
materials.

Commentary. The library's collections shall
be used to the extent to which each is taught and
to the extent to which each is taught and
to the students and faculty members
who use it. While it is possible to have
quality without quantity, it is not possible to have
quality without quantity in relation to the charac-
teristics of the institution.

The library collection should be continually
evaluated against standard bibliographies and
evolving institutional requirements for purposes
both of adding new titles and identifying for
withdrawal those titles which have not maintained
for which a clear purpose is not evident in terms
of academic programs or extracurricular
enrichment.

The best way to preserve or improve qual-
ity in a college library is to adhere to
rigorous standards of discrimination in the ac-
cquisition of materials and to add, whether as
purchases or gifts. The collection should con-
tain a substantial portion of the titles listed in
standard bibliographies for the curricular areas
of the institution and for supporting general
fields of knowledge. Subject lists for college
libraries have been prepared by several learned
associations, while general bibliographies such
as Books for College Libraries are especially
useful for identifying important retrospective titles.

A majority of the appropriate, current publica-
tions reviewed in scholarly journals and in
books or book review media indicate that a
journal should be acquired. Careful atten-
tion should also be given to standard works of
reference and to bibliographical tools
which describe the broad range of informa-
tion sources.

The institutional need for periodic holdings
varies widely. In general it is good practice to
consider owning any title that is needed more
than five times per year. Several good lists have
been prepared of periodicals appropriate
or necessary for college collections. Kat's
Magazines for Libraries describes several thou-
sand titles and is useful in this regard. It may
not be necessary to subscribe to certain less
frequently used titles if they are available at
another library nearby, or if needed articles may
be quickly procured through a reliable delivery
system or by electronic means.

While it is important that a library have in
its collection the quantity of materials called
for in Formula A, its resources ought to be
augmented whenever appropriate with external
collections and services. A library that meets
its responsibilities in this way must en-
sure that such activities do not weaken a
continuing commitment to develop its own
holdings. There is no substitute for a strong,
publicly accessible collection. Moreover,
when a collection has attained the size called
for by this formula, its usefulness

1. The

2.
A new materials are not acquired. Libraries with collections which are significantly below the size recommended in Formula A should maintain a 5% growth rate until they can claim a grade of A (see standard 2.2). Those that meet or exceed the criteria for a grade of A may find it unrealistic or unnecessary to sustain a growth rate as high as 5%.

Although the scope and content of the collection falls within the responsibility of the library's director, the responsibility can be best fulfilled by developing clear selection policies in cooperation with the classroom faculty. Moreover, the classroom faculty should be encouraged to participate in the selection of new titles for the collection.

2.2 The amount of print material to be provided by the library shall be determined by a formula (see Formula A) which takes into account the nature and extent of the academic program of the institution, its enrollment, and the size of the classroom faculty.

**Commentary.** A print resources. A strong core collection of print materials, supplemented by specific allowances for enrollment, faculty size, and curricular offerings, is an indispensable requirement for the library of any college. The degree to which a library meets this requirement may be calculated with Formula A.

B. Audiovisual resources. The range, extent, and configuration of nonprint resources and services in college libraries varies widely according to institutional needs and characteristics. Audiovisual holdings may be gauged against volume equivalent. This number should be added to that for print volumes and volume-equivalents in measuring a library's collection against Formula A. If some or all of this material is housed in an administratively separated media center or audiovisual facility, it may be included in the grade determination if properly organized for use and readily accessible to the college community.

C. Determination of grade. The degree to which a library provides materials that are graded by comparing the total holdings of volumes and volume-equivalents with the results of the Formula A calculation.

**Standard 5:** Organization of materials

3. Library collections shall be organized by nationally approved classification systems and arranged for efficient retrieval at time of need. Commentary. The acquisitive library's holdings comprises only part of the task of providing access to them. Collections should be indexed and arranged systematically to assure efficient identification and retrieval.

3.1 There shall be comprehensive catalog of the library's holdings that permits identification of items, regardless of format, and subject by subject as appropriate.

**Commentary.** The catalog should be comprehensive and provide bibliographic access to materials in all formats owned by the library. This can be accomplished through the development of a catalog with items entered in accord with established national or international bibliographic conventions, such as those for entry, descriptive cataloging, filing, classification, and subject headings.

Opportunities of several kinds exist for the long-range development of the library's catalog. These include the use of cataloging information produced by the Library of Congress and the various bibliographic utilities. It may also include the compilation by a number of libraries of a shared catalog. Catalogs should be subject to appropriate editing to keep them abreast of modern technology, contemporary practice, and changing national and international information standards such as MARC, AACR2, and NISO.

3.1.1 The catalog shall be in a format that can be consulted by a number of users concurrently.

**Commentary.** A public catalog in any format can satisfy this standard if it is so arranged that the library's users normally encounter no delay in gaining access to it.

3.1.2 In addition to the catalog there shall also be subject subordinate files to provide bibliographic control and access to all library materials.

**Commentary.** Proper organization of the collections requires the maintenance of a number of subordinate files, such as authority files, shelf list, and complementary catalogs, such as serial holdings, records, as appropriate. Information contained in these files should also be available to the library's users. In addition, the content of library materials such as journals, books, and microforms should be made accessible through indexes in printed form or computer-based format.

3.2 Library materials shall be arranged to provide maximum accessibility to all users. Certain categories of materials may be segregated by form for convenience.

**Commentary.** Materials should be arranged so that related information can be easily consulted. Some materials such as rare, unique, manuscripts, or archives may be segregated for purposes of security or preservation. Materials in exceptionally active use, reference works, and assigned readings may be kept separate for reserve and reserve collections to facilitate access to them. Audiovisual materials, maps, and microforms are examples of resources that may be awkward to integrate physically because of format and may need to be segregated from the main collection. Fragmentation of the collection should be avoided whenever possible, however, with the bulk of the collections housed by subject in open stack areas to permit and encourage browsing.

3.3 Materials placed in storage facilities shall be readily accessible to users.

**Commentary.** Many libraries or groups of libraries have developed storage facilities for low-use materials such as sets or backruns of journals. These facilities may be situated on campus or in remote locations. The materials housed in these facilities should be easily identifiable and readily available for use in a timely fashion. If direct user access is not possible, a rapid retrieval system should be provided.
professional competencies. Participation in library and other professional activities on and off campus is also necessary to further personal development.

4.2 Librarians shall be organized as a separate academic unit such as a department or a school. They shall administer themselves in accord with ACRU'S "Standards for Faculty Status for College and University Librarians" and institutional policies and guidelines.

Commentary. Librarians comprise the faculty of the library and shall organize, administer, and govern themselves accordingly. The status, responsibilities, prerogatives, and governance of the library faculty shall be fully organized and supported by the parent institution.

4.3 The number of librarians required shall be determined by a formula (see Formula B) and shall further take into consideration the goals and services of the library, programs, degrees offered, institutional enrollment, size of faculty and staff, and auxiliary programs.

Commentary. Formula B is based on student enrollment, collection size, and annual change in size of the collection. Other factors to be considered in determining staff size are services and programs, degrees offered, size of faculty and staff, and auxiliary programs. Examples of services and programs include reference and information services, bibliographic instruction, computer-based services, collection development, and collection organization. In addition, auxiliary programs, e.g., extension, community, and continuing education, as well as size and configuration of facilities and hours of service, are factors to be considered in determining adequate staff size.

4.4 The support staff and student assistants shall be assigned responsibilities appropriate to their qualification, training, experience, and aptitudes. The support staff shall be no less than 65% of the total library staff, not including student assistants.

Commentary. Full-time and part-time support staff carry out a wide variety of paraprofessional, technical, and clerical responsibilities. A productive working relationship between librarians and support staff is an essential ingredient in the successful operation of the library.

4.5 Library policies and procedures concerning staff shall be in accord with institutional guidelines and sound personnel management.

Commentary. The staff represents one of the library's most important assets in support of the instructional program of the college. Its management must be based upon sound, contemporary practices and procedures consistent with the goals and purposes of the institution, including the following:

1. Recruitment methods should be based upon a careful definition of positions to be filled and objective evaluation of credentials and qualifications.

2. Written procedures should be developed in accordance with ACRU and institutional guidelines, and followed in matters of appointment, promotion, tenure; dismissal, and appeal.

3. Every staff member should be informed in writing as to the scope of his/her responsibilities.

4. Rates of pay and benefits for library staff should be equivalent to other positions on campus requiring comparable backgrounds.

5. There should be a structured program for orientation and training of new staff members, and career development should be provided for all staff.

6. Supervisory staff should be selected on a basis of job knowledge, experience, and human relations skills.

7. Procedures should be maintained for periodic review of staff performance and recognition of achievement. See relevant ACRU documents listed in the bibliography.

Standard 5: Services

5. The library shall establish, promote, and maintain a range and quality of services that will support the academic program of the institution and encourage optimal library use.

Commentary. The primary purpose of college library service is to promote and support the academic program of the parent institution. Services should be developed for and made available to all members of the academic community, including persons with disabilities and nontraditional students. The successful fulfillment of this purpose will require that librarians work closely with classroom faculty to gain from them a clear understanding of their educational objectives and instruction methods and to communicate to them an understanding of the services and resources which the library can offer. While research skills and ease of access to materials will both serve to encourage library use, the primary motivation for students to use the library originates with the instructional methods used in the classroom. Thus, close cooperation between librarians and classroom faculty is essential. Such cooperation must result from planned and structured activity and requires that librarians participate in the academic planning councils of the institution. They should assist classroom faculty in appraising the actual and potential library resources available, work closely with them in developing library services to support their instructional activities, and keep them informed of library capabilities.

5.1 The library shall provide information and instruction to the user through a variety of techniques to meet differing needs. These shall include but not be limited to a variety of professional reference services, and bibliographic instruction programs designed to teach users how to take full advantage of the resources available to them.

Commentary. A fundamental responsibility of a college library is to provide instruction in the most effective and efficient use of its resources.

Formula B: Librarians

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<tr>
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<tr>
<td>For each 1,000 or fraction thereof,</td>
<td>1 Librarian</td>
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<tr>
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<td>For each 100,000 volumes, or fraction thereof, in the collection</td>
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</tr>
<tr>
<td>For each 5,000 volumes, or fraction thereof, added and/or withdrawn per year</td>
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</tr>
</tbody>
</table>

Supplemental staffing factors to be considered

Organizational and Institutional

The individual library's organization and institutional factors also influence its staffing needs. Additional factors to be considered are as follows:

Library
- Services and programs
- Size and configuration of facilities
- Hours of services

Examples of services and programs
- Reference and information
- Bibliographic instruction
- Computer-based services
- Collection development
- Collection organization
- Archives
- Audiovisual services

Institutional
- Degrees offered
- Size of faculty and staff
- Auxiliary programs

Examples of institutional factors
- Undergraduate programs
- Graduate programs
- Research
- Community
- Continuing education
materials. Bibliographic instruction and orientation may be given at many levels of sophistication and may use a variety of methods and materials, including course-related instruction, separate courses (with or without credit), and group or individualized instruction.

5.3 Interlibrary loan activities, cooperative programs, and utilization of commercial services shall be encouraged for the purpose of extending and increasing services and resources.

Commentary. The rapid growth of information sources, the development and use of automation services, and the development of new technologies continue to impact a library's ability to provide services and resources. Cooperation with other institutions, and particularly with multipurpose library organizations, often becomes a necessity. This involves not only receiving, but also a willingness to give or share, on the part of each library. Formal reciprocal agreements, according to ALA codes, may need to be developed. Access to materials should be by the most efficient and rapid method possible, incorporating such measures as delivery services, rental access, and electronic mail. In addition to, or in place of, traditional forms of delivery. The extent of resource sharing through ILL, cooperative arrangements, and other delivery methods should be recognized in any assessment of the ability of a library to supply its users with needed materials.

5.4 The hours of access in the library shall be consistent with reasonable demand.

Commentary. The number of hours per week that library services are available will vary as a reflection of reasonable local need. During peak hours of operation the users deserve competent, professional service. However, in some institutions users may need access to study facilities and to the collections, in whole or in part, during more hours of the week than they require personal assistance. In any case, the high value of the library's facilities, collections, associated materials, and equipment dictates that responsible personnel be on duty at all times.

5.5 Where academic programs are offered off-campus sites, library services shall be provided in accord with ACRL's "Guidelines for Extended Campus Library Services."

Commentary. Special library problems exist for colleges that provide off-campus institutional programs. Students in such programs must be provided with library services in accord with ACRL's "Guidelines for Extended Campus Library Services." These guidelines suggest that such services be financed on a regular basis, that a librarian be specifically charged with the delivery of such services, that the library implications of such programs be considered before program approval, and that courses so taught encourage library use. Services should be designed to meet the different information and bibliographic needs of these users.

Standard 6: Facilities

6. The library building shall provide well-planned, secure and adequate housing for its collections and personnel; secure space for users and staff; and space for the provision of services and programs.

Commentary. Successful library service presupposes an adequate library building. Although the type of building will depend upon the character and purposes of the institution, it should in all cases be functional, providing secure facilities for accommodating the library's personnel, space for the administration and maintenance and storage, and secure and comfortable reading and study areas for users. A new library building should represent a coordinated planning effort involving the library director and staff, the college administration, campus planning, and the architect, with the director responsible for the preparation of the building program.

The needs of persons with disabilities should receive special attention and should be provided for in compliance with the Architectural Barriers Act of 1968 (Public Law 90-448) and the Rehabilitation Act of 1973, Section 504 (Public Law 93-516), and their amendments and the Americans with Disabilities Act of 1990 (Public Law 101-336).

Particular consideration must be given to any present or future requirements for equipment associated with automated systems or other applications of library technology. Among these might be provision for new wiring, cabling, special climate control, and maximum flexibility in the use of space. Consideration should also be given to housing requirements for compact shelving and the housing of mixed formats including microforms.

6.1 The size of the library building shall be determined by a formula (see formula C, next page) which takes into account the enrollment of the college, the extent and nature of its collections, and the size of its staff.

6.2 In designing or managing a library building, the functionality of floor plan and the use of space shall be the paramount concern.

Commentary. The quality of a building is measured by such characteristics as its utility and comfort of its study and office areas, the design and durability of its furniture and equipment, the functional interrelationships of its space and work areas, and the ease and economy with which it can be operated and used.

6.3 Except in certain circumstances, the college library's collections and services shall be administered within a single structure.

Commentary. Decentralized library facilities in a college have some virtues, and they present some difficulties. Primarily among these is the convenience of the offices or laboratories of some of the classroom faculty. Primarily among these is the convenience of the offices or laboratories of some of the classroom faculty. Primarily among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty. Primary among these is the convenience of the offices or laboratories of some of the classroom faculty.
7.1 The statutory or legal foundation for the library's activities shall be recognized in writing.  
Commentary. In order for the library to function effectively, there must be an articulated understanding within the college as to the statutory or legal basis under which the library operates. This may be a college bylaw, a trustee minute, or a public law which shows the responsibility and flow of authority under which the library is empowered to act.

7.2 The library director shall be an officer of the college and shall report to the president or the chief academic officer of the institution.  
Commentary. For the closest coordination of library activities with the instructional program, the library director should report to either the president or the chief officer in charge of the academic affairs of the institution.

7.2.1 The responsibilities and authority of the library director and procedures for appointment shall be defined in writing.  
Commentary. There should be a document defining the responsibility and authority vested in the library director. This document may also be statutory-based and should spell out, in addition to the scope and nature of the director's duties and powers, the procedures for appointment.

7.3 There shall be a standing advisory committee composed of students and members of the classroom faculty which shall serve as a channel of formal communication between the library and its user community.  
Commentary. This committee—of which the library director should be an ex-officio member—should be used to convey both an awareness of the library to its users' concerns, perceptions, and needs, and an understanding to users of the library's objectives and capabilities. The charge to the committee should be specific and in writing.

7.4 The library shall maintain written policies and procedures manuals covering internal library governance and operation activities.  
Commentary. Written policies and procedures manuals are required for good management, uniformity, and consistency of action. They also aid in training staff and contribute to public understanding.

7.4.1 The library shall maintain a systematic and continuous program for evaluating its performance, for informing the community of its accomplishments, and for identifying needed improvement.  
Commentary. The library director, in conjunction with the staff, should develop a program for evaluating the library's performance. Objectives developed in accordance with the goals of the institution should play a major part in this evaluation program. Statistics should be maintained for use in reports, to demonstrate trends, and in performance evaluation. At the discretion of the library director and in accordance with institutional requirements, the statistics may include data related to input measures, output measures, and/or assessment. In addition, the library director and staff members should use the assistance of the standing library advisory committee and other representatives of the community.

7.5 The library shall be administered in accord with the spirit of the American Library Association "Library Bill of Rights."  
Commentary. College libraries should be impartial in the pleasures or efforts of any special interest groups or individuals to shape their collections and services. This principle, first postulated by the American Library Association in 1959 as the "Library Bill of Rights" (amended 1948, 1951, 1967, and 1980 by theALA Council), should govern the administration of every college library and be given the full protection of the parent institution.

Standard 8 Budget  
8. The library director shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed-upon objectives.  
Commentary. The library budget is a function of the college administration and the academic programs of the institution. The budget is used as the base upon which the library's budget is developed.

8.1 The library's annual authorized expenditures shall be at least six percent of the total institutional expenditure for educational and general purposes. The library shall receive its appropriation at the beginning of the budget cycle for the institution.  
Commentary. The degree to which the college is able to fund the library is in accord with institutional objectives and is reflected in the relationship of the library appropriation to the total educational and general budget of the college. It is recommended that library budgets, exclusive of capital costs and the costs of physical maintenance, not fall below six percent of the college's total educational and general expenditures if the college is to sustain the range of programs required by the institution and meet appropriate institutional objectives. This percentage should be greater if the library is attempting to overcome past deficiencies, or to meet the needs of new academic programs. The six percent figure is intended to include support for separately established professional libraries, providing the budget for those schools is incorporated into that of the college or university.

Factors which should be considered in formulating a library's budget requirements are the following:
1. The scope, nature, and level of the college curriculum;
2. Instructional methods used, especially as they relate to independent study;
3. The adequacy of existing collections and the publishing rate in fields pertinent to the curriculum;
4. The size, or anticipated size, of the student body and classroom faculty;
5. The availability and adequacy of the college library resources;
6. The range of services offered by the library, for example, the number of service hours maintained, the number of hours per week that service is provided, the level of bibliographic instruction, online services, etc.;
7. The extent of automation of operations and services, with attendant costs;
8. The extent to which the library already meets the "Standards for College Libraries."
...on the extent to which it bears responsibility for acquiring, processing, and servicing audiovisual material, and microcomputer resources.

Commentary. It is difficult for an academic library that has not...digitizing microcomputer and audiovisual materials to accommodate such purchases without some budgetary increase. The level of expenditure depends upon whether or not the institution has an audiovisual center separate from the library that acquires and maintains both audiovisual materials and hardware as well as a computer center that absorbs all costs related to microcomputer resources, even those included in the library.

8.3 The library director shall have sole authority to appropria funds and initiate expenditures within the library budget and in accord with institutional policy.

Commentary. Procedures for the preparation and defense of budget estimates, policies on budget approval, and regulation concerning accounting and expenditures vary from one institution to another. The library director must know and conform to local procedures. Sound practices of planning and control require that the director have sole responsibility and authority for allocation—and within college policy—the control over the library budget and the initiation of expenditures against it. Depending upon local factors, between 35% and 40% of the library's budget is normally allocated to acquisition of resources, and between 50% and 60% is expended for personnel.

8.3 Any revenues generated by the library from fees and charges such as fines, payment for lost or damaged materials, and from the sale of duplicate or unneeded items should be retained by the library for support of collections and services.

Commentary. In some jurisdictions, local laws place restrictions on this concept. However, it is acceptable practice in many areas now, and the committee would like to see the practice encouraged.

8.4 The library shall maintain internal accounts for approving its invoices for payment, monitoring its encumbrances, and evaluating the flow of its expenditures.

Commentary. Periodic reports are necessary and provide an accurate account of the funds allocated to the library. They should be current and made accessible for fiscal accountability.

Bibliography


(End note: Committee members who worked on the 1995 edition are: Diane C. Parker, chair; Renee Washington University; Barbara Brown, Fairfield University; Paul Coleman, Adrien College; Jan Forwell, Georgia College; Barbara Eicher, Univesity of Florida; St. Mary's College; Ada Jarred, Northwestern State University of Louisiana; Eric Kibbey, Huntington College; Grant Mearns, University of Florida; and Norma Yath, Brunswick College of New Jersey.)
ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES
Standards for College Libraries, 1995

COLLECTIONS

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Revised 8/4/99
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<th>Prof Staff $/FTE</th>
<th>Stu/Libm</th>
<th>All Mats $</th>
<th>Total Exp (thous.)</th>
<th>$$/FTE</th>
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<th>Vols/Stu</th>
<th>Prof. Staff</th>
<th>Stu/Libm</th>
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| CSI Head Cl | 12,400 | 199 | 16 | 12 | 1033 | $496 | $1,825 | $147 |
NOTE: We are asking about two different things: your expectations of a good academic library, or what is important to you, as well as your perception of the current status of the library on each of these issues. If you do not have an opinion on an item, please skip it and go on to the next question.

EXPECTATIONS

I expect an excellent college library to:

<FACILITY

1) Be a comfortable and quiet place to study
2) Be a safe place where I feel secure
3) Be a clean and orderly (books picked up) place to work
4) Be open late at night, until 
5) Offer long weekend hours: ___ Fri; ___ Sat; ___ Sun
6) Have plenty of seating and tables for study and work
7) Provide convenient and clean rest rooms
8) Have heating, air, and lighting that are comfortable and appropriate
9) Provide rooms where groups of students can work together
10) Provide a break room with drinks and snacks available
11) Be well arranged, with clear directions on how to find things

COLLECTION

12) Hold good reference materials for locating basic information
13) Hold the books needed for courses, papers, and research
14) Hold the journals needed for courses, papers, and research
15) Offer new books for pleasure reading, hobbies, and current affairs
16) Offer popular magazines for fun reading, hobbies, and current affairs
17) Contain library materials which are current, relevant, and accurate

STAFF

18) Have staff who are courteous at all times
19) Have staff who treat all students (and their questions) as important
20) Have knowledgeable staff adept at finding information resources
21) Have librarians who are skilled at teaching about information resources
22) Have student workers who are friendly, courteous, and helpful
23) Have knowledgeable staff available any time the library is open
24) Staff helps users learn electronic searching and resources
25) Staff communicates clearly and effectively with all users

PERCEPTIONS

In my view CSI Library

<Provides... does not Provide>
LIBRARY SURVEY, p.2

EXPECTATIONS

PERCEPTIONS

<Important... Unimportant>

<Provides... does not Provide>

TECHNOLOGY

26) Have an OPAC (electronic catalog) that is helpful and easy to use A B C D F
27) Library OPAC is accurate and current regarding ALL library materials A B C D F
28) The OPAC and online resources can be accessed from outside the library A B C D F
29) Provide access to electronic indexes, abstracts, and databases A B C D F
30) PCs and printers in good working order A B C D F
31) Have up-to-date equipment (copiers, microform reader/printers, and audio visual) in good working order A B C D F
32) Library Web pages are informative and helpful in answering questions A B C D F
33) Provide many full-text journals online A B C D F
34) Provide access to Internet A B C D F
35) Provide plentiful (and up-to date) PCs in the library where students can use books and journals and write papers and reports A B C D F
36) Has adaptive/assistive equipment to help those with special needs A B C D F

SERVICES

37) Provide fast Interlibrary Loan for materials not held by the library A B C D F
38) Provide document delivery for journal articles A B C D F
39) Offer training on using the Internet and electronic resources A B C D F
40) Provide current videos and multimedia resources for student use A B C D F
41) Provide ample support; rarely necessary to wait long for assistance A B C D F
42) Offer brochures and information guides that are clear and helpful A B C D F
43) Offer orientation and training programs to facilitate using the library effectively A B C D F
44) Make it easy to register a compliment, a complaint, or a request A B C D F
45) Have clear instructions posted next to all equipment A B C D F
46) It is customary to learn new things when using the library A B C D F

I am a ___ full-time or ___ part-time CSI ___ fresh/soph; ___ upper-class; ___ graduate: ________________major
I am a CSI ___ faculty ___ staff ___ other: ___________________________________
I am a guest from ___ another college, ___ high school, ___ community
I spend ___ 0-5 hours, ___ 5-10 hours, ___ more than 10 hours per ___ week, ___ month using the CSI Library
I ___ have, ___ do not have a PC at home ... ___ with Internet access.

10/98

COMMENTS:
### CSI LIBRARY SURVEY OF STUDENTS (Fall 1998)

No | Item | Expect | Perceive | Percent | Grade
---|------|--------|----------|---------|-------
1 | Comfortable, quiet | 1375 | 1249 | 90 | A-
2 | Safe and secure | 1417 | 1329 | 94 | A
3 | Clean and picked up | 1392 | 1259 | 90 | A-
4 | Late evening hours | 1289 | 980 | 76 | C
5 | Long weekend hours | 1298 | 849 | 65 | D
6 | Sufficient seating | 1383 | 1215 | 88 | B+
7 | Convenient rest rooms | 1340 | 1175 | 88 | B+
8 | Temperature and lighting | 1400 | 1292 | 92 | A-
9 | Study rooms available | 1310 | 989 | 75 | C
10 | Break room, snacks | 1249 | 1046 | 84 | B
11 | Clear directions | 1380 | 1014 | 73 | C
**Facility Average** | 1349 | 1127 | 84 | B
12 | Reference materials | 1403 | 1113 | 79 | C+
13 | Book collection | 1403 | 1024 | 73 | C
14 | Journal holdings | 1499 | 1088 | 68 | D+
15 | Books for pleasure reading | 1242 | 990 | 60 | B-
16 | Popular magazines | 1207 | 906 | 75 | C
17 | Materials current, accurate | 1400 | 1080 | 77 | C
**Collections Average** | 1359 | 1034 | 78 | C
18 | Courteous staff | 1420 | 1177 | 83 | B
19 | Staff treats me as important | 1395 | 1164 | 83 | B
20 | Knowledgeable staff | 1415 | 1180 | 83 | B
21 | Librarians teach resources | 1321 | 1184 | 89 | B+
22 | Student staff helpful | 1329 | 1051 | 79 | C+
23 | Librarian always available | 1417 | 1116 | 79 | C+
24 | Teach “on-line” searching | 1391 | 1156 | 83 | B
25 | Communicate effectively | 1375 | 1157 | 84 | B
**Staff Average** | 1386 | 1148 | 83 | B
26 | OPAC easy to use | 1270 | 1008 | 79 | C+
27 | PAC accurate, current | 1255 | 982 | 78 | C+
28 | Outside access to resources | 1264 | 953 | 68 | D+
29 | Access to electronic DB’s | 1232 | 962 | 78 | C+
30 | PC’s in working order | 1285 | 934 | 73 | C
31 | Equipment in working order | 1298 | 940 | 72 | C
32 | Web pages helpful | 1228 | 903 | 74 | C
33 | Full text journals on-line | 1204 | 923 | 77 | C
34 | Access to Internet | 1229 | 997 | 81 | B-
35 | Sufficient PC’s available | 1257 | 924 | 74 | C
36 | Assistive equipment available | 1116 | 847 | 76 | C
**Technology Average** | 1240 | 923 | 74 | C
37 | Fast ILL services | 1184 | 835 | 71 | C-
38 | Document Delivery | 1138 | 811 | 71 | C-
39 | Train students on Internet | 1198 | 828 | 69 | D+
40 | Multi-media resources | 1139 | 857 | 75 | C
41 | Ample support staff | 1204 | 930 | 77 | C
42 | Helpful information guides | 1169 | 890 | 76 | C
43 | Orientation programs available | 1171 | 891 | 76 | C
44 | Suggestions easy to register | 1180 | 850 | 73 | C
45 | Instructions on equipment | 1225 | 876 | 72 | C-
46 | Usual to learn in the library | 1170 | 933 | 80 | B-
**Services Average** | 1178 | 870 | 74 | C
**TOTAL (Average)** | 1302 | 1020 | 78 | C+
Library Survey of Students (Fall 1998)
Most important factors:

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<th>Rank</th>
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<th>Expectation</th>
<th>Perception</th>
<th>Percent</th>
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<td>1329</td>
<td>94</td>
<td>A</td>
</tr>
<tr>
<td>#3 tie</td>
<td>23) Librarian always available</td>
<td>1417</td>
<td>1118</td>
<td>79</td>
<td>C+</td>
</tr>
<tr>
<td>#5</td>
<td>20) Knowledgeable staff</td>
<td>1415</td>
<td>1180</td>
<td>83</td>
<td>B</td>
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<tr>
<td>#6</td>
<td>12) Reference materials</td>
<td>1403</td>
<td>1113</td>
<td>79</td>
<td>C+</td>
</tr>
<tr>
<td>#6 tie</td>
<td>13) Book collection</td>
<td>1403</td>
<td>1024</td>
<td>73</td>
<td>C</td>
</tr>
<tr>
<td>#8</td>
<td>8) Temperature and lighting</td>
<td>1400</td>
<td>1292</td>
<td>92</td>
<td>A-</td>
</tr>
<tr>
<td>#8 tie</td>
<td>17) Materials current, accurate</td>
<td>1400</td>
<td>1080</td>
<td>77</td>
<td>C</td>
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<tr>
<td>#10</td>
<td>19) Staff treats me: important</td>
<td>1395</td>
<td>1164</td>
<td>83</td>
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Average: top 10

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<td>1417</td>
<td>1156</td>
<td>82</td>
<td>B-</td>
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Other important factors:

1) Comfortable, quiet                         | 1378        | 1249       | 90    | A-   |
3) Clean and picked up                         | 1392        | 1259       | 90    | A-   |
6) Sufficient seating                          | 1383        | 1215       | 88    | B+   |
11) Clear directions                           | 1380        | 1014       | 73    | C    |
21) Librarians teach resources                 | 1321        | 1164       | 89    | B+   |
22) Student-staff helpful                      | 1329        | 1051       | 79    | C+   |
24) Teach "online" searching                   | 1391        | 1156       | 83    | B    |
25) Staff communicates well                    | 1375        | 1157       | 84    | B    |

Average:

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<td>1181</td>
<td>85</td>
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THE COLLEGE OF STATEN ISLAND, CUNY
LIBRARY SURVEY

Appendix G

NOTE: We are asking about two different things: your expectations of a good academic library, or what is important to you, as well as your perception of the current status of the library on each of these issues. If you do not have an opinion on an item, please skip it and go on to the next question.

EXPECTATIONS
I expect an excellent college library to:

<Important... Unimportant>

PERCEPTIONS
In my view CSI Library

<Provides... does not Provide>

FACILITY
5 4 3 2 1 1) Be a comfortable and quiet place to study A B C D F
5 4 3 2 1 2) Be a safe place where I feel secure A B C D F
5 4 3 2 1 3) Be a clean and orderly (books picked up) place to work A B C D F
5 4 3 2 1 4) Be open late at night, until ______ A B C D F
5 4 3 2 1 5) Offer long weekend hours: ___Fri; ___Sat; ___Sun A B C D F
5 4 3 2 1 6) Have plenty of seating and tables for study and work A B C D F
5 4 3 2 1 7) Provide convenient and clean rest rooms A B C D F
5 4 3 2 1 8) Have heating, air, and lighting that are comfortable and appropriate A B C D F
5 4 3 2 1 9) Provide rooms where groups of students can work together A B C D F
5 4 3 2 1 10) Provide a break room with drinks and snacks available A B C D F
5 4 3 2 1 11) Be well arranged, with clear directions on how to find things A B C D F

COLLECTION
5 4 3 2 1 12) Hold good reference materials for locating basic information A B C D F
5 4 3 2 1 13) Hold the books needed for courses, papers, and research A B C D F
5 4 3 2 1 14) Hold the journals needed for courses, papers, and research A B C D F
5 4 3 2 1 15) Offer new books for pleasure reading, hobbies, and current affairs A B C D F
5 4 3 2 1 16) Offer popular magazines for fun reading, hobbies, and current affairs A B C D F
5 4 3 2 1 17) Contain library materials which are current, relevant, and accurate A B C D F

STAFF
5 4 3 2 1 18) Have staff who are courteous at all times A B C D F
5 4 3 2 1 19) Have staff who treat all students (and their questions) as important A B C D F
5 4 3 2 1 20) Have knowledgeable staff adept at finding information resources A B C D F
5 4 3 2 1 21) Have librarians who are skilled at teaching about information resources A B C D F
5 4 3 2 1 22) Have student workers who are friendly, courteous, and helpful A B C D F
5 4 3 2 1 23) Have knowledgeable staff available any time the library is open A B C D F
5 4 3 2 1 24) Staff helps users learn electronic searching and resources A B C D F
5 4 3 2 1 25) Staff communicates clearly and effectively with all users A B C D F
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<th>PERCEPTIONS</th>
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<td>26) Have an OPAC (electronic catalog) that is helpful and easy to use A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>27) Library OPAC is accurate and current regarding ALL library materials A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>28) The OPAC and online resources can be accessed from outside the library A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>29) Provide access to electronic indexes, abstracts, and databases A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>30) PC's and printers in good working order A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>31) Have up-to-date equipment (copiers, microform reader/printers, and audiovisual) in good working order A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>32) Library Web pages are informative and helpful in answering questions A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>33) Provide many full-text journals online A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>34) Provide access to Internet A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>35) Provide plentiful (and up-to-date) PC's where students can work and write papers and reports A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>36) Has adaptive/assistive equipment to help those with special needs A B C D F</td>
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<td>37) Provide fast Interlibrary Loan for materials not held by the library A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>38) Provide document delivery for journal articles A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>39) Offer training on using the Internet and electronic resources A B C D F</td>
</tr>
<tr>
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<td>40) Provide current videos and multimedia resources for student use A B C D F</td>
</tr>
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<td>5 4 3 2 1</td>
<td>41) Provide ample support; rarely necessary to wait long for assistance A B C D F</td>
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<tr>
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<td>42) Offer brochures and information guides that are clear and helpful A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>43) Offer orientation and training programs to facilitate using the library effectively A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>44) Make it easy to register a compliment, a complaint, or a request A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>45) Have clear instructions posted next to all equipment A B C D F</td>
</tr>
<tr>
<td>5 4 3 2 1</td>
<td>46) It is customary to learn new things when using the library A B C D F</td>
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I am a CSI: faculty ___ staff ___ other: ____________________________

I spend ___ 0-5 hours, ___ 5-10 hours, ___ more than 10 hours per week, ___ month using the CSI Library

9/98

COMMENTS:
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<th>No.</th>
<th>Item</th>
<th>Expect</th>
<th>Perceive</th>
<th>Percent</th>
<th>Grade</th>
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<td>176</td>
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<td>78</td>
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<td>Safe and secure</td>
<td>121</td>
<td>126</td>
<td>106</td>
<td>A+</td>
</tr>
<tr>
<td>3)</td>
<td>Clean and picked up</td>
<td>160</td>
<td>136</td>
<td>85</td>
<td>B</td>
</tr>
<tr>
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<td>Late evening hours</td>
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<td>84</td>
<td>60</td>
<td>D-</td>
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<td>Long weekend hours</td>
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<td>90</td>
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<td>168</td>
<td>123</td>
<td>73</td>
<td>C+</td>
</tr>
<tr>
<td>7)</td>
<td>Convenient rest rooms</td>
<td>163</td>
<td>111</td>
<td>68</td>
<td>D+</td>
</tr>
<tr>
<td>8)</td>
<td>Temperature and lighting</td>
<td>164</td>
<td>116</td>
<td>71</td>
<td>C-</td>
</tr>
<tr>
<td>9)</td>
<td>Study rooms available</td>
<td>125</td>
<td>72</td>
<td>58</td>
<td>F</td>
</tr>
<tr>
<td>10)</td>
<td>Break room, snacks</td>
<td>99</td>
<td>102</td>
<td>103</td>
<td>A+</td>
</tr>
<tr>
<td>11)</td>
<td>Clear directions</td>
<td>166</td>
<td>89</td>
<td>54</td>
<td>F</td>
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<tr>
<td></td>
<td><strong>Facility Average</strong></td>
<td><strong>148</strong></td>
<td><strong>108</strong></td>
<td><strong>73</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td>12)</td>
<td>Reference materials</td>
<td>178</td>
<td>121</td>
<td>68</td>
<td>D+</td>
</tr>
<tr>
<td>13)</td>
<td>Book collection</td>
<td>184</td>
<td>97</td>
<td>53</td>
<td>F</td>
</tr>
<tr>
<td>14)</td>
<td>Journal holdings</td>
<td>181</td>
<td>92</td>
<td>51</td>
<td>F</td>
</tr>
<tr>
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<td>Books for pleasure reading</td>
<td>112</td>
<td>82</td>
<td>73</td>
<td>C</td>
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<tr>
<td>16)</td>
<td>Popular magazines</td>
<td>106</td>
<td>92</td>
<td>87</td>
<td>B</td>
</tr>
<tr>
<td>17)</td>
<td>Materials current, accurate</td>
<td>166</td>
<td>90</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td><strong>Collections Average</strong></td>
<td><strong>155</strong></td>
<td><strong>96</strong></td>
<td><strong>82</strong></td>
<td><strong>D-</strong></td>
</tr>
<tr>
<td>18)</td>
<td>Courteous staff</td>
<td>174</td>
<td>142</td>
<td>82</td>
<td>B-</td>
</tr>
<tr>
<td>19)</td>
<td>Staff treats me as important</td>
<td>173</td>
<td>105</td>
<td>61</td>
<td>D-</td>
</tr>
<tr>
<td>20)</td>
<td>Knowledgeable staff</td>
<td>172</td>
<td>143</td>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td>21)</td>
<td>Librarians teach resources</td>
<td>156</td>
<td>132</td>
<td>85</td>
<td>B</td>
</tr>
<tr>
<td>22)</td>
<td>Student staff helpful</td>
<td>148</td>
<td>113</td>
<td>76</td>
<td>C</td>
</tr>
<tr>
<td>23)</td>
<td>Librarian always available</td>
<td>172</td>
<td>104</td>
<td>61</td>
<td>D-</td>
</tr>
<tr>
<td>24)</td>
<td>Teach &quot;on-line&quot; searching</td>
<td>151</td>
<td>121</td>
<td>80</td>
<td>B-</td>
</tr>
<tr>
<td>25)</td>
<td>Communicate effectively</td>
<td>160</td>
<td>124</td>
<td>78</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td><strong>Staff Average</strong></td>
<td><strong>163</strong></td>
<td><strong>123</strong></td>
<td><strong>78</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td>26)</td>
<td>OPAC easy to use</td>
<td>162</td>
<td>105</td>
<td>65</td>
<td>D</td>
</tr>
<tr>
<td>27)</td>
<td>PAC accurate, current</td>
<td>152</td>
<td>94</td>
<td>62</td>
<td>D-</td>
</tr>
<tr>
<td>28)</td>
<td>Outside access to resources</td>
<td>153</td>
<td>82</td>
<td>54</td>
<td>F</td>
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<tr>
<td>29)</td>
<td>Access to electronic DB's</td>
<td>151</td>
<td>92</td>
<td>61</td>
<td>D-</td>
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<tr>
<td>30)</td>
<td>PC's in working order</td>
<td>149</td>
<td>74</td>
<td>50</td>
<td>F</td>
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<tr>
<td>31)</td>
<td>Equipment in working order</td>
<td>172</td>
<td>78</td>
<td>46</td>
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</tr>
<tr>
<td>32)</td>
<td>Web pages helpful</td>
<td>140</td>
<td>100</td>
<td>71</td>
<td>C-</td>
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<tr>
<td>33)</td>
<td>Full text journals on-line</td>
<td>159</td>
<td>71</td>
<td>45</td>
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</tr>
<tr>
<td>34)</td>
<td>Access to Internet</td>
<td>136</td>
<td>104</td>
<td>77</td>
<td>C</td>
</tr>
<tr>
<td>35)</td>
<td>Sufficient PC's available</td>
<td>142</td>
<td>72</td>
<td>51</td>
<td>F</td>
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<tr>
<td>36)</td>
<td>Assistive equipment available</td>
<td>143</td>
<td>77</td>
<td>54</td>
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<tr>
<td></td>
<td><strong>Technology Average</strong></td>
<td><strong>181</strong></td>
<td><strong>86</strong></td>
<td><strong>57</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>37)</td>
<td>Fast ILL services</td>
<td>174</td>
<td>94</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td>38)</td>
<td>Document Delivery</td>
<td>162</td>
<td>81</td>
<td>50</td>
<td>F</td>
</tr>
<tr>
<td>39)</td>
<td>Train faculty on Internet</td>
<td>148</td>
<td>88</td>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>40)</td>
<td>Multi-media resources</td>
<td>148</td>
<td>92</td>
<td>62</td>
<td>D-</td>
</tr>
<tr>
<td>41)</td>
<td>Ample support staff</td>
<td>147</td>
<td>110</td>
<td>75</td>
<td>C</td>
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<tr>
<td>42)</td>
<td>Helpful information guides</td>
<td>134</td>
<td>80</td>
<td>60</td>
<td>D-</td>
</tr>
<tr>
<td>43)</td>
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<td>67</td>
<td>D</td>
</tr>
<tr>
<td>44)</td>
<td>Suggestions easy to register</td>
<td>77</td>
<td>76</td>
<td>99</td>
<td>A+</td>
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<tr>
<td>45)</td>
<td>Instructions on equipment</td>
<td>152</td>
<td>82</td>
<td>54</td>
<td>F</td>
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<tr>
<td>46)</td>
<td>Usual to learn in the library</td>
<td>121</td>
<td>69</td>
<td>57</td>
<td>F</td>
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<tr>
<td></td>
<td><strong>Services Average</strong></td>
<td><strong>140</strong></td>
<td><strong>87</strong></td>
<td><strong>62</strong></td>
<td><strong>D-</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL (Average)</strong></td>
<td><strong>151</strong></td>
<td><strong>100</strong></td>
<td><strong>66</strong></td>
<td><strong>D</strong></td>
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Library Survey of Faculty (Fall 1998)
Most important factors:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Expectation</th>
<th>Perception</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>#1</td>
<td>13) Book collection</td>
<td>184</td>
<td>97</td>
<td>53</td>
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<tr>
<td>#2</td>
<td>14) Journal holdings</td>
<td>181</td>
<td>92</td>
<td>51</td>
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<tr>
<td>#3</td>
<td>12) Reference materials</td>
<td>178</td>
<td>121</td>
<td>68</td>
<td>D+</td>
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<tr>
<td>#4</td>
<td>1) Comfort</td>
<td>176</td>
<td>137</td>
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<td>C</td>
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<tr>
<td>#5</td>
<td>18) Courteous staff</td>
<td>174</td>
<td>142</td>
<td>82</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>31) Fast ILL</td>
<td>174</td>
<td>94</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td>#7</td>
<td>19) Treat me as important</td>
<td>173</td>
<td>105</td>
<td>61</td>
<td>D-</td>
</tr>
<tr>
<td>#8</td>
<td>20) Knowledgeable staff</td>
<td>172</td>
<td>143</td>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>23) Librarians available</td>
<td>172</td>
<td>104</td>
<td>61</td>
<td>D-</td>
</tr>
<tr>
<td></td>
<td>31) Equipment working</td>
<td>172</td>
<td>78</td>
<td>45</td>
<td>F</td>
</tr>
<tr>
<td>Average: top 10</td>
<td></td>
<td>176</td>
<td>101</td>
<td>57</td>
<td>F</td>
</tr>
<tr>
<td>Factor</td>
<td>Faculty Rank</td>
<td>Faculty Grade</td>
<td>Students Rank</td>
<td>Students Grade</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Facility</td>
<td>4th</td>
<td>73 C</td>
<td>3rd</td>
<td>84 B</td>
<td></td>
</tr>
<tr>
<td>Collection</td>
<td>2nd</td>
<td>62 D-</td>
<td>2nd</td>
<td>76 C</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>1st</td>
<td>76 C</td>
<td>1st</td>
<td>83 B</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>3rd</td>
<td>57 F</td>
<td>4th</td>
<td>74 C</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>5th</td>
<td>62 D-</td>
<td>5th</td>
<td>74 C</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>66 D</td>
<td></td>
<td>78 C+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note on scoring: The percentage figures (and "grades") were obtained by dividing the raw score for "perceptions" by the raw score for "expectations." This will allow us to track improvements on each issue.
Student Perceptions of the Library

Some CSI students actually do make considerable use of the library as a study center, depository of knowledge and information, point of access to the search process related to a larger world of information resources and an instructional center. But for most students, the Library is perceived as a "store" to which they must go from time to time on orders from an instructor to acquire a specific book(s) or journal article(s) in response to a particular assignment. They expect the library staff to function more as less as willing and available salespeople who should be waiting for them to arrive and instantly cater to their needs. If they don't find what they came to get within a very few minutes, the students leave and look elsewhere—in a public library, on their computer at home or at a friend's house. Some return to class complaining to their professors about poor products and service at the Library. Others don't complain because what has happened confirms their pre-existing ideas about libraries and librarians. If they do find what they are looking for, they quickly make copies of what they take to be the most important pages and leave the library as quickly as possible to pursue their studying elsewhere.

Most students at CSI do view the library as a repository of knowledge and information but not necessarily a repository that they themselves need to use to any great extent. They expect to get most of the information they need to succeed in college from lectures, class discussions and textbook assignments. Given the busy lives that most of them lead, juggling jobs and family responsibilities along with academic study, they don't feel that they have much time to search for information, let alone browse. They expect their instructors to select whatever is relevant to their course work from the assigned texts or to reproduce the material and distribute it in class. The only time when they expect to spend an extended period of time in the library is in preparation of term papers for an advanced course.

Few CSI students view the library as a study center. Some actually flee from quiet spaces, preferring to pursue their academic work in a very different sort of environment. And, for the most part, they can do their assigned work without actually needing to make use of the library to complete the task. They only do their work in the library when it is absolutely necessary—which tends to be when all of the students in a particular class are given the kind of assignment which requires the use of reference books, online catalogues, etc. This may, in turn, cause a library service bottleneck (due in part to the students' unfamiliarity with the library and its resources so that they all ask for help from the reference staff at once) which, again, reinforces preconceptions about libraries and librarians.

Although some students have received training in the use of library resources as a component of one or more of their courses (in high school or college), most CSI students are largely ignorant of how to use a library beyond searching for a particular book of which they have the title. Students in freshman English courses have traditionally received instruction of this kind, by classroom teachers working in collaboration with librarians, but this is not common today at CSI. Few English 111 and 151 classes assign term papers.
Considering the rapid change in the technical skills required of librarians in this time, the limited amount of support for travel and training that CSI librarians enjoy, and the widespread recognition that support for training and research is one of the greatest needs for the department, the following policy will begin immediately:

1) Librarians may request support for intensive training in a topic, technology, or software program that will bolster the library's goals and objectives.

2) Requirements:
   a) Following the training, the recipient will hold training sessions for library staff, as well as for faculty, staff, and students as needed, to "compete the learning" and transfer and disseminate the knowledge gained.
   b) The recipient will make other "reports" to groups, departments, or other meetings in order to share their expertise with all those who are interested.
   c) The recipient will serve as the in-house "expert" on that subject for at least one year. (Should they leave before that time has expired, they agree to repay the proportionate share of the training cost obligation.)

3) Other considerations:
   a) This initiative is not limited to professional librarians, though it is limited to programs that will directly promote the library's purposes.
   b) The Chief Librarian will administer the program with guidance from an Advisory Committee, to consist of Prof. Mike Kress, or his representative; and the Deans of the College, or their representatives.
   c) Support for this initiative will come from the Library Special Projects Account in the University's Research Foundation, and other resources — both on the campus and outside — as developed.

James W. Marcum
October 1, 1998
Subcommittee Report of the Library Technology Committee

Five-Year Technology Migration Plan for the College of Staten Island Library

May 26, 1999
Introduction

The CSI Library is committed to a high-tech approach to resource, access, and management. This requires on-going modernization and upgrades of hardware and software to maintain currency. It is our strategic vision that the following steps will achieve that end over the course of the next five years.

Executive Summary

In brief, we need to replace significant legacy systems, most notably:
- Dumb terminals
- 486 based PCs
- Mainframe printers
- Obsolete analog microform reader/printers.

Secondly, we must upgrade and expand the library network infrastructure to meet current requirements, for today's standards for high band-width applications such as digital graphics, and continuous (streaming) media. Specifically:
- Pentium class PCs (Scholar Workstations)
- Digital management software
- Asynchronous learning applications
- Desktop collaboration tools.

Other equipment needs include debit card based network printers to meet the printing needs of both faculty and students.

Funding for this project is expected to come from multiple sources, including College OTPS; federal, state, and private grants; the CUNY Digital Library Initiative, the CUNY Network Upgrade Initiative, and the CSI Foundation.
Phase 1
July 1999 - June 2000

The first phase of the project calls for the acquisition of 51 Pentium level PCs, network printers, furniture, and a projection system. This equipment will eliminate all existing terminals and begin the development and deployment of Library Scholar Workstations for the Digital Library Project. One Scholar Workstation will be deployed in the Digital Library Instruction Classroom to upgrade the existing 486 based PC currently utilized for Media System training. Other 486 based PCs in the public access areas will be replaced as well. In addition, the Library network infrastructure will be upgraded during this phase of the project.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
<th>FUNDING SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 Pentium Level PCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 terminal replacements</td>
<td>$80,274</td>
<td>CUNY Digital Library Initiative; CUNY</td>
</tr>
<tr>
<td>16 replacements for 486 PCs</td>
<td></td>
<td>Network Upgrade Initiative</td>
</tr>
<tr>
<td>11 Scholar Workstations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 debit based network printers</td>
<td>$8,000</td>
<td>GRTI Grant</td>
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<tr>
<td>1 network printer</td>
<td>$1,400</td>
<td>College OTPS</td>
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<tr>
<td>6 computer desks</td>
<td>$3,834</td>
<td>College OTPS</td>
</tr>
<tr>
<td>Data/Video Projector for the Media System in the Williamson Theater</td>
<td>$12,000</td>
<td>CSI Foundation</td>
</tr>
</tbody>
</table>
Phase 2
July 2000 - June 2001

In this phase, any remaining 486 based PCs would be replaced with Pentium level computers. This will bring the Library's computers in line with the current state of hardware and permit the use of software such as Microsoft Office, OCLC Passport, Intranet applications, etc. Other activities taking place during this phase include: acquisition of additional Scholar Workstations for public access; upgrade of equipment in the Faculty Center for Excellence in Pedagogy and Media Technologies; purchase of digital microform reader/printers, and purchase of an LCD Projector for the Digital Library Instruction Classroom.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
<th>FUNDING SOURCE</th>
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</thead>
<tbody>
<tr>
<td>35 Pentium Level PCs</td>
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<td>Funding sources yet to be determined.</td>
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<tr>
<td>4 upgrades for Faculty Center</td>
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<tr>
<td>21 replacements for 486 PCs</td>
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<tr>
<td>10 Scholar Workstations</td>
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<tr>
<td>1 Electronic Smart Podium for Library Electronic Theatre</td>
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<tr>
<td>1 Epson Color printer for Faculty Center</td>
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<tr>
<td>8 Computer desks &amp; chairs for Faculty Center</td>
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</tr>
<tr>
<td>4 Digital Microform Reader/Printers</td>
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</tr>
<tr>
<td>LCD Projector for Digital Instruction Classroom</td>
<td>$9,000</td>
<td></td>
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</table>
Phase 3  
July 2001 - June 2003 (Multi-year)

In this final phase, we expect to bring video-conferencing to the desktop through additional equipment thereby facilitating wider access to asynchronous learning environments. In addition, the Digital Library Instruction Laboratory will undergo a hardware upgrade bringing it up to current hardware and software spec. The replacement of microform reader/printers will also continue in this phase. At the end of this phase, an additional 40-seat Digital Library Instruction Laboratory will be constructed within the Library. This project will involve the construction of the facility, installation of additional network capacity, and increased electrical and environmental controls.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
<th>FUNDING SOURCE</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Upgrade 20 PCs in existing Digital Library Instruction Laboratory</td>
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<td>Acquire 4 digital microform reader/printers</td>
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<tr>
<td>New Digital Library Instruction Laboratory</td>
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<tr>
<td>♦ 40 new Pentium PCs</td>
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<tr>
<td>♦ 2 Network printers</td>
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<tr>
<td>♦ 40 desks and chairs</td>
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<td>♦ Construction</td>
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**Budget Summary**

For this proposal, we have based our budget models on the following equipment, using suggested list price. These items are best suited to meet the needs of the project:

1. **Pentium Level PC @ $1,574 workstation.**
   - Dell GX1+ Optiplex with 400mhz Pentium II processor, 64megs RAM, includes 8.4 Gig HD, soundcard, CD-ROM drive, speakers, network card, & 17" monitor.

2. **Network Printers**
   - HP4050 N LaserJet printer with 16megs RAM @ 1,400 per unit.
   - Debit-based network printer @ $2,000 per unit.
   - EPSON Stylus Color 1520 network printer @ 1850 per unit.

3. **Data/Video Projectors**
   - G-E35004 Sharp LCD Projector @ $12,000 per unit.
   - XG-NV5XU Sharp LCD projector @ $9,000 per unit.

4. **Digital Microform Reader/Printers**
   - Canon MS400/500 with laser printer @ $18,000 per unit.

5. **Smart podium**
   - President Series 700 Lectern @ $4,545 per unit.

6. **Furniture**
   - Computer desk @ $639 per unit.
   - Adjustable Computer Chairs @$160 per unit.

<table>
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<th></th>
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<td>Printers</td>
<td>$8,400</td>
<td>$1,850</td>
<td>$2,800</td>
<td>$13,050</td>
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<tr>
<td>Data/Video Projectors</td>
<td>$12,000</td>
<td>$9,000</td>
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<td>$21,000</td>
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<tr>
<td>Digital microform reader/printers</td>
<td>$72,000</td>
<td>$72,000</td>
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<td>$144,000</td>
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<tr>
<td>Smart Podium</td>
<td>$4,545</td>
<td>$4,545</td>
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<td>$4,545</td>
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<tr>
<td>Furniture</td>
<td>$3,834</td>
<td>$6,392</td>
<td>$31,860</td>
<td>$42,186</td>
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<tr>
<td><strong>Sub-Totals</strong></td>
<td><strong>$104,508</strong></td>
<td><strong>$148,877</strong></td>
<td><strong>$248,420</strong></td>
<td><strong>$601,805</strong></td>
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**Grand Total $601,805**