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TRENDS

**Off-Campus Library Programs
In Higher Education**

William Aguilar
Marie Kascus
Lori Keenan
Issue Editors

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Off-Campus Library Programs
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Introduction

WILLIAM AGUILAR AND MARIE KASCUS

DURING THE LAST DECADE, observers of academic trends may have noticed a definite increase in the number of off-campus sites and educational programs across the country. The rationale for this increase, however, varies from one location to another.

On the East Coast, for example, demographic patterns reflect a diminishing population in the eighteen to twenty-two year old category. A consequence of this trend is that enrollment at many eastern campuses is constant or declining. One strategy for counteracting this decline and balancing the enrollment scale is to provide off-campus educational programs that tap a new market of potential students. On the West Coast, the proliferation of off-campus programs is more often motivated by over-enrollment at existing institutions in conjunction with the burgeoning of whole new communities that lack educational facilities. The accelerated rate of growth has often taxed academic institutions to the limit of their resources so that the establishment of off-campus programs provides a viable solution to their immediate needs. This is an instance of a win-win situation, for very different reasons, however, than the East Coast one. On the East Coast, the underlying assumption is that education can be tailored and packaged for the end-user as part of a broader educational mission that includes community outreach. In effect, off-campus sites and educational programs here become a win-win situation in which both the academic institution and the community benefit mutually from the arrangement.

It is clear, however, that the establishment of off-campus programs is not motivated solely by demographic patterns or overloaded facilities. Many other factors can and do influence the decision-making process that provides the rationale for an expanded campus. Such factors, to cite just a few examples, include the application of political pressure by those with political leverage; the recognition that not all potential students can afford full-time status or are willing to make long-distance commutes to acquire an education; and the realization that there are needs to serve those populations that are geographically isolated. Perhaps the single most influential factor in the recent expansion of off-campus programs is the impact of technology.

Given these and other evolving conditions, the expectation is that the number of off-campus sites will continue to grow and that the plateau for this growth has yet to be reached. Educational programs located at off-campus sites are considered to be a good way of predicting the probability of success for full-fledged academic institutions. If off-campus program sites are well attended, there is a greater likelihood that a permanent educational facility will flourish at that location. The value and potential of off-campus education for solving problems related to changing demographic patterns, for responding to the educational needs of a different student population, and for overcoming institutional constraints are immense.

The increase in this type of programming is not without its critics or its problems. The issues facing administrators are many and complex and range from the philosophical to the pragmatic. Something as elementary as a workable definition of distance learning has yet to be agreed upon. While the threshold for distance learning may be defined in Australia as over 500 miles, that definition is not relevant to large metropolitan areas where travel of more than 30 miles may be impractical if not impossible. The most basic concern is the compatibility of such programs relative to the educational mission and objectives of the institution involved. There is an ongoing debate in academe about the quality of off-campus education, and equity remains one of the most pervasive and difficult dilemmas to resolve. How does an academic institution ensure that the education delivered to students at remote sites is equivalent to the education delivered on the main campus? Assurances must be given to students, faculty, and governing boards as well as licensing and accrediting bodies. Equally important is how does an academic institution ensure that an off-campus program does not become a parasite usurping local resources and thereby diminishing the quality of instructional programs on the main campus?

Central to this discussion is the need to provide library services and to deliver resources to students and faculty participating in these programs. The principle that library services and resources are an integral component of higher education is one that is rarely challenged; however, it is often circumvented. This can be particularly true with off-campus programs. Administrators face difficult decisions in choosing what level of services to provide to support students and faculty participating in these programs. The issue of level of services is resolved differently by each academic institution providing off-campus programs and is primarily decided by the financial resources committed, the attitude of administrators, and the creativity of librarians. Given the high cost of building and maintaining libraries in terms of physical plant, books, periodicals, reference materials, and staff, the reality is that few off-campus programs have the financial resources to equip and staff libraries at levels recommended by regional licensing and accrediting bodies. At issue is whether access to information is sufficient, or whether access is part of a larger issue that considers library use and academic research both as forms of education in themselves and as elements of the outcome measures that determine the success of academic programs.

Even though students enrolled in off-campus programs receive the same degree as on-campus students, participants and observers are concerned about the quality of the education received. Critics of off-campus programs cite instances where students are left to fend for themselves in gaining access to the information and resources needed to complete assignments. There is a further concern that some academic institutions are benefiting from the services, resources, and staff of other libraries without acknowledging or compensating them. Critics also cite instances where instruction is packaged in such a way as to require little more than a basic textbook to complete the course. The concern is that students are being spoon-fed and are not rigorously challenged. These concerns are raised most frequently by observers and participants who feel that library use and academic research are an integral component of the educational process. They are concerned that off-campus students denied the opportunity of exploring the full range of library resources available to their on-campus counterparts may not become information literate in the process, so that, while they receive the same degree, they may not have received the same quality of education.

Librarians have traditionally operated under a set of guidelines wherein the information seeker comes to the library to use resources in multiple formats. Academic administrators and librarians sensitive to the issues outlined earlier have recognized that traditional modes of library access are not wholly relevant to programs at a distance.

Since students are unable, in many instances, to access readily central library resources, and institutions find it impossible to finance, equip, and staff off-campus facilities at desired levels, innovative approaches to the delivery of library services are necessary to resolve adequately the problem of access. In the more successful off-campus programs, administrators and librarians have been creative in devising and implementing alternative ways of providing library resources and services to support students and faculty at remote sites. Examples of innovative library practices include on-site bibliographic instruction, database searching from remote terminals, telefacsimile, reference service via a toll free number, and contracts with other libraries to provide services.

The underlying assumption is that education does not always take place within the confines of a classroom. The objective should be one of developing academic programs that are intellectually sound, that do not diminish standards, and that are sufficiently flexible to make them attractive to both students and institutions. The guiding philosophy in embarking on this special issue of *Library Trends* is that library service is a critical component of quality education regardless of whether the instruction takes place on campus or off campus. While there is a plethora of activity in off-campus library services, most efforts have been localized, nonsystematic, reported outside the traditional library literature, and have not fully capitalized on the international experience in this area. The intention in this issue is to present a state-of-the-art review of the delivery of services and resources to sites located at a distance from the main academic campus, exploring many issues and problems relevant to the delivery of off-campus library services. This issue is organized into five sections: introduction and overview of the topic, standards and accreditation, model programs, international programs, and technological applications.

In the area of standards, there is an ongoing discussion within academia as to whether or not the *ACRL Guidelines for Extended Campus Library Services* should be converted from guidelines to standards. In her article, Lynn LaBrake-Harrison concludes that "the time is not yet appropriate for the development of standards in lieu of ACRL guidelines." The recently strengthened ACRL guidelines are considered to be a good interim solution, and it is expected that they will adequately serve the needs of the extended campus library services community for the next five years.

Howard Simmons has extensive experience with accreditation issues and is well positioned to comment on the application of standards to off-campus programs. He suggests that, all too often, the basis for establishing off-campus programs is rooted in a need

for additional revenue and not a sense of expanded mission or service. External pressure from accrediting agencies may well be the only real leverage which holds academe accountable for these programs.

In the area of model programs, Barton Lessin compares four different models, each successful in its own way, as solutions to the problem of delivering library services at a distance. One of the models is of particular interest since many of its programs are located outside the United States. A second model is noteworthy because of its heavy reliance on technology. A third model addresses and solves the problem with the cooperation and assistance of public libraries. The fourth model is perhaps the most comprehensive example of off-campus library services at their best and a benchmark for other institutions to follow in planning library services at a distance.

Keenan and Power see the public library as a powerful ally directly and indirectly assisting academic institutions that offer programs at remote sites. They suggest that the role of the public library be openly acknowledged so that it can become a better utilized resource in meeting academic library user needs. This could be accomplished via a contract and financial reimbursement which both formalizes and gives recognition to what is already a silent partnership.

While one might assume that off-campus programs are a uniquely American phenomenon, the reality is that they are not. On the international scene, there are many good examples of a similar phenomenon with a longer history and a rationale that has more to do with vast geographic expanses rather than limited physical facilities and human resources. Alexander Slade examines the status of off-campus education, discussing conditions and problems unique to Canada. Slade indirectly suggests that Canada must move forward with its agenda or be forced to turn to its southern neighbor for solutions. In defense of the Canadian initiative, however, large geographic divisions and a relatively small population create problems that have no parallel in the United States.

Raymond Fisher suggests that, while progress has been made to date in the United Kingdom, there is a long way to go before further improvement will be evident. Although the United Kingdom is much smaller geographically, the real barrier to progress seems to be entrenchment in academic tradition. In the United Kingdom, education for the masses is provided through the Open University, and the Open University has not placed a very high priority on library services and resources for its very diverse clientele.

One of the largest and most innovative programs anywhere is located at the University of South Africa. Willemse traces the history of UNISA and its strong commitment to supporting library services

and resources. Clearly this is a university that has adopted the posture that libraries are an integral component of its curriculum and course of studies. The rate of borrowing and lending to off-campus students is staggering, exceeded only by the university's willingness and desire to extend the boundaries of library service even further.

Australia, with a geographic span almost the size of the Continental United States and a population smaller than that of the state of New York, faces some difficult logistical conditions in the delivery of its off-campus programs. Historically, correspondence by mail has been the main vehicle used to reach isolated individuals interested in pursuing a college education. Recently, however, the Australian government has advocated amalgamation of academic institutions and is now calling for greater cooperation among them in providing distance education. To this end, it has identified eight Distance Education Centres which will receive government funding to develop, produce, and deliver off-campus courses. It has also proposed the establishment of a National Distance Education Conference as a coordinating body to monitor and review external studies nationwide.

Jim Healey is uniquely qualified to discuss off-campus programs both from a user's and a provider's perspective. As the Director of San Jose State University's (SJSU) School of Library and Information Science, Healey is clearly concerned with the pedagogical issues. Since SJSU offers an off-campus program in Southern California at California State University-Fullerton, Healey must also involve himself with the same mundane issues and logistical concerns facing other academic administrators. Ironically, however, SJSU is training information professionals who receive much of their support from a home campus which is hundreds of miles away. What will be the results? A group of professionals who are more sensitive to the problems? or, the reverse, We succeeded and so can you? Can library information professionals intellectually afford this type of program? On the other hand, the demand for information professionals in Southern California is high, the University of Southern California has closed its library school, and only UCLA offers such a degree locally. Will SJSU become the norm or at least a model to be emulated?

Technology is easily seen as a means of providing improved access and a quicker response time in meeting information needs. It is relevant to ask whether technology can in fact substitute for a body and if technology can bridge the gap of distance in a manner that is manageable and affordable. Kopp provides numerous examples wherein technology is currently alleviating problems of access at a

distance. He explores other applications of current and future technological developments which may have a significant impact on the success or failure of academic programs at a distance.

Academic institutions have established off-campus programs for a variety of reasons: to counteract the problem of burgeoning populations when funds are insufficient to build new campuses; to compensate for changing demographics and declining enrollments; to find new avenues of revenue enhancement; to respond to political pressure; to meet legitimate needs for populations that are geographically isolated; or to expand services to students and the community, to name a few.

The rationale for establishing off-campus programs may vary from one institution to another or from one country to another, but the problems encountered in administering such programs have much in common. Among the educational issues to be resolved are the need to overcome steadfast academic tradition and faculty reluctance to travel to distant sites; the need to ensure the quality of the instruction and the comparability of degrees; the need for accrediting and licensing bodies to provide regulations that ensure quality education without stifling creativity; the need to deliver library services to remote sites; and the need for the library community to develop standards for off-campus services.

In planning and implementing these programs, some academic institutions have devoted minimal resources and thought to the problem of delivering library services at a distance, while others have established library services as an integral component of the curriculum and as essential to the off-campus educational process.

Accrediting and licensing bodies are beginning to closely address the regulations as they apply to off-campus programs, and there is discussion within the profession as to whether the existing *ACRL Guidelines for Off-Campus Library Services* are adequate or whether the guidelines need to be upgraded to standards.

Solutions to the problems that are not attitudinal are being addressed largely through technological innovation. While technology is not a panacea for all the problems associated with distance learning, it can go a long way toward enhancing library access and document delivery. Emphasis on access through extended communication networks rather than ownership could contribute considerably to the potential of providing library services at a distance. Additional solutions to managing off-campus programs could come from establishing official alliances with local public libraries or other academic libraries which could acknowledge their assistance in serving the needs of off-campus students and compensate them financially for the potential drain on their staff and resources.

Bibliographic utilities might further extend the library's potential for serving users at a distance if their cooperation were solicited in helping networks of institutions that provide off-campus programs to share their resources in new and different ways.

There should be recognition, on the part of the library community as a whole, that off-campus programs are not just a passing phenomenon and may represent a viable model for the education of a new generation of students.

It is recommended that library educators take the lead in recognizing off-campus programs and delivery systems as a specialty area within the library science curriculum. Courses and workshops could then be developed to sensitize prospective librarians to the special needs of off-campus programs and enable librarians to assist college and university administrators in finding acceptable solutions to the types of education issues that must be resolved. By taking the initiative, library educators will be helping librarians to determine how best to deliver library services at a distance when faced with a growing body of information, rapid technological advancements, diminishing staff, and an eroding budget base exacerbated by inflation. At the very least, the inclusion of a course on off-campus library services within the curriculum of library schools could encourage research and scholarship and the creation of a body of literature that could be tested and used to improve the delivery of library services at a distance.

The potential of off-campus education is immense and the ability to provide library services at a distance poses both a challenge and an opportunity. Solutions to the problems created in the process of administering off-campus programs will only come with a heightened sensitivity on the part of library educators and librarians as to the special needs of faculty and students involved in off-campus programs. It is hoped that this issue of *Library Trends* will contribute in some small way to the heightening of sensitivity to the issues and problems inherent in the delivery of off-campus library services.

Extended Campus Library Services: Guidelines or Standards?

LYNN LABRAKE-HARRISON

ABSTRACT

EXTENDED CAMPUS LIBRARY service is a rapidly growing and evolving aspect of librarianship. Off-campus academic programs continue to proliferate both in number and variety. The awareness of the importance of library services to extended campus programs has heightened. Emphasis on quality and effectiveness of extended campus library service is also increasing.

   The latest review of the *ACRL Guidelines for Extended Campus Library Services* was completed in 1989, and the revision was approved in January 1990. This article will describe the process of the review, consider some of the issues that were raised, and also respond to the question that standards might be more appropriate than guidelines.

REVIEW OF 1981 GUIDELINES

   In July 1987, the ACRL Board of Directors established a task force to review the 1981 *Guidelines for Extended Campus Library Service*. Task force members were Mary Joyce Pickett (Chair), Lynn LaBrake, Barton Lessin, Colleen Power, and Julie Todaro. The task force was formed to determine if a revision was needed, and, if it was, to identify areas for revision, prepare successive drafts, hold hearings on the proposed revisions, publish a draft in *College & Research Libraries News* for comments, and submit a final draft to the standards and accreditation committee for review and approval.

The first meeting of the task force was held at the 1988 ALA Midwinter Conference in San Antonio. The group determined that an initial investigation was important in the review process because of the great diversity within the area of extended campus library services and because little was known about the use of the 1981 guidelines. The decision was made to do a literature search, contact accrediting agencies, and hold hearings prior to making the determination whether or not a revision was indicated. The literature search revealed a number of references to the 1981 guidelines. However, limited information on direct experience with the guidelines was found. Sheridan and Martin (1986) did report on a survey conducted in fall 1985 to determine the effect of the 1981 guidelines on library services, especially for continuing education and extension programs.

Contacts with the regional accreditation agencies in spring 1988 revealed that the agencies were aware of the need for changes in the area of extended campus programs. Most were in the process of, or had recently completed, revising their own evaluation criteria. The Western Association of Schools and Colleges had just published its revised *Handbook of Accreditation* in February 1988. Middle States accreditation criteria were under revision, with the expectation of substantial changes regarding off-campus library services. Southern States Commission of Colleges and Schools (1988) was making extensive revisions to their criteria for accreditation, with library support for off-campus programs being a major concern. Included with other recommended changes was the addition of a new subsection entitled "Library Resources at Off-Campus Sites" (p. 16). The New England Association of Schools and Colleges was the only group not making any changes in their current standards on library learning resources. However, they recognized the significant ongoing changes in the area which needed to be addressed and subsequently began a review in 1989.

In June 1988, inquiries were mailed to thirty-six professional accrediting agencies, along with copies of the 1981 guidelines, to determine: (1) if the agencies used the guidelines in evaluating library services to students in extended campus programs; (2) what other criteria they used in evaluating these services; and (3) how relevant they felt the ACRL guidelines were to their agency's accrediting process. Responses were received from thirteen agencies. None indicated that they used the ACRL guidelines at all. A few indicated that the guidelines might be useful or that their own guidelines were similar. One of the interesting responses came from the American Library Association Committee on Accreditation (COA) which does not use the ACRL *Guidelines for Extended Campus Library Services,* nor does it use any guidelines external to those generated by the

committee. COA determined that while there were no major conflicts between their valuative criteria and the ACRL guidelines, the guidelines were somewhat more prescriptive than the COA approach. At the time, COA was considering a revision to reflect the increasing use of telecommunications in off-campus education (Pickett, 1988).

Initial hearings were held, and taped, at ALA's 1988 Annual Conference in New Orleans and at the Off-Campus Library Services Conference in Charleston, South Carolina. The response was more extensive than the task force had anticipated. Most of those present participated in the recorded discussions, and those addressing the task force gave thoughtful and valuable testimony. Of particular interest were the statements of librarians who had direct experience with the 1981 guidelines. Generally, they found them to be basically sound but offered recommendations for some changes and clarifications. In addition to the formal hearings, the task force received letters and had conversations with other interested librarians.

DECISION TO REVISE

Based on all the input, the task force determined that there definitely was a need to revise the 1981 guidelines. Fifteen suggestions and concerns were summarized in the task force's final report (ACRL Task Force to Review the Guidelines for Extended Campus Library Services [ECLS], *Final Report*, 1989, pp. 2-3):

1. recognition that the term "non-traditional student" may have outworn its usefulness since what was traditionally non-traditional has become traditional;
2. consensus that the guidelines should concentrate on off-campus programs;
3. more emphasis on importance of providing equitable services to the extended campus community;
4. clearer definition of terms used in the guidelines;
5. clarification of the audience for whom the guidelines are intended;
6. recognition that the extended campus community does not just include students and teaching faculty but in many instances researchers and administrators;
7. clarification of the parent institution's responsibility for providing financial support;
8. the management role of the library should be more clearly spelled out;
9. in establishing programs, existing library support systems should be assessed;
10. stress importance of librarians being involved in the curriculum planning process;

11. responsibility of the library to publicize library services to faculty and students;
12. personnel section should spell out need for professional librarians;
13. recognition that providing off-campus library services has an impact on main campus library staff;
14. facilities and services sections overlapped and need to be re-examined;
15. significant examples of services which should be added include document delivery and reserves.

An initial draft was prepared for the Midwinter Conference of 1989. The task force worked diligently at three sessions during the Midwinter meeting in Washington. Interested librarians attended some or all of the meetings. The proposed revision was published in the May 1989 issue of *College & Research Libraries News* (ACRL, 1989). Hearings on the proposed revised guidelines were held at the 1989 annual conference. The final document was approved by the ALA Committee on Standards and Accreditation and ACRL Board of Directors during the 1990 Midwinter Conference in Chicago, with one change. While the change was small, it added considerable strength to the document. The version submitted to the Committee on Standards and Accreditation, without the change, was published in *College & Research Libraries News* (ACRL, 1990).

PHILOSOPHICAL ISSUES

During the revision process, the task force wrestled with many of the confusing and conflicting elements surrounding extended campus library services. It was difficult simply coming to concurrence on a definition of extended library service. The task force settled on a definition that covers "those library services offered in support of academic courses and programs available at sites removed from the main campus." The definition also includes services to students in off-campus programs where credit was earned at the main campus. However, it no longer includes services to students enrolled in courses or continuing education programs on the main campus.

Discussions ensued regarding traditional and nontraditional with respect to students and programs. The consensus was reached that the distinction between traditional and nontraditional students was no longer clear-cut and should be eliminated. However, with current advances in fiber-optic transmission, interactive television, computer applications, and other advances in technology, the distinction in regard to traditional and nontraditional methods of teaching and delivery of courses remained appropriate.

The task force was unanimous that clarification was needed regarding the roles of the parent institution, the main library

administration, and the management of the extended campus library services. The group determined that the parent institution, defined as the "institutional entity responsible for the offering of academic courses and programs off-campus," should be responsible for providing adequate funding and support. The main library administration, designated as the "library" in the guidelines, should have the overall responsibility for identifying, planning, coordinating, and overseeing the provision of library resources and service for off-campus programs. The importance of having a librarian responsible for library programs was stressed.

The task force soon discovered the need for a balance between demands for stricter control and the need for flexibility. During the working sessions when a proponent for a stronger statement spoke out, another would point out the problems that would occur because of the change. Invariably, their reasons were logical and justifiable. The diversity of off-campus situations is so broad that care was needed to ensure that the guidelines were strong but flexible enough to accommodate varied programs.

One of the most heated discussions evolved over the issue of free or fee for services. Some felt that all library services for the distant learner should be provided at no cost to the student. Others were strongly opposed. It was decided that these decisions should be made at the institutional level.

USES FOR GUIDELINES

Early in the deliberations, the task force addressed the question of uses for the guidelines. The following were suggested (some enterprising librarians may be able to recommend others):

1. *Developing new programs.* The guidelines are the best tool available for those individuals responsible for developing extended campus programs. The task force recommends that copies be made available to academic administrators and that a professional librarian be given the responsibility to develop library support at the time the programs are being established. For the librarian, the guidelines are expected to be helpful for planning and implementation.

2. *Improving existing programs.* There are a significant number of librarians who are already responsible for extended campus library services who will find the guidelines helpful in their efforts to improve access to adequate collections and services, and to solicit the funding and support of the university or college administration in providing these services.

3. *Assisting accrediting agencies.* The task force felt the guidelines should be distributed to the regional and professional accrediting

agencies where they could serve a useful role for consultation and consideration when developing and applying criteria and/or standards. Promotion and endorsement of the guidelines would be required for this to occur.

4. *Assisting libraries "over-used" by students of other institutions.* A recurring issue at the ACRL discussion group concerns the proliferation of nonaccredited institutions and "diploma mills" whose students become regular users of other academic libraries. More often than not, no formal arrangements are made by these institutions. One informal survey done in a California location affirmed the librarian's conviction that outside students were putting more demands on them than their own students (Gelfand, 1988). The ACRL guidelines could be an effective tool to negotiate more formal written arrangements. These arrangements would spell out the services to be supplied and should include funding to help support those services.

5. *Increasing professional awareness of the importance of quality extended campus library services (ECLS).* And finally, the guidelines can be used to increase the awareness within academia and librarianship of the growth and variety of academic programs that extend beyond the main campus location, and the concomitant necessity for sufficient library support for these programs.

GUIDELINES OR STANDARDS?

Suggestions have been made that ACRL issue standards for extended campus library services rather than guidelines. In order to consider which is the preferable alternative, one must first agree on the distinction. Webster's (1987) defines *guideline* as "an indication or outline (as by a government) of policy or conduct" (p. 541) and *standard* as "something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality" (p. 1148).

ACRL, in the *Standards and Accreditation Committee Policies and Procedures Manual* (1987, pp. 2-1), gives the following definitions of standards and guidelines documents:

Standards Documents:
A. Are comprehensive, covering the range of programs and services provided by a library serving a Carnegie-classified institution.
B. Define qualitative and quantitative criteria.
C. Present goals toward which the profession aspires.
D. Include statements expressed in relative terms; that is, by relating library performance to norms derived from a reference population.

E. Guide the decisions and actions of those in the academic community concerned with the planning and administering of library services.

Guidelines Documents:
A. Are program or service specific and not comprehensive.
B. Define qualitative criteria; generally exclude quantitative criteria.
C. Identify factors contributing to program effectiveness.
D. Provide a framework for developing service policies and procedures.

Based on the above definitions, the major distinction is the inclusion or exclusion of quantitative measures or criteria, and the degree of comprehensiveness.

ACRL delineates three levels of standard or guideline documents (ACRL, 1987, p. 5-1). The first two are applicable to this discussion. Level 1 is labeled comprehensive and covers "all aspects of the academic library's program including governing and supporting structures, resources and services, and outcomes." The *ACRL Guidelines for Two-Year College Learning Resources Programs, Standards for College Libraries,* and *ACRL Standards for University Libraries* are the only documents listed. Level 2, labeled "Selected Topics," covers:

> selected functions, units or aspects of the academic library are set forth
> with descriptions of programs, resources and outcomes as necessary. The
> document (1) supports the principles of a parent document; (2) defines
> information in depth on a chosen area or topic; and, (3) avoids replicating
> or paraphrasing the parent document.

The first example cited is the *ACRL Guidelines for Extended Campus Services.*

It appears that ACRL considers only Level 1 documents to be actual standards, although the word *standards* is used in the title of many which are listed as guidelines, and *guidelines* in the title of a standard.

CASE FOR STANDARDS

Standards are more comprehensive, more qualitative, more quantitative. Standards may be perceived to have more impact and effectiveness. Kascus and Aguilar (1988, p. 34) believe that the *ACRL Guidelines for Extended Campus Library Services* have less impact, and thereby are less effective, because they were issued as guidelines rather than standards. In addition, they state that a change from guidelines to standards would "underline the profession's commitment to the role of libraries in off-campus education and would

provide a common standard for responding creatively and effectively to the library needs of a wide diversity of off-campus programs" (p. 34).

In 1980, the review committee for the 1967 "Guidelines for Library Services to Extension/Noncampus Students" wrestled with a similar issue. They conducted a study to determine if the new guidelines should be general or specific, qualitative or quantitative, and should an evaluative checklist be included. The results indicated a slight overall preference for the general. However, when they studied the responses by geographic region, only the Northeast held that preference. The rest of the country supported the more specific and quantitative approach (ACRL Standards and Accreditation Committee, 1981, p. 161). When the 1980 committee submitted their revised guidelines to the Standards and Accreditation Committee for approval, they also presented an evaluative checklist (pp. 164-66).

The Library Association in Great Britain recognized similar concerns for library services to extended campus programs and students. A document entitled *Standards for University Extra-Mural Libraries* was developed in 1978 to "recommend realistic minimum standards for university extramural libraries" (The Library Association, 1978, p. 1). *Extra-mural* is the British term for off-campus or extension students. The term *internal* represents on-campus students. The *Standards for University Extra-Mural Libraries* (Library Association, 1978) was the first in a series planned to cover the various types of British extension programs. The document may be considered as a standards document since both qualitative and quantitative minimum requirements are included. While it is comprehensive for the type of program—i.e., it covers responsibilities, collections, services, staff, relationships, etc.—it would not be considered comprehensive by the ACRL definition. However, the entire series would possibly qualify as comprehensive.

DILEMMA

The basic problems faced in the development and the revision of the guidelines would be exacerbated with the consideration of standards. One of the difficulties lies with the extensive diversity in types of extended campus programs. They range from the more traditional branch campuses to isolated individual students far removed from any campus. In between there are a variety of shared campus arrangements, academic programs held in high schools, military bases, public libraries, and even prisons. In fact, it would be difficult to describe a typical extended campus program. Some have been developed in states where urban centers are widely scattered in relatively unpopulated areas, as in Wyoming, Maine, and Canada.

These states are committed to bringing education to their people and have developed comprehensive programs in response to a need for higher education for the many students in remote locations (Johnson, 1984; Connick, 1988). The University of Central Michigan offers programs at over fifty locations throughout the country (Witucke, 1988).

In addition, there is a wide disparity in sponsoring institutions, both accredited and nonaccredited. They range from community and other two-year colleges to colleges of all types to universities. Within each of the types of institutions there are public, private, small and large, those with a broad curricula, and others with a very narrow focus. The goals and objectives of these institutions are varied. The emphasis on quality programs and the willingness and ability to provide the necessary support varies as well. Kascus and Aguilar (1988, p. 29) describe the institutions which have developed or expanded extended campus programs primarily for economic reasons. It is apparent that this trend may well continue and expand. Allocation of necessary resources to support these programs may not be adequate to support the commitments.

Library service arrangements are as varied as the types of academic programs and sponsoring institutions. The diversity is apparent in the literature and in discussions at off-campus library services conferences or ACRL extended campus discussion group meetings. The disparity exists and affects any development of guidelines or standards.

In 1981, when the Standards and Accreditation Committee reviewed the proposed revised guidelines, they approved the guidelines but rejected the evaluative checklist. The disparity in extended campus programs was one of the reasons the quantitative checklist was not approved by the Standards and Accreditation Committee. The committee felt that, with the variation in programs, it would not be possible to have a single measurement requirement (Hodowanec, 1982, p. 206).

Even The Library Association of Great Britain has not updated the 1978 standards described earlier. In a recent letter, Raymond Fisher, librarian of the University of Birmingham and chairman of the Library Association's Working Party that produced the 1978 standards, reports that: "Quantitative standards of this sort have fallen out of favor since these appeared, and it is likely that some more general guidelines will be produced in due course" (Raymond Fisher, personal communication, January 23, 1990).

Consideration might be made to expand the extended campus library services guidelines into ECLS standards, and to avoid the dilemma by the inclusion of separate quantitative sections for each

type of program. Another option might be to consider including sections covering extended campus library services in existing ACRL standards for two-year college, college, and university libraries. New dilemmas arise, however, when one considers the myriad joint-use arrangements that are springing up throughout the country. As an example, to which standards would a community college adhere when it also serves a university branch campus? Would separate standards be needed for each type of arrangement? Or could interinstitutional arrangements be adequately covered in the three standards?

FUTURE DIRECTIONS

Many of the factors leading to the need for the current revision of the guidelines will continue to affect extended campus library service. Rapid technological developments will continue to change the delivery of classes to the distant learner. Fiber optic cabling and satellite transmission, computer applications, facsimile machines, interactive television, and innovations not yet conceived will expand the opportunities for education and for library service. The library world must be aware and take advantage of these new opportunities as they will affect future extended campus library services.

Another important factor is the increased awareness of the importance of library services for the expanding off-campus educational programs. This awareness will, as it must, escalate in the coming years as these off-campus programs continue to grow. Concomitant with this awareness will be an escalating insistence on equitable library support for the increasing number of students enrolled.

Librarians must take a leadership role in the continuing development of extended campus programs. In recognition of this need, the ACRL board endorsed the recommendations of the ACRL ECLS discussion group and the ACRL task force to review the ECLS guidelines that a standing committee or section be established. An ECLS section was approved at the 1990 ALA Midwinter meeting. The following change for the section was developed by a volunteer group from the ECLS Discussion Group during the 1989 ALA Midwinter meeting for inclusion in the recommendation to the ACRL Board.

> To discuss, promote and support the off-campus library services and resources offered by academic libraries at sites removed from the traditional campus environment; to encourage cooperative program development and the sharing of expertise and resources among librarians, administrators, teaching faculty, and students; to work with other ALA groups to promote library and information services for those individuals taking and providing courses or academic programs off-campus. (S. Chipman, L. LaBrake, B. Lessin, K. O'Connor, personal communication, January 1989)

Mary Joyce Pickett (1989), chair of the task force, has aptly described appropriate projects for such a group and tied them to the goals of the ACRL strategic plan:

> Our work as a task force has made us aware of several potential projects for the ECLS Section. Following are some of these projects with an indication of their relationship to goals of the ACRL Strategic Plan:
>
> 1. Development of programs and continuing education opportunities related to extended campus library services. (Goal I: contribute to total professional development of academic librarians. Subgoal A: sponsor and encourage opportunities for librarians to update existing competencies, learn requisite new skills, and gain awareness of the state of the art and Goal II: enhance the capability of libraries to serve needs of users. Subgoal D: encourage innovation in library operations and services.)
> 2. Development of a directory of persons working with extended campus library services. (Goal I: Subgoal B: promote a sense of professional identity and peer reinforcement among librarians.)
> 3. Identification of research topics related to extended campus library services. (Goal II: Subgoal C: identify, explore, and act on problems and issues facing libraries and Goal IV: promote study, research, and publication. Subgoal A: identify research topics and encourage improvement in research skills.)
> 4. Develop relationships with professional and regional agencies which accredit and/or license extended campus programs. Our contacts with these agencies in reviewing the guidelines indicated most were not aware of ACRL guidelines and we believe there is need for ongoing communication with the agencies. (Goal II: Subgoal A: develop standards and guidelines. Subgoal B: provide advisory services concerning academic libraries librarianship and Goal III: Subgoal A: enhance awareness of the role of academic and research libraries among non-library professionals and organizations and to develop effective working relationships with them.)

CONCLUSIONS

This author believes that while the word *standard* may convey more authority with the nonlibrary community, the time is not yet appropriate for establishing standards in lieu of the ACRL guidelines. The most critical barriers to a transition to standards remain: (1) the requirement for quantitative criteria, and (2) the establishment of performance norms against which extended campus library service programs would be measured. The current disparity in extended campus library programs and the lack of a true global understanding of this changing area of librarianship prevent the development of either realistic quantitative measures or effective performance measures.

Continued research, development, and education is necessary. Now that the ECLS section is established, there will be the opportunity to develop the necessary knowledge and understanding of this rapidly evolving area of librarianship. The section will provide a framework for interested librarians to investigate and determine

what extended campus library programs exist, how they operate, how effective they are, what services and collections they offer, what academic programs they support, what types of interinstitutional arrangements exist, and what problems exist.

In time, when conditions are appropriate, the ECLS guidelines may evolve into standards. Such a transition was recently achieved with evolution of the *ACRL Guidelines for Two-Year-College Learning Resource Centers* into the *ACRL/AECT Standards for Community, Junior and Technical College Learning Resources Programs*. This process took five years of intensive work. And, during this time, ACRL already considered these guidelines to be standards.

The *ACRL Guidelines for Extended Campus Library Services* may also be called the *ACRL Standards for Extended Campus Library Services* before they are accepted by ACRL as standards. The *ACRL Guide to Policies & Procedures* (1989) states that ACRL will have only three standards, one each for university, college, and two-year college libraries. They have no such limit on issuing guidelines. ACRL does treat both guidelines and standards with the same serious commitment and endorsement.

In the meantime, the ECLS guidelines will serve the profession well. They continue to become stronger and more prescriptive with each revision, yet they also retain the necessary flexibility.

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Accreditation Expectations for Library Support of Off-Campus Programs

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ABSTRACT
THE KEY PURPOSES OF THIS article are to reflect accurately the current stance of regional accrediting bodies with regard to the role which academic libraries play in evaluation and accrediting processes; to discuss access and equity considerations as they relate to the teaching and learning process; to identify and discuss problems and opportunities in providing library services to off-campus or distance learning programs; and to suggest recommendations for good practice. A recurrent theme in the article is the need for access to library and information resources and the need for library instruction programs which assist students and faculty in becoming more effective information managers.

INTRODUCTION

Though technological advances and a growing emphasis on information literacy have created an ideal environment in which colleges and universities can make improvements in library support to off-campus programs, progress is too slow in the implementation of changes which might result in an improved teaching and learning process for faculty and students. In a response to *A Nation At Risk*, one writer (Dougherty, 1983) alleged that not many "academic libraries place much emphasis on serving groups not connected with their parent institution" (p. 15). And while some off-campus programs indeed enjoy access to library and information resources comparable to those available to students on the main campus, greater progress probably will not be evident until more of an institutional

commitment is made to equity in support services—including information resources—to off-campus sites and programs. Unfortunately, many of these off-campus programs have developed not because of some supposed institutional objectives to broaden access to quality programs to unserved students who find it difficult to attend classes on the main campus, but because there is often a purely revenue or student credit hour producing motive.

Conceivably, it would be in the best interest of all of higher education and the pursuit of excellence if colleges and universities, on their own initiative, would assure equity and quality of "all activities conducted in [their] name or under [their] sponsorship" (Middle States Association [MSA]..., 1990, p. 17). However, since that is not likely to happen across the board, some external motivation may be necessary and desirable. In this instance, it is the accrediting agency which must implement appropriate evaluative criteria and evaluation protocols for further improvement and accountability. Thus, in addition to addressing the role of academic libraries in determining quality, emphasis in this article is placed on the importance of library and information resources in the accreditation process. And though the discussion of equity and access considerations for off-campus programs no doubt applies to professional or specialized accreditation, the emphasis here is devoted almost exclusively to the expectations and concerns of regional accrediting bodies.

Consequently, this article rests primarily upon appropriate references to the standards and policies of regional accrediting bodies (MSA, 1990, pp. 1-43; New England Association of Schools and Colleges [NEASC], 1983; North Central Association of Colleges and Schools [NCACS], 1990; Northwest Association of Schools and Colleges [NASC], 1990, p. 198; Southern Association of Colleges and Schools [SACS], 1988; Western Association of Schools and Colleges, Accrediting Commission for Junior and Community Colleges [WASC/ACJCC], 1987; Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities [WASC/ACSCU], 1988) and draws heavily from the author's many years of experience visiting and reviewing off-campus programs in the Middle States region and elsewhere. In addition, it has been possible to use some information gleaned from a survey of off-campus programs and services which was conducted by the Middle States Commission on Higher Education in 1988. For the first time ever, Middle States was able to identify the majority of the off-campus activities conducted by member institutions and to ascertain which of these activities were supported by library and other student support services.

ROLE OF ACADEMIC LIBRARIES IN DETERMINING QUALITY

Whenever academic administrators and faculty engage in serious discussions or write formally about what constitutes quality and excellence in higher education institutions, there is inevitably some reference made to the centrality of libraries in determining quality. Moreover, accrediting standards frequently address the essentiality of library resources to learning: "Library resources and services are essential to learning" (SACS, 1988, p. 30). With a new emphasis on the assessment of institutional effectiveness and learning outcomes, regional accrediting commissions are likely to assign even more importance to libraries and their impact on the development of self-directed learners (Simmons, 1989, pp. 4-6). Thus it will be important for colleges and universities engaged in self-study to demonstrate their effectiveness in graduating students who are information literate. Some accrediting bodies are already promoting bibliographic instruction as one means to improving the quality of the teaching and learning process. As this author has written elsewhere on the topic of assessment and evaluation, "the Commission...has an obligation to assist institutions in finding the most effective and appropriate means to develop and implement meaningful bibliographic instruction programs that have the potential of improving the teaching/learning process" (Simmons, 1989, p. 5). This writer is strongly committed to the notion that the development of information literate students and faculty is a shared responsibility of the librarian and teacher, and that general education programs are not entirely effective without library-based research. Indeed it would be difficult for any institution or accrediting body to develop criteria for self-assessment or evaluation which did not include a strong component on the value of library support for all programs.

And though accreditors have long since moved away from counting books as the sole barometer of library quality, there are still some among us in higher education who still view the library or learning resources center as being limited to a predetermined space containing books and periodicals. Fortunately for most of us, however, the library is a concept not bound by physical dimensions—it is the medium through which we gain access to information from all sources and in a variety of formats. In fact, some librarians (Kascus & Aguilar, 1988, pp. 33-35) have argued that there are not only a variety of formats in which to provide library support to off-campus programs, but there are numerous options available for accessing the information. An enlightened former college president provided the perfect context and conclusion when he wrote (Plane, 1982):

> [T]echnology already available can be applied in the reasonably near
> future to free scholarship from the remaining bound of distance and,
> perhaps more importantly, the bound of time—time currently spent in

> travel and in the busy work of locating information. Time will then
> become available to scholars from the most human of all activities—
> human thought. (p. 92)

And that is what all students—both on and off campus—must be
free to do. Colleges and universities must facilitate the pursuit of
information and the management of information. And accrediting
bodies must assess whether or not the institution's policies and
practices are directed toward the development of self-directed
independent learners. That will be the ultimate test of the library's
role in determining quality.

REGIONAL STANDARDS VIS À VIS LIBRARY SUPPORT FOR OFF-CAMPUS PROGRAMS

There is no doubt that all of the regional accrediting bodies
have qualitative standards regarding library support for all academic
programs, as well as for the utilization of library and information
resources by students and faculty. However, from association to
association there are varying degrees of specificity with regard to
the nature of and accessibility to collections, bibliographic instruction
and information literacy, staffing requirements, alternative
approaches, and special requirements for off-campus and/or distance
learning programs. When the general standards and criteria adopted
by regional agencies for the assessment of library resources are
categorized for their degree of prescriptiveness, there is a rather
significant range. At one end of the range is the North Central
Association of Colleges and Schools (1990) which has only four rather
broad evaluative criteria, one which states that: "The institution has
effectively organized adequate human, financial and physical
resources into educational and other programs to accomplish its
purposes" (p. 15).

At the other end of the range is the Accrediting Commission
for Senior Colleges and Universities of the Western Association of
Schools and Colleges (1988) since it has perhaps the most extensive
list of requirements for library support on and off campus (pp. 61-
65). Those WASC criteria are also distinguishable from those of other
regions in that the accrediting standard is more inclusive in its
definition: "Information and learning resources, including the
holdings and any equipment needed to access the holdings of libraries,
media centers, computer centers and any other repositories, are
sufficient to support institutional offerings at appropriate levels"
(p. 61).

As can be seen readily in the discussion and analysis which follow,
there are major differences—as well as subtler shades of difference—
in specific factors such as collection development and the like. For

example, most agencies insist on "sufficient" or "adequate"
collections related to the nature and scope of programs offered by
an accredited institution, but none has numerical requirements as
promulgated by the American Library Association (1986).

Collections

    What do regional accrediting bodies have to say about the nature
and scope of library collections and are there real differences in these
statements? Of course, inherent in any discussion of collections is
the issue of access, including the accessibility to library and
information resources not maintained on location or not the property
of the institution (e.g., access to bibliographic services).

    With the exception of North Central, because of its unique
evaluative criteria, other regional agencies include very similar
language about collections or "holdings":

> The types and variety of books and other materials depend on the nature
> of the institution; therefore, collection development must relate
> realistically to the institution's educational mission, goals, curricula, size,
> complexity and degree level, and the diversity of its teaching, learning,
> and research requirements. (MSA, 1988, pp. 34-35)
>   The library collections and data bases must be sufficient to support
> the educational and public service programs of the institution.
> Institutions offering graduate work must provide library resources
> substantially beyond those required for the bachelor's degree. (SACS,
> 1988, p. 31)
>   Learning resource holdings are sufficient in quantity and quality to
> meet the needs of the students and the objectives of the institution.
> (WASC/ACJCC, 1987, p. 34)
>   Library holdings and media resources are sufficient in quality, depth,
> diversity, and currentness to support the institution's academic offerings.
> (WASC/ACSCU, 1988, p. 61)

    Whereas earlier "standards" of some agencies included specific
provisions for numbers of books and periodicals in the collection,
the foregoing excerpts represent the current emphasis of the regional
accrediting bodies on qualitative assessment of library collections.
This trend is in keeping with a new emphasis on outcomes assessment
rather than sole reliance on input measures, and takes cognizance
of the influence technological advances have had on access to and
retrieval of library and information resources.

    And though the "standards" on collections do not make explicit
reference to off-campus programs and library support, phrases such
as "diversity of its...requirements," "sufficient to support the
educational and public service programs," and "sufficient to
support... academic offerings" [presumably anywhere], strongly infer
that all programs are covered (MSA, 1990; SACS, 1988; NASC, 1988).
As others (Kascus & Aguilar, 1988) have written: "If library services
at a distance can be provided in new and innovative ways, the

requirements can be satisfied" (p. 32). Hence accessibility to library
and information resources for off-campus students may or may not
be a more important criterion in the evaluation process than mere
physical location and ownership of the collections. SACS (1988), for
instance, states that an "institution must own the learning resources
or provide them through formal agreements" (SACS, 1988, p. 32),
while WASC/ACSCU insists that, "[w]here off campus programs exist,
students are provided with ready access to basic collections held by
the institution" (WASC/ACSCU, 1988, p. 63). In the criteria for the
Western Association's Senior Commission (1988) is an even more
strongly worded requirement for on-site collections: "The institution
provides services and holds readily available basic collections at all
program sites not serviced by the main library. Interlibrary loan or
contractual use arrangements may be used to supplement basic
holdings, but are not used as the main source of learning resources"
(p. 62). And in various other ways the issue of access to collections
and information resources is addressed in the standards of regional
accrediting bodies. These include, among others, references to the
hours libraries are open and information on networks that are
operating; circulation systems; bibliographic retrieval systems;
appropriate cataloging of documents; efficient organization of
collections; and space considerations.

Bibliographic Instruction and Information Literacy
        But no matter how much access there is to the collections and
other information resources, users at off-campus or on-campus
locations will be at a disadvantage if provisions are not made for
effective programs of bibliographic instruction and information
management. As the American Library Association (1986) has called
for "bibliographic instruction programs designed to teach users how
to take full advantage of the resources available to them" (p. 196),
so have the regional accrediting bodies developed criteria which
underscore the importance of bibliographic instruction programs and
the results of which might lead to more widespread information
literacy. These examples make the point:

> Basic library services must include an orientation program designed to
> teach new users how to obtain individual assistance, access to
> bibliographic information, and access to materials....The library should
> offer point-of-use instruction, personal assistance in conducting library
> research and traditional reference services. (SACS, 1988, p. 63)
>   An active and continuous program of bibliographic instruction is
> essential....(MSA, 1990, p. 35)
>   Comprehensive training programs to promote library use are available
> to both students and faculty. Library orientation is responsive to the
> needs of the nontraditional as well as the traditional student. (WASC/
> ACSCU, 1988, p. 63)

Obviously, it is important that off-campus students and faculty be provided with an effective program of bibliographic instruction, particularly when it is often they who are required to use alternative means of accessing library and information sources. For example, the use of some options even requires students to use not only a variety of formats for retrieval of information, but also a number of different locations not always under the control of the central campus. To say that such a situation can be confusing and counterproductive is an understatement. But more than that, mere statements in accrediting agency handbooks mean little unless documentation is required as a part of the self-study or unless evaluation teams are given specific guidance about the import of library instruction and its ultimate relationship to the teaching and learning process. This issue takes on even more significance when the off-campus and distance learning programs have no counterparts on the main campus. All too often the students at off-campus locations and those on campus are figuratively worlds apart in terms of their knowledge of the college and university environment. Thus when off-campus students are faced with additional impediments in accessing library resources, they will sometimes give up in frustration; the result will be a lost opportunity to acquire additional knowledge, the inability to complete a research assignment, or the withdrawal from the course. Accordingly, it is argued that all students, and particularly those studying at a distance, need bibliographic tools to become more efficient in study and ultimately more effective learners.

Staffing
    Naturally, it would be virtually impossible to plan, develop, and implement appropriate library resources for off-campus programs, students, and faculty without properly trained and credentialed library staff. Since the organization and management of library and information resources at any location require the expertise of specialized information specialists, it is important for accrediting bodies to have applicable criteria for the assessment of what campus library resources should be. That knowledgeable and experienced personnel are essential for collection development and maintenance, implementation of bibliographic instruction programs and other services is indisputable. The report of a dissertation study (Kania, 1988, pp. 22-23), in which academic library standards and performance measures were examined in terms of their benefit for self-study purposes, concluded such measures should include—among other factors—attention to graduate preparations, professional development, faculty status, and compensation of the library and information staffs.

Though not all of the regional accrediting bodies have criteria which outline all of the key expectations for library staff, most address expectations for staff preparation as to service to clients. Because there is the understanding that not all information and resource needs can be provided by the more traditionally prepared librarians, some criteria are stated in more inclusive terms. For example, the Western Association's Senior Commission requires that: "[P]rofessional staffs with appropriate expertise [be] available to assist users of the library, computer center and other learning resources" (WASC/ACSCU, 1988, p. 61). On the other hand, Southern's Commission on Colleges requires in more traditional terms that, "[t]he library must be adequately staffed by professional librarians who hold professional degrees at the graduate level in library science or learning resources" (SACS, 1988, p. 31). At least one survey of off-campus programs (MSA/ CHE, 1988) seems to support the more inclusive WASC provision. Specifically, approximately 310 off-campus sites reported that 110 were the responsibility of a professional librarian while 50 were assigned to audiovisual specialists, and others were administered by academic deans, technical personnel, graduate assistants, or through cooperative arrangements. The more the off-campus programs have the attributes of fully operational branch campuses, the more likely they are to have appropriate staffing patterns, including professional and technical library personnel. But no staffing pattern will matter if library staff and faculty do not cooperate in making resources more accessible, or if effective bibliographic instruction programs are not implemented, or if the teaching and learning process is not designed to make students better information managers. All of these "ifs" should become realities where on- or off-campus programs are concerned. Extremely important is the notion that "[e]xcellence in the professional staff is measurable in part by the extent to which they are active participants in the academic enterprise..." (MSA, 1990, p. 36). Put another way, a "librarian must be a well-qualified professional whose...services [contribute] to the educational effectiveness of the institution" (SACS, 1988, pp. 31-32). After all, an accrediting body should seek documentation of institutional effectiveness in all of its endeavors as well as documentation of student outcomes.

Alternative Delivery Systems

The facilitation of institutional effectiveness and learning achievement as regards the use of library resources and information management may be accomplished in a variety of ways, including the use of traditional and newer access strategies. When programs are offered at a distance, those students who do not have easy access

to the main campus library resources and services may have comparable access through online bibliographic searches, other libraries and cooperative networks, module library systems, and "on request" delivery systems, among others.

And while it is true that some accreditors insist on discrete on-site library collections for all off-campus programs, most encourage and will allow alternatives as long as they are comparable to those available to on-campus students. The general tenor of regional requirements with respect to this factor can be characterized by the following criterion: "An institution's library/learning resources center can augment existing collections and draw upon the special strengths of other institutions through collaboration, networks, and cooperative agreements" (MSA, 1988, p. 36).

Because assessment of the effectiveness of library resources must take into account the institution's own efforts in providing for its off-campus programs, the Western Senior Commission recognized the possibility of abuse of another institution's resources or the reliance of a program on resources not entirely appropriate to the nature of the program. Accordingly, colleges and universities "having formalized agreements to supplement their own collections with those of other institutions" must mutually agree to "contribute appropriately to the maintenance of those resources" (WASC/ACSCU, 1988, p. 62). Accrediting agencies argue that the principle of equity must apply to any such agreements.

Equity Considerations in Library Support On and Off Campus

From the perspective of regional accrediting bodies, there can be no real differences in the quality of library support on or off campus. If the same level of quality is to be maintained, comparable—not necessarily the same—library resources and services are imperative. Ostensibly, the programs off campus have the same content, result in the same level of credit, are taught by equally qualified faculty as on the main campus, and have the advantage of equitable resources and services. And even when these expectations for equity result in not implementing the off-campus program, accrediting body officials might well argue that it is a function of accreditation to assure that substandard programs are not allowed to continue without major improvement. At least one of the regional agencies expresses its expectation for equity in the following manner: "Educational programs conducted off campus, or special programs offered on campus, must meet standards comparable to those of all other institutional offerings" (MSA, 1990, p. 17).

However, appropriate considerations of equity in the offering of off-campus programs and in the provision of requisite support

services—library or otherwise—do not preclude the provision of different though specially tailored services to meet the needs of discrete groups of students. For example, a research study (Johnson, 1983) carried out by the University of Wyoming at Casper examined very carefully the question as to whether "there existed differences between traditional, on-campus students and nontraditional, off campus students..." (pp. 24-25). In addition to finding that differences do indeed exist in terms of student preferences, motivations, and demographic characteristics, the researchers also discovered what we in accreditation have been aware of for years—i.e., what begins as a "nontraditional" off-campus site often evolves over time into a more traditional location, not unlike the main campus (Johnson, 1983, p. 25). This provides an even stronger rationale as to why accrediting standards and practices must continue to be predicated upon equity and comparability.

Off-Campus Faculty and Administrator Involvement

Crucial to the development, maintenance, and provision of library services to off-campus programs is the active involvement of teaching faculty and on-site administrators in collection building, policy development, selection and acquisition of equipment and access services, as well as the development and implementation of bibliographic instruction and information literacy programs. Such involvement presupposes the availability and cooperation of properly trained professionals who have considerable expertise in library research methods, information management, the use of bibliographic tools, etc. However general regional accrediting bodies are concerning the role of faculty, most standards include specific statements about the participation of faculty in building and maintaining collections. And even though off-campus programs are not isolated for treatment in the criteria, it is assumed that the statements apply equally to off-campus programs. What is missing in most instances, however, is any reference to how faculty and librarians cooperate in facilitating student access to collections and services. Nevertheless, the Middle States Association's Commission on Higher Education and the Southern Association Commission on Colleges have similar statements on the subject respectively: "Faculty and library/learning resources staff need to work closely together to plan for collection development and utilization" (MSA/CHE, 1990, p. 35) and "librarians must work cooperatively with the teaching faculty in assisting [students] to use resource materials effectively" (SACS, 1988, p. 31).

It is most advantageous for the library or information specialist, the faculty members, and academic administrators to form a partnership for the most effective utilization of library and

information resources by both students and faculty in off-campus programs. It would be difficult indeed for any accrediting body to assess the extent to which resources are used if there does not exist a coordinated approach to self-assessment and evaluation. Therefore, the library and information specialists should work closely with those faculty teaching off campus to assure that there are resources consistent with the objectives and levels of the programs offered; that bibliographic instruction and information literacy programs relate to the characteristics and specific information needs of the off-campus students being served; and that significant emphasis in the teaching and learning process is placed on the development of information literate students who are also independent and self-directed learners.

PROBLEMS AND OPPORTUNITIES IN PROVIDING LIBRARY SERVICES TO OFF-CAMPUS PROGRAMS

From the perspective of regional accrediting bodies, the problems and opportunities associated with providing library support to off-campus programs and students are not always identical to those faced by the accredited member institution. Even if the ultimate goals of the accrediting body and the institution are reasonably similar, the means for reaching those goals as well as the degree of emphasis placed on quality assurance may indeed be dissimilar. That such differences are likely to exist is explainable in part by the distinct responsibilities and form of accountability inherent in the mission of the institution and the roles of the agency, even though they enjoy a symbiotic relationship in accreditation.

Ostensibly, colleges and universities develop off-campus programs in order to provide access for previously unserved populations and groups as an extension of the institutions' missions. More often than not, however, institutions develop such programs primarily to enhance or stabilize enrollments and to increase revenue. And when little or no real planning precedes the introduction of off-campus programs, seldom is enough attention paid or sufficient income devoted to the necessary support services for faculty or students. Aside from renting or purchasing classroom and office space and hiring faculty (often adjunct), only minimal attention is given to providing essential library and information services. Therefore, while the institution may feel secure in offering the off-campus activities with minimum library support, accrediting bodies are now insisting upon improved access to more diverse information resources, more comparable to those provided on campus to students and faculty. Some (Kascus & Aguilar, 1988) conclude correctly that effective accrediting requirements for the review of off-campus programs "are

long overdue and that the library needs of off-campus students and
faculty will only be met when fiscal officers are forced to allocate
funds for that purpose" (p. 32).

With that context in mind, what then are some of the other
problems from an accrediting perspective? In addition to the often
divergent goals of the institution and the agency, there is often the
misconception or unfounded conclusion that off-campus students
already have necessary library skills or are more resourceful than
on-campus students in locating the information they need. That many
of these off-campus students have been out of school for a considerable
period, or never really became effective information managers even
during their previous educational experience, is not seriously
addressed by the institution or the faculty. For that reason, the Middle
States Association's Commission on Higher Education (Simmons,
1989, p. 5) has placed strong emphasis on the need for bibliographic
instruction programs in all of its accredited institutions. Because the
off-campus sites are sometimes rather remote and the main campus
collections are accessible only through electronic means, there is an
even greater responsibility for the institution to provide library
instruction which will lead to more effective information management
by students and faculty alike. In many ways, all other problems pale
in light of this extraordinary need.

Now to the problems encountered in the development and
maintenance of graduate programs at off-campus sites. Because of
the heavy demands for research, can quality off-campus graduate
programs be maintained with sufficient library support? Even when
easy access to bibliographic indexes is available, will the off-campus
doctoral student, for example, still be at a disadvantage because there
is not access to all primary and secondary sources? Will the problem
not become more exacerbated when a range of graduate programs
is offered?

Aside from the fact that the predominantly older student does
not have either the discipline-related research skills needed or the
basic information management skills he or she is presumed to have
acquired during earlier schooling, the graduate program may end
up being less rigorous because accommodations for deficiencies may
be made by those responsible for its implementation. We are then
faced with a graduate off-campus program which has serious internal
threats to quality and integrity. A program developed under such
circumstances can easily be judged by the accrediting body to be
devoid of quality.

As early as 1959, in its policy statement on graduate work, the
Middle States Association's Commission on [Institutions of] Higher
Education was quite specific about its expectations for quality:

> Extension graduate courses should require as much and as high level
> of preparation and outside reading as campus courses do....superior
> library resources must be available for extension students at times and
> places which favor their use. It is not sufficient to bring a few books
> from the campus collection, to depend on local public libraries, or to
> expect extension students to travel to the campus library when it is
> necessary to bring the course itself to them. (MSA/CHE, 1959, p. 3)

But though the policy statement continued by requiring the
institution "to purchase duplicates of many volumes in the central
library for the extension center" (MSA, 1959, p. 3), the reality today
is otherwise since library cooperative networks are generally
encouraged by most of the regional accrediting bodies and the
availability of technological access and retrieval often preclude such
duplication of information resources. As indicated earlier, the
Southern Association Commission on Colleges currently requires
that, "[i]nstitutions offering graduate work must provide library
resources substantially beyond those required for the bachelor's
degree" (SACS, 1988, p. 31). Such a requirement poses a somewhat
greater challenge for institutions offering graduate programs at a
distance.

Just as there are impediments to providing quality library support
to off-campus graduate offerings, so are there equal challenges in
assuring bilingual collections and services for off-campus programs
at any level, particularly for upper division and graduate courses
offered in Spanish and other languages. Even when the off-campus
students are familiar with American higher education culture and
have reasonable facility in English and their native language, suitable
bilingual library resources are usually not readily available or the
translated "primary sources" are unacceptably poor. Moreover, the
costs of acquisition are relatively high when compared to those
incurred in acquiring the text in the original language.

Finally, this leads one to the inescapable problem of the
unavailability of adequate resources to purchase requisite books and
serials, to enter interlibrary loan arrangements, to arrange access to
external bibliographic databases and other information stored
remotely, and to provide properly credentialed staff to provide
bibliographic instruction. Because some accredited institutions have
had difficulty maintaining basic collections on campus or have not
made a real commitment of financial resources to library support,
these same institutions will find it difficult or neglect to provide
equitable resources for off-campus programs. And even though some
(Kascus & Aguilar, 1988) consider expenses "of establishing a branch
library and the resultant duplication of resources" (p. 33), accrediting
bodies must insist on greater institutional accountability in assuring
quality in library support. For most accrediting bodies this is not

insistence on discrete collections at specific sites, rather the emphasis is on "access to bibliographic books, collections, and trained staff" (p. 33).

RECOMMENDATIONS FOR ASSESSING OFF-CAMPUS LIBRARY RESOURCES

Perhaps the most important lesson to be learned—from an accrediting perspective— in examining the issue of providing library and information support to off-campus programs and students is that the constant byword must be "accessibility." And that accessibility will not be fully realized unless a real commitment is made by the institution to provide equitable and comparable resources regardless of the location of programs. Cooperative planning, management, and evaluation will be key elements in any good design for access and utilization by those who need information for whatever reason. As indicated in the foregoing, it will also be critical to provide the necessary library instruction, not as a supplement but as an integral part of the teaching and learning process. Obviously, these are factors which must be pondered by those in the institution. But what should be essential elements in the standards and practices of the regional accrediting bodies? And what recommendations might be helpful to those who either must be involved in assessment or peer review?

Since others have been most effective in suggesting options for providing library support to off-campus programs, the specific recommendations and suggestions which follow have relevance primarily for accrediting activities. Some are based on existing standards, practices, and expectations of regional accrediting bodies and the American Library Association, as well as on the extensive experience of the writer in the review of off-campus programs and library resources as ingredients of the evaluation and accreditation processes.

Generally, regional accrediting bodies already have criteria or standards which speak to the need to provide adequate or sufficient learning resources for all programs offered in any location, and the requirements are inclusive and flexible enough to apply to a spectrum of off-campus programs. Moreover, the assessment and evaluation should be consistent with the unique characteristics of the program and institution. In addition, peer reviewers, who themselves are library and information specialists, often consult standards of the American Library Association as a base of reference, even though most accrediting bodies do not give official endorsement or recognition to these standards.

What more then can be recommended in the area of standards? As a result of serious reflection, this writer would recommend:

- that regional accrediting bodies, when periodic reviews are made of standards, acknowledge the broader concept of information resources and information literacy;
- that the standards for library and information resources be more closely tied to their role in and impact on the teaching and learning process;
- that specific statements be included on the different information needs of off-campus students and faculty;
- that more relevant criteria be included on the desirability of cooperative use of resources and alternatives for providing library support to off-campus programs and sites;
- that more specific language be included about the advantages of librarian and teacher partnerships, especially in providing bibliographic instruction.

In light of the above, recommendations and suggestions for institutions involved in self-study as well as for site visitors are also in order. These might include but not be limited to the following:

- Institutions preparing self-studies for evaluation purposes should document how equitable and comparable services are provided for on- and off-campus students and faculty.
- Prior to implementing off-campus programs, institutions should carefully plan for the acquisition, maintenance, and utilization of appropriate library and information resources.
- As a part of learning outcomes documentation, institutions preparing for assessment by a regional accrediting body should indicate how information management is essential to the successful completion of course or program objectives.
- Institutional self-study documents should demonstrate congruence of regional accrediting standards, institutional goals and objectives, and actual practice.
- When reviewing off-campus programs, regional accrediting bodies should assure that the site visit team includes appropriate professional expertise in the area of library and information resources.
- In keeping with the changing dimensions of library resources and the technological applications available for access to and transfer of information, regional accrediting bodies should train or retrain site visitors for the most relevant and up-to-date evaluation of the effectiveness of library and information support for off-campus programs.

- In consultation with peers, regional accrediting bodies should decide who should be accountable for the evaluation of programs at a distance sponsored by a different regionally accredited institution—i.e., interregionally accredited programs.

While there are no doubt other considerations in the assessment and evaluation of library and information resources for off-campus programs, those discussed herein are considered by the writer to be the most critical. Everyone in the accrediting universe would indeed be happy if all accredited institutions offering off-campus and distance learning programs would accord these programs equal importance for support. That some off-campus programs still have the potential of threatening the institution's overall integrity is something which accrediting bodies cannot ignore. But the ultimate answer will not lie in the adoption of more stringent standards, but rather the answer will no doubt be found in the development and utilization of strategies which should assist students in becoming more independent learners, regardless of where they find themselves studying and learning.

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Library Models for the Delivery of Support Services to Off-Campus Academic Programs

BARTON M. LESSIN

ABSTRACT
THIS ARTICLE CONSIDERS FIVE library programs as models for the delivery of library services off campus. Webster University has a program which extends library service to international sites. The University of Maine/Community College of Maine is indicative of programming on a statewide basis. The Vermont State Colleges off-campus library program is interesting for the lack of an on-campus library facility. The library services program at the University of South Alabama is noteworthy for its cooperation with a local public library. The services provided off campus by Central Michigan University are examined as an example of a comprehensive service package.

INTRODUCTION
One way to study methods of delivering library services to off-campus constituencies is to examine model programs. This article considers five such off-campus service models, which represent both strengths and weaknesses in the delivery of service to specific constituent groups. While there is no intent to characterize any program as the best or only service provider of its kind, special emphasis is given to the Central Michigan University program as this is one of the oldest and most fully developed of these support programs. The usefulness of these models as appropriate examples of functional delivery systems was the determining factor in their inclusion here. It must be understood that there are many other fine off-campus library service programs with even more under

development. The five programs discussed here were chosen for their usefulness in illustrating these models for service. Each of the models discussed here is located in the United States, but one should note that outstanding programs have also been developed in the United Kingdom, Canada, and Australia.

Each of these model programs offers the opportunity for comparison and contrast with other academic environments and locations. Webster University extends its library services internationally. The University of Maine/Community College of Maine model reflects a statewide effort for the provision of off-campus library services and resources. The Vermont State Colleges and the Community College of Vermont provide a program for off-campus library services where an on-campus library is lacking. The University of South Alabama model emphasizes cooperation with the local public library. Finally, Central Michigan University offers an off-campus library services model which emphasizes a comprehensive service package.

In a previous article, this author suggested that there are basically five models for off-campus library services: (1) the branch campus, (2) the use of the on-campus library for all users both on and off campus, (3) the trunk delivery system, (4) the use of local libraries, and (5) some combination of the previous four models (Lessin, 1986, p. 5). The "trunk system," or the distribution of library materials from the trunk of a car, is not so much a model as it is a substitute for appropriate library services and resources. The remaining four models are pertinent to this examination.

WEBSTER UNIVERSITY: AN INTERNATIONAL MODEL

In nontraditional higher education circles, Webster University is known for its academic offerings in fifteen states and six foreign countries. Located in the St. Louis suburb of Webster Groves, Missouri, the university offers both bachelor's and master's degrees at its home campus, at sites throughout the United States, and at selected sites in foreign countries. According to an article prepared by the Dean of University Services and university librarian, the university provides support to its class sites in the United States using a "multi-pronged approach to library services" (Luebbert, 1984, p. 61). Webster meets the library needs of its students and faculty through a mixed assortment of services, including on-site collections—i.e., reserve collections—loaning of on-campus resources, and utilization of local collections. Efforts to avoid the duplication of local library resources are a basic ingredient of the Webster collection-development plan. However, there is no suggestion that the Webster on-campus collections are the central information resource for all Webster

students and faculty. The dean explains that she visits the teaching sites and, while there, meets with the directors of local public and academic libraries. The intent of these visits is to keep the directors apprised of the Webster programs and to seek their cooperation. To date, Webster has been able to operate through informal arrangements with local libraries rather than contractual agreements.

One particularly exciting aspect of the Webster model is its provision for reimbursing Webster's off-campus students for local access fees or fees for database searches charged to them (K. M. Luebbert, personal communication, January 23, 1990). Knowing that their students may well seek the assistance of local library services, Webster University has arranged for its students to obtain required information without a fee. This approach, given the 200,000 volume size of the on-campus Luhr Library and the preponderance of off-campus business courses, is a practical one.

It is the Webster model for international off-campus library support which is perhaps unique among U.S. academic institutions. Webster operates four teaching sites in Europe—Geneva, Switzerland; Leiden, the Netherlands; London, England; and Vienna, Austria. These sites are the equivalent of branch campuses in the United States. The Webster European sites are largely independent from the campus in Webster Groves. Webster Associate Provost for European Campuses and Director of European Operations, William J. Duggan, provides campus-based leadership for these sites (Webster University, 1988, p. 65). Geneva is the oldest of the Webster sites in Europe, and London is the newest and smallest Webster European enclave. Each of these branches of Webster University has its own library collection ranging in size from about 1,500 volumes to around 3,500 volumes depending largely upon the age of the installation and the population served. Library staffing varies from site to site, but two of the sites currently employ local librarians, with the other two relying on support staff for library operations. These individuals report to the director of Webster's local academic program. The staff at these four sites do cooperate with one another and they also work closely with their counterparts in local libraries. While there is a reliance by Webster students and faculty in Europe upon library resources available in the local community, the Webster European operation has not employed contractual agreements with these local libraries. Informal arrangements have proven acceptable to all parties, including such prestigious institutions as the University of Leiden (K. M. Luebbert, personal communication, January 23, 1990).

When Webster first developed this model for off-campus services, it had its on-campus library order and ship library materials to the European sites. This is no longer the case, as each of the four sites

is responsible for its own acquisitions program. However, the library in Webster Groves provides the European branches with copies of its monthly acquisitions lists. As Webster offers the same courses in all locations, the staff in Europe uses these lists to keep up to date with on-campus purchases which might be useful for their collections. The on-campus library staff will also order materials for the European sites and assist with cataloging if the situation requires. Additionally, the dean serves as a consultant to the European libraries, meeting with the directors of those sites once each year and advising the overseas staff as the situation requires. The university has instituted telefacsimile operations between its campus and the European sites and is exploring access of its on-campus computers from Europe via MCI telecommunications (K. M. Luebbert, personal communication, October 23, 1989).

This model for international off-campus library services builds upon a base of branch facilities operated in concert with informal cooperative agreements with local libraries which allow for the use of the latter's collections and services. This is a reasonable and useful model if applied so as to assure that foreign-registered students and teaching faculty both have library services and resources comparable to those they would expect to find on campus at academic institutions offering similar curricula. Systematic monitoring for overuse or abuse of local library collections is imperative. If this model has a weakness, it is the temptation to substitute dependence on local collections for a healthy acquisitions program in the branch libraries.

The Webster application of this model quite aside, it is possible to hypothesize that at its worst the use of this model may merely satisfy local legal and academic requirements while providing minimal resources and services directly and simultaneously reducing possible costs for external services. At its best, it represents an appropriate use of university-provided resources and services augmented by additional library resources and services from the local community, with the full cooperation of all involved parties.

THE UNIVERSITY OF MAINE/COMMUNITY COLLEGE OF MAINE: A STATEWIDE EFFORT

The off-campus library services program of the University of Maine/Community College of Maine is illustrative of a model of considerable sophistication and merit, although this is a relatively new program. The provision of library services to off-campus students on a statewide basis distinguishes this model as one deserving of consideration.

Historical Background

April 1987 marked the release of the preliminary report of the Community College Task Force on Off-Campus Library Services. This document set forth a philosophic foundation for further development and implementation of off-campus library services throughout the State of Maine (University of Maine..., 1987). In the fall of the following year, the university libraries in Maine initiated their Innovative Interfaces-based online computer catalog, URSUS. Those involved with off-campus services met some of the objectives stated in the 1987 report, including the hiring of a statewide coordinator by fall 1989. September 1989 saw the announcement of a system for the distribution of library cards and the invitation of prospective members to participate in the Off-Campus Library Services Advisory Board. Soon thereafter, draft mission, collection development, and services policies were shared throughout the state; the coordinator introduced herself to the faculty of the Community College via memo, outlined off-campus library services, and explained reserve procedures; and the Advisory Board held its first meeting. Implementation of toll-free telephone service for this off-campus library program occurred in January 1990.

Off-Campus Library Services Task Force

The work of this task force deserves attention. Perhaps more than any other factor, this group provided the base for a wide-ranging and thoughtful program for off-campus library support by clearly establishing the intent of library support services:

> The strategy for delivery of library services to the Community College of Maine goes beyond the traditional bounds of library services....As we look to the future and the expanded delivery of education to the people of our state, it is clear that the time has come to reach beyond the mere expansion of existing models and services. This proposal does not create branch or field libraries but rather calls for the use of new technologies, cooperatives with local resources, and the development of the coordinated network of service providers. (University of Maine, 1987, p. 1)

A substantive move toward a coordinated network has taken place with the information of an advisory board composed of representatives from several of the libraries of the University of Maine campuses, from public and college libraries, teaching center directors, and teaching faculty. The cooperation this venture enjoys and its progress to date shows that this model for off-campus library services is securely in place.

Administrative Issues

The University of Maine at Augusta serves as the center of Maine's off-campus library efforts; the office of the program coordinator is

located here. The plan calls for the employment of two to three regional librarians plus additional support staff to work with the fifteen academic campuses and serve students and faculty at some forty-six existing or proposed regional centers and extended sites (University of Maine, 1987, p. 6). Librarians, once hired, will be assigned to library program regions on the basis of four factors:

1. the number and geographic position of the teaching locales,
2. the number of students involved at each location,
3. the number of courses offered at these locations, and
4. the anticipated development of additional teaching centers and sites (p. 9).

All of the centers—i.e., those locations with academic employees—and twenty of the teaching sites will have URSUS terminals by summer 1991 (Lowe, 1989). The centers will also have reading room collections, as space permits and as local resources demand. The designers of the *Preliminary Report* (University of Maine, 1989) suggested that evaluation of these library services is a fundamental part of this model and that promotion of the services offered is necessary.

Services and Resources

The task force has proposed a package of services which may result in this program being the most comprehensive of its kind in the United States. Document delivery consists of interlibrary loan service including the use of telefacsimile, the use of URSUS, toll free telephone service, and the availability of University of Maine system library cards by "any degree or non-degree student enrolled in a university program who may be taking Community College/ITV courses as a part of that program" (Lowe, 1989). Core and reserve collections, direct loan availability, and cooperation between the library program and local libraries will provide other avenues to assure that Community College of Maine students gain access to the informational resources needed for their academic work.

As is the case with several other models presented here, bibliographic instruction is an integral part of this model. In October 1989, the coordinator of the program released a statement announcing that "library-use instruction customized to subject areas presented 'live' or over ITV," was available to faculty and students via the off-campus program (Lowe, personal communication to Center/Site Directors, September 14, 1989). The regional librarians have a fundamental role in this instruction program and will work closely with teaching faculty. Their objective is to integrate library instruction into all undergraduate education.

Collection Development

One of the recommendations of the task force was to upgrade the resources at the University of Maine at Augusta so that this member of the university system could adequately meet its obligation to serve as the central site for off-campus services. The principle is that this collection should serve off-campus librarians and staff as well as off-campus students and faculty. University of Maine at Augusta will also be the site for a central reserve collection for the off-campus program. Core collections at the centers will aid ready reference and act as source material to identify and locate additional resources. Librarians will assist in obtaining these latter items through the off-campus library services program. The coordinator of this program has prepared a statement which articulates collection development for the program and covers such topics as scope, selection, gifts, weeding, and evaluation (Lowe, personal communication to Center/ Site Directors, September 14, 1989).

Strengths and Weaknesses

This is a potentially strong model for the provision of library services and resources to an off-campus constituency. Although as yet largely untested, the Community College of Maine model pays serious attention to virtually every aspect of off-campus services outlined by the existing ACRL guidelines (ACRL, 1990).

One of the weaknesses discussed in the context of other models is the potential for the abuse of local library facilities. Here is a model which seeks to avoid such situations by actively encouraging the participation of public librarians as members of the Off-Campus Library Services Advisory Board. This is a proactive approach to a difficult problem and one which is certainly applicable to other situations.

It is quite feasible to transfer this model for off-campus library services to other environments, particularly to those requiring statewide cooperation. The University of Maine/Community College of Maine program for off-campus library services is likely to reach its stated goal of national leadership if it can fully implement its well-defined objectives.

VERMONT STATE COLLEGES: OFF-CAMPUS LIBRARY SERVICES WITHOUT A LIBRARY

Statewide, off-campus library support is also a goal of the model offered by the Vermont State Colleges. Development of this model for library service began in 1982 with the formation of a library assessment group and Chancellor Richard Bjork's appointment of Dennis Lindberg to head that group. The Vermont State Colleges,

composed of four-year institutions, a two-year college, and the
Community College of Vermont (CCV), faced the challenge of creating
a working program for off-campus library services. The community
college students were a particular concern, as they had no library
facilities or services directly available to them. The library assessment
group eventually gave way to a task force on library development.
In August 1984, this latter group submitted recommendations to the
Priorities (Executive) Committee of the Board of Trustees of the
Vermont State Colleges. The recommendations included seven major
points:

1. appropriate information competencies;
2. parity between on-campus and off-campus programs in require-
   ments for and use of library/information resources;
3. a single, joint, online catalog including the University of Vermont,
   Middlebury College, and the State Department of Libraries and
   the use of OCLC;
4. increased reference services including librarians for the community
   college;
5. a joint serials list;
6. a coordinated collection development catch up program; and
7. increased funding for collection development renewal (Lindberg
   & Chalfoun, 1986, pp. 161-62).

Given these objectives, it is easy to understand an interest in
automation as a fundamental factor in the development of this off-
campus library services program. Fortunately, this particular effort
had something of an advantage, as Lindberg's portfolio included
both library development and systemwide computing.

The Community College of Vermont
     With no campus or library facility, the Community College of
Vermont required perhaps more attention to library services off-
campus than the other institutional units of the Vermont State
Colleges. Planning for services had to consider the twelve CCV sites
distributed throughout the state. Chalfoun (1987) wrote that CCV
adopted its own set of objectives to help students reach a goal of
effective use of library resources. This included the development of
topics, the ability to locate and organize resources, the ability to use
research data properly, and to report findings in an appropriately
formatted research paper (pp. 75-81). These objectives led to the
preparation and distribution of several useful publications for
students—for example, *Biblio-tech* (1985), an excellent and
entertaining handbook of research skills. Additionally, through
collection development efforts, the twelve sites had a total of about
7,000 volumes in place by 1989 (Chalfoun, 1989). These are reference

collections and are not intended to satisfy fully the information needs of the CCV students. Another feature of this program is the placement of serials indexes in each of the twelve CCV offices. From there the students can request articles located in any of the four state college libraries and receive a telefacsimile response. WATS service connects the students to the Coordinator of Research and Information Services. While this individual does not facilitate document delivery, she does provide reference assistance. Bibliographic instruction is also largely the assignment of this coordinator.

As of October 1989, Vermont State Colleges had reached its objective of providing online access to bibliographic catalogs throughout the state. Students and faculty can now dial into the online system to browse bibliographic entries. Circulation and media booking are also available.

Strengths and Weaknesses

The Vermont State Colleges' model for the provision of off-campus services pre-dates the program of the Maine community colleges. Here we find a model which concentrates on: (1) assuring that all students, regardless of their location, can determine the library holdings available to them, and (2) a delivery system for the transfer of those materials to the end-user. This is a well-considered model which in one notable aspect is more inward looking than that offered by Maine. While all the state colleges participated in the planning of this program, there was no apparent involvement by public librarians. Although the students and faculty at each of the twelve sites have access to both the coordinator and the online system, it is clear that there will be circumstances where these individuals will use local library facilities. Depending upon several factors such as the number of students at each site, the curriculum involved, class assignments, and so on, the impact on local libraries could be considerable. This model would be strengthened by some form of arrangement or contractual agreement with the local libraries to assure back-up support to the directed services offered by this library program. The use of telefacsimile for all requests may prove impractical over the long term owing to its cost, and because FAX can only be sent to one of the twelve site offices rather than directly to the student in need of the information. Presently, practical use of current technology offers timely response to the information needs of off-campus students.

UNIVERSITY OF SOUTH ALABAMA: COOPERATION WITH THE PUBLIC LIBRARY

The model for off-campus library services employed by the

University of South Alabama is significant in that its key ingredient, cooperation with the local public library, has application in any number of different situations including in-state, out-of-state, foreign, and statewide off-campus academic programs. Although several of the models here have some level of cooperation with local libraries, the University of South Alabama has a formal understanding based upon a letter of agreement.

The main campus of the University of South Alabama is located in Mobile and enrolls over 10,000 students in bachelor's, master's, and doctoral programs. Its branch campus in Baldwin County offers both undergraduate and graduate classes in Fairhope and in Bay Minette with library services provided by the Fairhope Public Library and the Faulkner State Junior College Library respectively. As of 1989, the University of South Alabama offered about thirty-five courses through the branch in addition to noncredit programs (Bush & Damico, 1989). A librarian with the title Head of Library Branch Operations is assigned to the Baldwin County branch.

Document delivery utilizes interlibrary loan service among the three libraries on a one week turn-around basis. As the Baldwin County branch librarian frequently visits the Mobile campus, she has taken to personally transporting materials between locations. Loans go to the library where the request originated and are there charged out to the patron. Users pay service charges for copying at the circulation desk in the library of request origination. As Bush and Damico (1989) have noted, the University of South Alabama includes a marketing facet as a part of its model, featuring a widely distributed descriptive brochure, news notes in the junior college student newsletter and the Baldwin County newspapers, and communication with county librarians and teaching faculty (pp. 54-55).

It is in the area of interlibrary cooperation that this model establishes itself as notable. While we find that there is no contractual agreement, the University of South Alabama-Baldwin County has a signed agreement which assures that its students and faculty will have local library services. An earlier statement from St. Joseph's College which appeared in *College & Research Libraries News* served as a prototype for the agreement used by the University of South Alabama-Baldwin County (Bush & Damico, 1989, p. 55).

While space does not permit a review of the entire cooperative agreement, it is worth noting that this document is written in such a manner as to facilitate the use of public library facilities and resources by the university patrons without hardship to the library. Both institutions are well-served by such an arrangement. The agreement provides for reference service, borrowing, replacement and

overdue costs, reserve operations, collection development for the public library by the university, interlibrary loan, database searching, and the payment of fees by the university for the services offered based on classes taken and rental for classroom space. This agreement includes a provision for the head of library branch operations to work in the public library two nights a week during the period of the university quarter. This last feature is extremely significant. The university has in effect placed its librarian where it knows its off-campus students are likely to seek information.

In this model, the University of South Alabama Library is not the primary information source for the students in Baldwin County, but it is the primary site for interlibrary loan lending to those students. The need for access to information about on-campus library holdings is therefore quite important. Fortunately, the university has arranged for dial access to its NOTIS-based online bibliographic database, making access from both Bay Minette and Fairhope a reality.

The holdings of the Fairhope Public Library do not meet all the information needs of the University of South Alabama-Baldwin County students. These materials only augment those items available through interlibrary loan. Given the academic environment of the University of South Alabama-Baldwin County and the cooperation between the libraries involved, this is a useful model strengthened by the existence of the online catalog. Increasing enrollments could adversely affect the local libraries' abilities to provide acceptable services. Should this occur, the university might be able to amend its program by establishing a local core collection, offering enhanced delivery services, or by making other adjustments. Future construction of a branch library with its associated service model would likely signal the end of the model discussed here. In the meantime, the University of South Alabama model for off-campus library support on the basis of a cooperative agreement with the local public library is functional, useful, and applicable to other sites.

CENTRAL MICHIGAN UNIVERSITY: AN EFFORT TO ACHIEVE A COMPREHENSIVE SERVICE MODEL

The Central Michigan University (CMU) Libraries off-campus library services program is noteworthy. (In 1987, the CMU library program was honored for excellence by the National University Continuing Education Association at its Region IV conference.) It is this model's effort at comprehensive service, its use of incremental funding, and its emphasis on making the main campus library the primary information resource for all members of its constituency, which set it apart from other service models.

Historical Background

The history of Central Michigan University's involvement with off-campus library services extends back fifteen years. Its beginnings date to two events in the summer of 1975. The first of these was the preparation of a report which summarized a study conducted by the assistant to the director of libraries (Central Michigan University, 1975). The director of libraries then wrote to CMU's Vice President for Administration with recommendations for providing library service off-campus; this correspondence set forth four basic elements of the off-campus library services program which remain very much at the heart of its operation today (J. W. Weatherford, to N. Bucklew, personal communication, July 3, 1975). These are:

1. The University's Institute for Personal and Career Development (IPCD) would receive library support provided by the CMU libraries.
2. The library would prepare a "priority order" budget in consultation with the IPCD.
3. The library would establish funding accounts based on this budget and would assume responsibility for required spending with an obligation of reporting to the IPCD.
4. The library was to receive from the IPCD a listing of names and addresses of the faculty at a very early point in their association with the institution. Requests for library materials and services for off-campus students and faculty would go directly to the library. (This structure was later codified by then Provost and Vice-President for Academic Affairs, John Cantelon, who wrote a memo on October 4, 1978 to the accounting, purchasing, and personnel offices of the university concerning the role of the library as responsible for the library program; he reiterates the role of the steering committee and states that the provost would act as arbiter for the library and the IPCD in all cases requiring resolution.) The IPCD would pay for the library services it was to receive, but it would have access to CMU collections as a benefit of association with an on-campus academic library.

Access and Services

Central Michigan University's off-campus students and faculty alike can call their on-campus libraries and request materials via toll free wide area telephone service (WATS). These WATS lines receive attention by program staff more than 120 hours per week and answering machines take requests for information and messages at all other times (this is particularly important given the distances between the Central Michigan University campus and its teaching sites which are scattered between New York City and Hawaii). Books

are loaned and articles copied with a working objective of a twenty-four hour turnaround from the time a call reaches CMU until the time the material is out of the library program office. Owing to the institute's use of varied scheduling patterns, this prompt response is necessary in order for off-campus students to get their assigned coursework accomplished. As in the on-campus academic library experience, document delivery alone does not provide for all of the information needs of CMU patrons off-campus. Services offered by the Central Michigan University regional librarians constitute another significant segment of this program model. These individuals are reference librarians with the assignment of providing support exclusively to CMU off-campus faculty and students. Their assignments incorporate the kind of activities that one normally associates with reference librarians, including in-class bibliographic instruction, database searching, the creation of bibliographies and pathfinders, and general reference support. Other aspects of the work of these librarians include the marketing of the Off-Campus Library Services Program and liaison with local librarians. Naturally, given the geographic distribution of the teaching sites, these librarians must sometimes travel considerable distances to visit classes and accomplish virtually all of their reference work over the telephone. The distances involved also influence the efforts that the librarians are willing to make to assist the off-campus faculty. An example of the librarians' commitment to the faculty is the instructional resources collection (Potter, 1987; Garrett, 1989) developed by library program staff to assure that all off-campus faculty are able to examine textbooks for use in their classes.

Off-campus students and faculty of Central Michigan University are also served through contact with local librarians. This contact facilitates the process of CMU patrons gaining access to libraries near their teaching sites. Generally, there is no need for these students to obtain borrowing privileges, as they have access to CMU libraries. It is sometimes helpful for them to have access to appropriate indexes. Contact with local librarians facilitates this process and allows CMU librarians to work with local libraries to meet the resource needs of both students and faculty.

Another quite different and equally significant reflection of this model program was an effort made toward the end of the 1980s to codify library services, procedures, and policies. The program's regional librarians and program manager actively pursued this work to reduce the number of situations where ambiguity might lead to misunderstanding or perhaps conflict between information seekers

and librarians. As of February 1989, the staff had drafted or completed
the writing of policy statements regarding database searching, student
services, services to faculty, and collection development.

Organization

The organization of this off-campus library program includes
a librarian/manager's position, regional librarians, and support staff.
The manager has line responsibility for the daily operations of this
program. Further, the library administrator responsible for the
program serves as a member of the IPCD Director's Advisory Council
(DAC). This latter group of administrators is responsible for planning
and operating the various components of the off-campus academic
program. The library benefits from its inclusion in the planning
and implementation of new programs, procedures, and policies. The
only negative influence which this latter association represents is
a diminution of the importance of the Off-Campus Library Services
Program Steering Committee mentioned later.

The incremental funding for this program extends to personnel
as well as to other resources and services. The staff of this library
program report to the management of the university libraries. This
results in an organizational structure with operational responsibility
for the library program located in the libraries. Organization aside,
if the library administration lacked appropriate communication with
the IPCD, it could not adequately address the timely decision-making
required to support the off-campus program. The Off-Campus
Library Services Steering Committee serves as a formal acknowl-
edgment of this need to communicate. This committee facilitates
the communication of issues of interest to both IPCD and library
staff. The use of this committee has varied according to the wishes
of the IPCD directors.

Evaluation

Administrators at CMU sometimes characterize their off-campus
programs as among the most carefully scrutinized academic programs
in the United States. They have good reason for doing so. Owing
to the desire to ensure that such nontraditional academic programs
are capable of meeting academic standards, these CMU programs
have been evaluated internally and externally to assure a quality
product. Evaluation of the academic off-campus program frequently
results in the examination of library services which are a part of
this university's overall off-campus offering. The Off-Campus Library
Services Program receives attention during regional accreditation
visits of the North Central Association and other similar regional
bodies. This library program is also evaluated by state licensing bodies.

As the IPCD offers classes in some fifteen states besides Michigan, evaluation of this sort is inevitable (Lessin, 1982). Another level of evaluation emanates from within the university via its academic senate-based board of visitors. This group, which is comprised of CMU faculty, examines the IPCD at seven year intervals (Central Michigan University, 1982; 1989a). Perhaps the closest review which the off-campus library program undergoes is that by the regional librarians and manager as a part of an ongoing process of seeking excellence, stating annual objectives, and reviewing accomplishments. This latter evaluation is an integral part of the model allowing for its improvement and expansion.

Marketing
    An important assignment of the regional librarians is the marketing which they do to encourage students and faculty to take advantage of the library resources available to them. They accomplish this marketing in a variety of ways and with several different tools. Examples of marketing devices employed include posters, bookmarks, the *Library Guide* (Central Michigan University, 1989b), a videotape orientation program, and a library materials listing provided with each order placed for printed materials. Marketing is also accomplished through a concerted effort to encourage faculty to advocate the use of program services and resources in the classroom. To this end, the regional librarians attend, whenever possible, faculty meetings sponsored by the institute.
    The staff also pursues marketing in the context of the promotion of the CMU academic program to potential corporate and government sponsors. The IPCD administrators have learned that an outstanding library support operation can serve as an attractive asset in the recruitment of new sponsors. These administrators frequently distribute library program information, discuss library services, and incorporate comments by the regional librarians when marketing the CMU off-campus academic program.

Outreach
    To improve service to Central Michigan University students and faculty and to encourage the discussion of issues pertinent to the library support of nontraditional adult learners, the CMU Off-Campus Library Services Program has made a conscious effort to look beyond itself. This program has convened four conferences of international scope to promote the interchange of ideas by practitioners. These meetings have resulted in an informal network of librarians who are concerned and knowledgeable about the provision of off-campus library services. Published conference

proceedings are an additional benefit, as they have expanded the scope of available literature concerned with this specific aspect of library service (Lessin, 1983). Admittedly, this facet of the CMU model is more a reflection of this university's aggressive interest in off-campus library services than of the model which provides those services. Nonetheless, the conference appears now to be a basic part of the CMU model, albeit one not easily transferred to other locations.

Strengths and Weaknesses

This is a very interesting model for the provision of off-campus library services. It enjoys the strength of a demonstrable commitment from the on-campus library in the form of document delivery. Of particular note is the organization of this model, which actively integrates this library program with its academic counterpart. The funding design is one which is certainly transferable to other academic situations and environments. However, the use of this particular support model can signal potential challenges for the library and institution employing it. These possible problems fall into two main categories—document delivery and potential for abuse of local libraries.

The model's basic tenet, the provision of printed information from the on-campus library, carries with it certain obligations. A primary requirement is that the program include some method of informing users as to library holdings on campus. Whether by telephone access into an online catalog, a book catalog, a microforms product, or some other method, the institution has an obligation to advise its students and faculty on the extent of its library holdings. Additionally, use of this model assumes timely document delivery. Without this feature, patrons will not receive the service they require. The greater the distances involved, the greater the chances are that one or both of these basic factors will prove unsatisfactory. For example, the experience of Central Michigan University was less than positive regarding library service to Kwajalein Island and the Azores and the delivery service had to be adjusted in those cases.

The document delivery program also has workload implications. The provision of materials with this model is highly labor intensive. The institution employing this model must make a commitment to provide sufficient staff to meet the demands on their service and the planning to meet such demands can be quite challenging. Consider the possible impact of an aggressive library marketing program on document delivery when rapid upward changes in the number of requests for information directly affect the delivery process.

Encouraging such growth has implications for the number of staff required, the space allocated to the program, equipment and consistency, in fact, to virtually all aspects of the model.

An inherent component of this model is the possibility for the abuse of local library resources. If the institution using this model does not work carefully with its constituents and the local libraries, problems of access and use may occur.

CONCLUSION

There are numerous factors influencing the provision of off-campus library services. Among these are the scope and direction of the academic program requiring library support; the manner and degree of funding specifically available for library services and resources away from the on-campus environment; the working relationship of the library with the academic program and the academic administration; and the geographic distribution of off-campus teaching sites. Additionally, there is the issue of evaluation, which can impact the off-campus library services an institution of higher education might offer. Furthermore, for every off-campus library support program there are the issues of management, personnel, facilities, resources, and services suggested by the ACRL guidelines (ACRL, 1990).

The model off-campus library services programs discussed here touch on each of these influences and issues. As a group, they demonstrate creative approaches that attempt to extend library support to off-campus constituencies regardless of the distances involved. They also illustrate in various ways the weaknesses associated with this category of library service.

It is likely that new library service models will emerge to meet the ever-changing challenges of nontraditional higher education. Given the speed at which the computer, telecommunications, and the information industries are changing, it is very likely that new models will continue to be developed. However, future library programs directed off campus may well continue to fall into the five types mentioned at the beginning of this article. The branch campus, the use of the on-campus library for all users both on and off campus, the trunk delivery system, the use of local libraries, and some combination of the previous four models will remain at the heart of future off-campus library programs. It will be most interesting to watch that development and to witness the success of librarians and other academics in creating and developing off-campus library programs capable of offering services and resources comparable to the on-campus library environment.

ACKNOWLEDGMENT

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Distance Library Education

JAMES S. HEALEY

ABSTRACT

THIS ARTICLE DEALS WITH an example of distance learning, in this case, a program in library education. After briefly discussing others' research on the topic, the author describes his own experiences in Rhode Island and California. The latter activity involves the development of a distance branch of an academic program on the campus of another university. The author describes the program in detail, citing opportunities, barriers, and achievements of the program.

INTRODUCTION

The last fifteen years have witnessed, among other sociological phenomena, the loss of a number of accredited schools of library science. Beginning with the program at SUNY Geneseo, continuing on with Oregon, Minnesota, the University of Southern California, and most recently, the two most prestigious schools in our field, Chicago and Columbia (the direct descendant of Melvil Dewey's own school), more than a dozen programs have been lost. The list shows little regard for a program's size or academic reputation as a barrier to program discontinuance. Small or large, located on a modest campus or the campus of a very large school, with educational philosophies that stressed practical or research directions, private or public—none of the differences seem to matter. The schools continue

to close. While of late there does seem to be growing evidence that
the schools most at risk are private and research-oriented, one has
the sense that no school is safe from threat.

Bleak though this picture is, there has been a growing trend
to ameliorate at least some of the dislocation caused by the loss of
programs. As the list of terminated schools continues to lengthen,
there has been a concomitant effort by other schools to initiate a
wide variety of educational programs that reach out to those who
cannot come to a school's home campus. Whether those programs
are categorized as "extension," "off-campus," or, in current usage,
"distance education," the variety and number of such programs has
grown almost yearly. Whatever the description, the delivery of
educational opportunities to sites away from the home campus is
hardly a new activity on the academic scene. That this issue of *Library
Trends* is itself dedicated to the support of distance education is
certainly indicative of the significance of such activities.

The author has worked, planned, and administered distance
education programs ("extension" as it was called in the early 1970s)
over a period of some years. In 1970, as a member of the faculty
of the Graduate Library School at the University of Rhode Island,
the author took part in the planning and initiation of an ambitious
program in off-campus education. The Rhode Island program
assigned members of its regular faculty to teach in the other five
New England states, usually on the campus of the state university.
The program was designed to teach courses that would enable students
to begin the quest for their M.L.S. The objective was not to provide
a full program at any of the institutions, but rather to teach a limited
number of courses (generally "core" courses) that would significantly
shorten the time students would be required to spend on the Kingston
campus pursuing their M.L.S..

Later, as director of the School of Library Science at Norman,
Oklahoma, the author was responsible for establishing the Oklahoma
talk-back television program in library education, which beamed
course offerings to students in Tulsa. Still later, as director of the
Division of Library and Information Science at San Jose State
University, the author has been responsible for the planning,
initiation, and continuing administration of a program that is
attempting to develop yet another type of off-site education—the
institution of a branch campus.

The author will draw on that experience in his discussion of
distance education and the problems inherent in all such distance
education activities. That he has this experience is important, for

there is not much other material to draw on. The quotation below
attests to the problems other researchers experienced when writing
on the topic:

> To date, there have been no library/information science dissertations
> and precious few journal articles that have specifically addressed the
> off-campus programs in terms of their ability to prepare people for
> successful careers. In Spring 1987 the JOURNAL OF EDUCATION FOR
> LIBRARY AND INFORMATION SCIENCE published an entire issue
> devoted to the topic of distance education.... (Maggio & Blazek, 1990,
> p. 316)

Maggio and Blazek were writing on the paucity of information on
the effectiveness of distance education as reflected in the quality of
those graduating from such programs. But they could well have been
writing about any aspect of the topic. There is very little that describes
the current scene with any comprehensiveness, and even this article
will not do that. There is a significant need for some ambitious
individual to undertake a study of what is happening on a national
scale.

DISTANCE EDUCATION DELIVERY SYSTEMS

The literature speaks of two delivery systems, one using
technology of some sort and the other of placing a faculty member
in front of a group of students. The technology is, itself, divided
as well. On one hand, there is the more advanced and expensive
satellite transmission which, according to Barron (1987), is usually
reserved for schools of business or engineering. On the other hand,
there is television, which appears to be the technology of choice for
library schools. The use of computer conferencing has yet to become
a major focus in this effort.

In her 1987 article, Barron describes her efforts to develop a
children's literature course for the University of South Carolina. That
article describes the best and the worst of television production and
delivery.

She enumerates the efforts of course experts, television production
crews, and script writers to assemble a fifteen-unit program on
children's picture books. As she lays out the activity and results, what
emerges is a picture of a substantial level of support that is most
likely well beyond the reach of most library schools. From student
responses, it is clear her efforts paid off in encouraging learning
and use of the materials she was teaching. At the same time, she
tends to gloss over the harder issues—i.e., limited student counseling
and advisement, the brevity of student/faculty interaction, and, most
important, the enormous cost of production. Barron states that:
"Actual production of the videos (15) took about a year and a half,
and required a full team of professionals" (p. 253). It is precisely

because of the cost factor that most televised delivery systems stay with the more traditional and less dramatic "talk-back" system. The instructor teaches in a studio, usually in front of a regular class. The instructor's desk is equipped with a telephone. The program is usually broadcast to one location, and in that classroom the students also have access to the telephone, which they use to raise questions and contribute to the discussion.

The author's experience with both talk-back and commercial television has proved how much less engaging and exciting the talk-back system is. It is not what McLuhan had in mind when he spoke of the Global Village. Adding color cameras (very costly) and color monitors (more expense) can only add an element of "bells and whistles." Too frequently, the crew (often a single individual) televising the class is not properly prepared, and without proper preparation the almost inevitable result is terribly dull video. The telephone is even more limiting. It may be the author's bias, but the excitement and intellectual stimulation of classroom discussions are, for him, a major means of facilitating learning in the classroom. One student on a telephone at one time destroys that possibility. Even talk-back requires much preparation. Television is a visual medium, and the usual lecture style of most library science faculty is not. Most library school faculty have had very little preparation in terms of teaching techniques and style and thus lack even a rudimentary preparation for the visual medium.

Let us consider some of the other factors affecting distance education with particular attention to examples drawn from library science programs. Any course taught off-site still requires a certain level of interaction with people on the main campus for purposes of advisement and the like. The larger the distances to be covered, the greater the burden on the program. Requiring students to come to the main campus for student advisement is one thing in a state the size of, say, South Carolina. Requiring the same in one of the larger western states is quite another matter.

The diversity of available library collections is another vexing problem. Most states have more than one large city or large academic library at which students can and do find materials for basic reference and management courses, as well as various literature courses. But even the large academic libraries do not collect the full range of materials required for a library science program, either in monographic or serial formats. Barron's assurance that many libraries in South Carolina purchased copies of the thirty titles recommended on her program does not entirely alleviate one's concern regarding the availability of library resources (though we may not be dealing

with the best example here, for Barron's [1987] course does not seem
to have been concerned with a library school course framework) (p.
255).

With regard to the personal mode of course delivery, one must
acknowledge that the use of human instructors at off-campus sites
has its own difficulties. Those difficulties are frequently caused by
the unwillingness of the home campus faculty to be involved in such
programs. The author remembers, as a junior professor with a family
to support, having the "opportunity" to drive 175 miles one way
to teach two sections of his management course and then drive 175
miles home. He quickly availed himself of this opportunity so as
to provide an important addition to the family budget. Later, as
director of an off-campus program, he found regular faculty unwilling
to travel to distant locations on the grounds that the trip to Southern
California from San Jose required a full day, or worse, an overnight
stay. Given the demands of the university in teaching and research,
such travel can indeed be an onerous burden. Often adjunct
(temporary) faculty must be recruited and trained. Some library
programs require that regular faculty be prepared to teach one course
off-campus or face the risk that tenure will not be granted. Although
this author strongly desires to see off-campus programs succeed, such
measures seem quite Draconian.

If one cannot rely on the regular faculty, then one must search
for adjunct instructors and that is difficult indeed. In a professional
community such as San Jose's, where many adjuncts are employed,
it is a relatively easy matter to find out who the "good people" in
the vicinity are and encourage them to apply. It is another thing
when the teaching site is hundreds of miles away.

Instructing temporary faculty about the way courses are taught,
what must be covered, problems with grading, and student
advisement, all present serious problems that must be addressed if
a modicum of academic success is the objective. Even with an on-
site coordinator providing direct management, recruitment and
support of qualified instructors is difficult and uncertain at best,
and carries the potential for academic disaster at worst.

Physical resources are another matter. Location of teaching sites,
whether for televised or personal instruction, is a problem. If the
site chosen belongs to another institution, faculty of the host
institution wonder why members of other universities are using their
campus when "there is already too little space for our own programs."
Moreover, teaching tools such as microcomputers must be available,
but frequently they are not. When one engages in off-campus
adventures, one quickly finds that teaching library and information
science in a contemporary fashion is not so easily transferable from

place to place as one had imagined. The availability or rather
unavailability of library resources presents problems. Altogether, the
difficulties to be faced are similar to those experienced when teaching
televised courses.

DISTANCE EDUCATION AND THE ISSUE OF ACCREDITATION

It was previously established that there is little in print describing
off-campus education for library science. There is even less which
investigates the impact off-campus programs have on the professional
accreditation of schools. As most of us know, the ALA Committee
on Accreditation (COA) is the agency which grants official
professional accreditation to library schools. Its power is, in the
contemporary idiom, awesome. Those developing off-campus
programs, regardless of the medium of delivery, must consider every
step of the way how the proposed program will be viewed by the
committee. That may sound extreme, but anyone who has experienced
the COA's concern about off-campus activities knows it is a reality.

The committee has consistently taken the stand that is not
opposed to off-campus library education. Yet, little on the subject
has emanated from the committee save one brief set of guidelines
for those seeking accreditation. Those of us in library education are
left with no other evidence of the committee's attitude toward off-
campus education beyond hearsay, rumor, and the few pronounce-
ments by those members of the committee who have addressed the
matter in their writings. An example of this occurs in Maggio and
Blazek (1990). They make the following statement about Kenneth
Beasley (a former lay member of the COA, on whose 1984 article
they draw). "[He felt it to be] exceedingly difficult for the Committee
to judge the quality of off-campus programs, particularly due to the
lack of resources." Maggio and Blazek then continue: "In effect, he
subscribes to the 'inferior education' theory in his reflection that
off-campus instruction is primarily a tool used by library school
administrators to shore up their enrollments for the home campus"
(p. 316).

Quite recently, there was a welcome change, coming in the form
of a document published by the COA in July 1990. The two-page
statement of clear and specific guidelines about how off-campus
programs should be conducted makes clear the criteria by which a
particular off-campus program will be evaluated. For the professional
librarian used to dealing with quantitative standards such as books
per capita, reserve book room transactions, and the like, the two
pages might appear less than sufficient. But the clarity of these
statements makes it far easier for library schools to judge their
effectiveness in the maintenance of their programs. Most important

of all, in the author's opinion, is the very fact that such a statement has been made. It is positive evidence that the COA has, indeed, recognized the importance of off-campus library education and has taken positive steps to demonstrate that awareness.

DISTANCE EDUCATION AND THE STUDENT

The author is indebted to the work of Curran in 1985 and Blazek in 1990 for much of what follows. They provide cogent and thoughtful insights into the issue of how students (part-time and distant) respond to off-site education. The work of Maggio and Blazek also provide the first documentation about what many of us have "felt" about part-time and distant students. Each of these authors rejects the elitism expressed by Beasley and those who view the academic world as he does:

> for there is a potent mythology that attends the subject of the part-time student. It is a mythology that is part fact and part fiction—a belief system influenced by contradictory legends. In fact, one of those questionable beliefs may be embodied in the very title of this article. Why presume that part-time learners, distant or close, are any different from their full-time brothers and sisters, and why suggest that they should be regarded differently by planners and deliverers of distant education programs? (Curran, 1987, p. 241)

Curran's article is a thought piece meant to raise serious issues. He suggests that more investigation is necessary to gain an accurate picture of part-time and distant learners. His final question is well worth considering here. After describing the sort of aggressive behavior required of those who attend part-time or at a distance from the main campus, since they must struggle with all sorts of difficulties the full-time student rarely encounters, Curran asks: "If library schools continue to offer opportunities to part-time students who are aggressive, career-oriented extroverts, what will happen to that column on image in AMERICAN LIBRARIES" (p. 246)?

Three years later, Maggio and Blazek (1990) published the results of a study which examined whether there were significant differences between graduates of programs on campus and off campus. Considering a variety of factors, they found little measurable difference.

> both on-campus and off-campus graduates are similar in their undergraduate educational background, membership in state professional associations, and participation in continuing education. Neither group does much speech-making, or writing of books or articles. Each is equally satisfied with the job; aspirations for positions in the future are similar. Most important, both groups have a similar view of the adequacy of their preservice education. (p. 326)

And later:

> Even if we concede the fact that resources for instruction are superior
> on campus, this feature does not necessarily translate into more successful
> (better-prepared) graduates, at least inasmuch as this can be measured
> in terms of career growth and progress of those graduates. Quality of
> the product in many cases is in the mind of the consumer; the student
> is at first a consumer of the education and second a product of the program.
> There is no evidence that points to any real differences in either respect
> when compared to his/her campus counterpart. (pp. 326-27)

And, in two comments that clearly echo Curran:

> They (schools providing off-campus education) have succeeded in
> producing a substantial group of individuals who appear to be the equal
> of their campus counterparts in every way, when judged by professional
> accomplishment....
>   In summation, it would appear that the future of the library and
> information science field is enhanced with the entry of career-oriented,
> mature individuals who are appreciative of their educational opportunity.
> (p. 328)

THE CALIFORNIA AND RHODE ISLAND EXPERIENCES

The distance education delivery strategy used by the University of Rhode Island in the early 1970s was mentioned in the first part of this discussion. Teaching faculty were recruited from the full-time faculty of the library school, and to that number several part-time, on-site adjunct instructors were added. Students were provided a good deal of contact with the home campus through the presence of regular faculty. That presence meant a closer approximation of home campus atmosphere. The program was operated by the university's continuing education program.

The concept had much to commend it besides the use of regular faculty. The program was supported by the university, because Rhode Island's library school had been declared the "official" library school by the New England Board of Higher Education, a regional academic planning and coordinating body. There were surprisingly few "turf" difficulties with the library program at Simmons, which even then claimed the nation's largest library science student body, and saw in the Rhode Island program no competition for prospective students.

There were problems, of course. The faculty were split over the idea. Some were very much opposed to it because the time and energy required to drive distances of 175 miles or more on one day meant that much less time and energy available for research and publishing. Library resources were never adequate, and no effort was made to adequately develop these. Not all of the campuses served found the program attractive. One of the states had considered opening its own library school, and when it was prevented from doing so, blamed the Rhode Island program for intervening, a claim with little substance. Members of the Rhode Island alumni were opposed because they, too, were fearful that the resource drain was taking time away

from the development of the program on the home campus. That the Rhode Island program had its ALA accreditation removed a few years later may attest to the accuracy of that criticism.

While faculty were logging thousands of miles each semester to improve their salaries, things were not getting done in Kingston. Program planning and curriculum development were neglected. The pace and direction of the program suffered because faculty were split too many ways.

When the author was given the opportunity to develop and initiate a major off-campus effort in California a dozen years later, the issue of human resource use was a critical one. Without doubt, the regular faculty of any program will provide more effective education than nonacademic colleagues. If students at distance sites do so well with mostly adjunct and media-delivered faculty, how much better might they do if the faculty in the front of their classes had the same academic credentials as those on the home campus, were promoted and tenured using the same criteria as those on the home campus, and performed the same duties as the home campus faculty? Yet the use of regular faculty produced more difficulties than could be overcome.

The impetus for the California program, now being operated by the Division of Library and Information Science of San Jose State University, came from the library community in Southern California. Events in the region, which encompasses a population of 18 million people in Los Angeles, Orange, San Diego, and San Bernardino counties, had left but one accredited library school in the area, UCLA, a two-year program, which tended to discourage students from attending on a part-time basis. Those who needed to work and lived thirty or forty miles from the UCLA campus might spend two hours commuting each way, which, when added to a six-hour academic day, left little time for working.

The library school at the University of Southern California had been closed in 1987. The library school at California State University, Fullerton, was unable to secure accreditation from the American Library Association and was closed in the late 1970s. Thus, in an area with a population perhaps twice that of the greater New York City area, which then boasted seven library schools with educational opportunities for between 1,500 and 2,000 students, only one school existed, providing educational opportunities for perhaps 250 to 300 persons.

The most difficult issue for the Southern California counties was (and remains) how best to respond to the desire for educational opportunities that would provide the best parts of the on-campus experience long distance. One answer that quickly suggested itself

was, "Build a 'clone' of the campus program on another campus." In other words, the effort would be made to build a branch program on the campus of one of the other California State University campuses. (It should be noted that others were at work in similar vineyards. Rosemary Ruhig DuMont, dean of the Library School at Kent State University, and Robert Swisher, director of the program at the University of Oklahoma, were also working to build similar types of programs.)

Determining the area's demographic needs was the easiest part of the problem. The question was how to respond to that need with effective programming. The program was deliberately designed to duplicate the program on the home campus as closely as possible. Students would be admitted to the San Jose program using the same admission process and standards as are used on the San Jose campus. Retention would be governed by similar standards. So, too, would faculty recruitment and retention.

The proposal was taken to the division's faculty. Some faculty were opposed, citing the "obvious" drawbacks in any kind of off-campus education. Others were fearful the off-campus program would fragment faculty resources. Fortunately, there were enough in favor of the idea. After several months, it was voted to go forward with the program.

The next step was to gain the university's approval. Responses there mirrored those within the division. Fortunately, the university's chief decision-maker, the president, was in favor of the idea and urged others in the administration to support it as well. That took additional time and was followed by the task of gaining approval of the university's accrediting body, the Western Association of Schools and Colleges (WASC). WASC required a full description of the program and its proposed implementation.

After more than eighteen months, the program was ready to be implemented. The faculty, realizing they could not predict whether the program would develop poorly or well, requested a trial period to test program feasibility. The distance between San Jose and what eventually became its temporary branch home, CSU Fullerton, is more than 400 miles. All connected with the program wondered whether it would be possible to make such a program happen while maintaining quality education. Would it be possible to find quality faculty? Would it be possible to maintain student quality given the lack of direct control? These were some of the questions raised. Because of the questions, it was decided to make the program experimental for two years. The chief problem was that, during those years, students would be required to pay the entire cost of the program, a significant sum, particularly in light of what California normally charges its

students for higher education. Six (6) semester units of work at San Jose will cost a student $375 in 1991-92. The division's branch program costs a student $500 per three-unit course.

The next matter to be solved was the location of the program. Over a period of a year, the author traveled throughout Southern California seeking a home for the program. Finally, the administration of CSU Fullerton offered the program a two-year "home." Fullerton believed the program would enable it to provide a special service to its area. San Jose would exercise academic control, and Fullerton would provide quarters and support.

The problems of establishing a program on another campus arose at once. All California State University programs are cramped for space. The introduction of a program from another campus is not a way of easing those problems. Many Fullerton faculty wondered why, if a library science program was wanted, Fullerton didn't start one. And there were many who wondered why a library education program was being considered at all. Fortunately, the staff of the university library, under the direction of Richard Pollard, provided the program with a place to teach courses, but the turf problem continues.

Once a place was established where classes could be held, it became possible to begin faculty and student recruitment. Advertisements for faculty and students were published in a variety of sources and positive results were quick in coming. In the first year, the program boasted a faculty whose qualifications were the equal of the faculty of any library school in the nation; it boasted alumni of the University of Southern California, UCLA, Illinois, and Chicago. Over 200 student applications were received by the time the first class began.

Enrollment in the first semester was 171 class registrations (34.2 full-time equivalent students [FTE/S]). That has grown to more than 322 (64.2 FTE/S) in less than two years. With the increases in the student body came the need to recruit and appoint regular faculty, two of whom have been appointed for Fall 1991.

The author taught a class in Fullerton since he was responsible for on-site management of the program. The travel became the onerous burden it was expected to be. More recently, an on-site coordinator has been appointed, and her presence has made an immediate difference. Gay T. Kinman is the acting associate director. Without her on-site direction and the on-campus support of the division's associate director, William Fisher, the program could not have succeeded.

The program received no funding from San Jose State University nor from the California State University system. Because the program

was experimental, it would have to demonstrate there was a need for the classes, and that those who wanted the classes would pay the high cost. Only after marketability had been proved was there hope of receiving university funding. The faculty agreed to a two-year trial, with the provision that the program would be continued only if it were to receive state suppport at the end of the trial period. There being no funding for start-up costs, the program was only able to open thanks to the enlightened generosity of Edward M. Syznaka, director of the Pasadena Public Library, who was responsible for a gift of $21,000 from the Pasadena Library Foundation.

While the Fullerton library had retained most of the collection that had supported the former library school, the collection was old with enormous gaps. The division used some of the Pasadena gift to begin augmenting the Fullerton collection, while Fullerton also began making contributions to enhance the collection.

Later, a strategy to use resources at San Jose's University Library was devised. Using telefacsimile, students in Fullerton request materials from San Jose. Transmissions are sent to the division's office. A graduate student is assigned to take the requests to the university library, find the materials, and copy them. In turn, the materials are faxed to the division's office in Fullerton and the copies in San Jose destroyed. This solution seemed an elegant one by making use of existing resources (limiting duplication) and using the best of contemporary technology, thus modeling for its students.

The microcomputer is completely integrated into the division's academic program. Fully three-quarters of the courses in the curriculum make some or much use of the micro, and no student leaves the San Jose program without a significant level of competency with the technology. San Jose is, after all, the library school for Silicon Valley. But technology was in short supply that first year. To ease the problem, no courses using the microcomputer were offered in the first semester. But that would only be one semester, and a search was undertaken to find locations where technology might be available. The reader may wonder why such questions were not answered at the outset. We thought we had answered these questions, but when the program opened, one reason or another was offered as to why no technology would be available. In the second semester, we tried using a micro lab operated by the State University system, but this proved unworkable. The lab agency's mission did not make room for a busy schedule of classes and students using labs at all hours. In the summer, a nearby junior college rented teaching and lab space to the division, but that also proved unsuccessful. Thanks

to the dedication of the faculty—all of whom were part-time persons with no real ties to San Jose—the students received a very creditable education in technology.

More recently, the acting associate director made contact with the Department of Computer Science on the Fullerton campus. The faculty there extended a formal invitation to sponsor the division's programs on the Fullerton campus and provide classroom and microcomputer laboratory space for the program. The division pays a rental for each semester, but has access to more microcomputers in Fullerton than it has on its own campus. Because of the interest of the two departments in handling information, we are exploring the possibility of joint programs, perhaps even dual degree programs.

Gradually, the program is coming together. The usual number of first-year and second-year mistakes were made. Anticipated problems about turf arose and continue to cloud the program's future destination. Problems of resource availability were at least as difficult as they were expected to be. To provide even greater access for students as well as fewer difficulties for the host campus, the division has scheduled its program to function almost entirely as a "Weekend College." That approach should make for fewer difficulties in finding available rooms. Fullerton, like many of its sister campuses, is mainly a commuter college with a much smaller list of offerings on the weekend. Beginning in Fall 1991, two of the core courses will be offered at the Pasadena Public Library. The main reason for this extension is the problem presented by commuting in Southern California.

As noted earlier, the San Jose faculty had voted to operate the program for a two year period, at the end of which it would either be discontinued or, as was expected to occur, the Fullerton branch would have been incorporated into the division's regular program by the California State University system with the necessary financial support forthcoming as well. And, in fact, a proposal for just such a plan had been sent forward to the Office of the Chancellor with high hopes for its success.

But at that very moment, the financial picture in California higher education was turning from difficult to bleak to crisis. With what would become a $14.8 billion shortfall in the state's budget, it was clear that cuts, not additions, would be the order of the day. The university was forced to cancel hundreds of classes, an act repeated on all campuses. The faculty found itself in a serious dilemma. While sentiment for continuation of the program in a self-support mode was nonexistent, the faculty recognized that the outpouring of interest on the part of students and prospective students in Southern California clearly articulated the need for precisely what was being

carried out. The decision was made to continue the program until funds were provided by the system to regularize arrangements, or until one of the university's sister campuses in Southern California was prepared to accept administrative responsibility for what would be a new library school. The last arrangement had been made feasible because two of those sister campuses had shown definite interest in taking the program over. Members of several Fullerton departments have asked their AVP to establish a faculty committee to study the matter while another institution awaits the outcome of that effort to begin its own exploration of the matter.

When the program was originally planned, contact was made with the Committee on Accreditation to explore whether San Jose might inaugurate the program, then relinquish it to another institution. The key to any such devolution was that it would have to be accredited by ALA without the usual lengthy period before a team from the committee was sent to evaluate the new program. At that time, however, the position of the committee was that making an accreditation visit immediately after such a shift was not possible. But a change has apparently taken place.

The author recently developed a position paper on the possible future for library education in California. That effort was submitted to the library directors of the CSU campuses and attempted to outline possible options. One option was to establish San Jose as the "Library School for California" (or at least for the twenty-campus State University System). A second option was to seek ways to encourage ALA to develop a procedure whereby one school could start a program, later turning it over to another. A copy of the document was provided to the Committee on Accreditation. (The committee's accreditation officer, June Lester, responded and the quotation following is from that response. It should be noted that the quotation addresses not only the possible transfer of programs, but other issues raised in the document as well. This distinction is important in order that Lester's words be read in the proper context.)

> My reading of the various proposals is that they relate not to basic issues that should be treated in the STANDARDS FOR ACCREDITATION, but rather to the procedures by which those Standards are implemented. The constraints that currently exist in regard to initial accreditation of programs, transfer of programs and the like, are promulgated in the MANUAL OF PROCEDURES FOR EVALUATION VISITS, not in the Standards. Hence, I would suggest that the appropriate area for discussion is not within the context of Standards revision, but rather through approaching COA with suggestions for procedural change. Such change could occur either in the current MANUAL or in the new revised MANUAL that will be promulgated to implement the revised standards. Another approach would be to devise creative solutions that are permissible within the context of current procedures. I can assure you that COA is receptive to innovation and creativity in the design and delivery of graduate library education programs....My comments are

offered with the caveat that these are my interpretations of the current
COA understanding of the Standards. (June Lester to the author, personal
communication, July 20, 1990)

Since that time, an illustrative "schedule" has been developed
by the committee demonstrating how one school might step away
from its responsibility for the program while a second school stepped
into its place. As Lester suggested, the issue was not with the standards,
but rather the way the standards are implemented. It is clear the
committee is aware of the need to treat these new and innovative
programs in new and innovative ways.

What is gradually being forged is a new educational policy for
the State of California. While this is not the first attempt at
institutional cooperation, it is the first of this type. Decision-makers
in the office of the chancellor of the California State University have
indicated a serious interest in the concept. The cost of establishing
new professional programs anywhere, and certainly in California,
has kept most institutions from mounting them. But if it were possible
for two or more institutions to work together to extend educational
opportunities where none had heretofore existed, the benefits would
accrue to all involved—institutions, faculty, and students. Providing
citizens with greater access to their educational institutions has great
appeal. Thus the San Jose concept is being looked at as a model
for other programs in California. When those programs look at the
San Jose model, they will see one that has been able to deliver on
its major objective, graduates with education the equal of those on
the home campus. The San Jose experience confirms the findings
of Maggio and Blazek (1990), that students in distance-learning
situations show little difference from their counterparts on the home
campus. Of the thirty students in the program who have taken the
division's comprehensive examination, three failed, a 10 percent
failure rate compared to the 12 percent failure rate on campus.

From the enrollment numbers noted earlier in this article, it
is clear that the division's program has enabled a number of persons
to take advantage of the opportunities created. In the course of my
teaching and counseling activities within the program, I have been
privileged to hear many stories of what the San Jose program meant
to those participating in it. The numbers of women, many of them
single parents, finally able to empower themselves for challenging
and rewarding careers, the numbers of those who would no longer
be stuck in low-paying, dead-end jobs—such stories were told again
and again. For many, the classes meant harrowing times on
California's decaying freeways, and some students drove 200 miles
each way for class. For many others, the expense of the courses caused
financial strains. Yet they persisted. These realities of many for whom

the new program means new lives, mean that all the effort and stress have not been expended in vain. The psychic reward from such an experience is substantial.

What lessons can be learned from the San Jose experience? The first is perhaps the most surprising. While there are turf issues when moving onto a new campus, it is just as likely one will find many potential friends. Now that the program has found strong support from the Computer Science Department, a member of the history faculty at Fullerton has come forward to offer suggestions for joint programs with his department. It was surprising to find, in the midst of so many schools slipping away, the interdisciplinary interest in library and information science education.

Another equally interesting phenomenon has been the infusion of new ideas for curriculum development from the Southern California program. Several new courses have already emerged including courses dealing with services to multicultural groups, multicultural collections, women in librarianship, archival administration, and the evaluation of library programs. Moreover, the move to Southern California has enabled the division to more easily find multicultural faculty to teach its courses.

Still a third development is emerging from the library directors of the California State University libraries. Faced with growing, sometimes insurmountable difficulties recruiting beginning professionals to replace the growing numbers of retiring staff, a figure that will number one-half by the milennium, the directors are currently working on a White Paper which recommends new and far-ranging strategies for the development of a multi-faceted approach to library education in California, using San Jose as the centerpiece of that effort.

Because the program is designed to go where students are, rather than bring them someplace else, the multicultural student body has grown appreciably. Prior to the opening of the program, the division's multicultural students had numbered between 12 and 14 percent. With the opening of the new program, that total jumped to 25 percent. It is clear that innovation in the academic world is far more difficult than imagined. Those who provide distance educational opportunities must do so with the realization that their lot will not be an easy one. Yet, just as certainly, those willing to risk the difficulties find that new levels of professional achievements open as they open new opportunities for others. For those interested in being at the cutting edge, distance library education is one place to be.

But perhaps the most interesting lesson is that new growth, as in nature, emerges from the old. The distance education programs are a new growth, offering new educational opportunities in our

field as we lose programs with long and honored traditions. It is truly in keeping with the words of Ecclesiastes: "To every thing there is a time, and a season to every purpose...." And as we move to renew and recreate, we make our education more responsive to human need. There is no more honorable objective.

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The New Partnership: The Role of the Public Library in Extended Campus Services Programs

COLLEEN POWER AND LORI KEENAN

ABSTRACT
TRADITIONALLY, THE PROVISION OF library services to academic off-campus students assumes that most students will not be able to obtain necessary materials needed to complete their assignments at local public libraries. Yet several recent studies indicate that from 40 percent to 70 percent of these students do depend primarily upon local public libraries and secondly upon the more distant parent institution for their academic needs. The interactions, including accreditation, evaluation, and negotiation among the academic libraries and the public libraries which provide both formal and informal service to extended campus students are discussed.

INTRODUCTION

In 1976, the Pittsburg Conference on Resource Sharing in Libraries stressed the need to move from a resource-based orientation to a client-based orientation. The concept of accessibility rather than ownership was a major component of this movement (Hamann, 1978, p. 534). With the development of full-text online technologies, high speed telefacsimile, and improved online catalogs, many academic libraries have begun to recognize that the concept of access is both feasible and necessary. The movement away from the Alexandrian Library has turned into a stampede. Nowhere can that movement toward access be seen to have a greater effect than in the library services offered to the extended campus community.

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While some universities are establishing branch or extension libraries, reflecting the traditional criteria of ownership, others are exploring the more revolutionary concept of access through community libraries. Conflicts often arise between extended campus programs which rely on the concept of access and the university accreditation associations which traditionally espouse the concept of ownership. Frequently in the middle of this conflict is the local public library.

Unquestionably, most community-based libraries are unable to provide college students with adequate academic library resources, yet feel the pressure of the questions and demands made by these students. Particularly concerned with the maintenance of community goodwill, as well as being the traditional resource for informal adult education, public libraries may become reluctant partners in providing informal service to extended campus programs. On the other hand, some highly successful partnerships have been developed between the academic and public library. The motivating force behind these arrangements has generally come from the public library (Soules, 1979, p. 568).

SURVEY OF THE LITERATURE

A search of the literature provides numerous examples of formal and informal cooperation between local public libraries and off-campus programs. Emmer (1987) has speculated that the American Library Association recognized the role of public libraries in serving colleges and universities as early as 1931, while Hewitt notes that public libraries may function more as holding areas for the community of independent learners rather than as active participating partners in the educational process (Sayles, 1989, p. 387).

A 1985 survey of parent institutions engaged in providing library services to off-campus students demonstrated that more than 50 percent of the responding libraries provide contact with a nonaffiliated library, with approximately two-thirds of that number relying on off-site libraries to provide interlibrary loan (Sheridan & Martin, 1987, p. 170). MacDougall's (1973) study of university extension libraries reports that 34 percent of the institutions arranged for temporary housing of books in the field at public libraries. Surprisingly, despite the body of evidence of use of other libraries, only 16 percent of 119 academic libraries connected with extended campus programs surveyed in 1988 had any agreement or contract with other libraries (Power, in press).

Recent studies indicate from 40 percent to 70 percent of extended campus students depend primarily upon local public libraries and second upon the more distant parent institution for their academic

needs. The extended campus library resources requirements are admitted by all authors to be far beyond the capacity of most public libraries, yet public libraries are often what the user is most familiar with and are often the most accessible. Johnson and Keith conducted a 1983 survey of off-campus students in Wyoming which revealed that in those communities which had reserve collections at a cooperating academic library, students tended to use public libraries as much as community college libraries even when collections were on reserve in the academic libraries (Johnson, 1987, p. 88). Similarly, Ruddy (1987) details a 1986 study of the Cardinal Stritch College off-campus students which indicated that 60.3 percent of extended-campus students use public libraries to complete assignments (Ruddy, 1986, p. 157). Studies in Canada reveal that in some major communities, public libraries are used by 73.5 percent of the students despite the existence of local academic collections (Appavoo & Hansen, 1988, p. 19). Many institutions are both puzzled and alarmed when their students indicate that they are using public libraries as major sources of research, and these institutions are often at a loss to know what best to do about it (Ruddy, 1987, p. 157). Other institutions are exploring these existing informal networks by actively soliciting the assistance of local public libraries in meeting the needs of extended campus programs, and by entering into formal contracts or, more often, informal agreements of service (Sayles, 1989, p. 387). The library services offered to off-campus students are extremely variable, ranging from permanent reading collections at host libraries to a library user's card, good only at the parent institution.

The public library can, at its simplest, offer itself as an information clearinghouse, referring the student to more appropriate collections (Nolan, 1975, p. 29) or, at a more sophisticated level, it can enter into formal contracts and agreements to provide certain services in exchange for reimbursement in the form of staff, materials, and actual funds. The involvement of the public library is often an intermediate step between the initial start up of an off-campus program and the establishment of a satellite campus library (Soules, 1979, p. 568).

ACADEMIC LIBRARY PERSPECTIVE AND PHILOSOPHY

The 1989 Association of College and Research Libraries "Guidelines for Extended Campus Library Services" assigns clear responsibility for extended campus library services to the parent institution (ACRL, 1989, p. 405). These standards, by their careful wording, do not require site collections but instead clearly reflect the philosophy of access as espoused by accredited academic libraries. Yet the academic library perspective may not reflect the standards

delineated by state and regional accrediting associations. Examination of regional and state accreditation standards for extended-campus library service indicates that some associations specifically require the establishment of core collections, reserve reading collections, and professional library staff (Kascus & Aguilar, 1988, pp. 31-32). The philosophy of access, expanded and interpreted broadly by the academic library, has not made inroads with some accreditation associations. Establishment of contracts with local public libraries which have agreed to house college level materials and are staffed with trained library staff should meet the stringent requirements of most associations.

In 1988, a survey of 119 extended-campus library programs across the United States and Canada revealed that, of institutions offering degrees at the bachelor or master's level, 23 percent had established off-campus library resources centers to provide services to their students. The remaining institutions offered alternative access to their students through mailed materials, contact librarians in the parent institutions, and through new technologies such as online catalogs. Some offered no library services at all (Power, in press). This study compares with the 1973 MacDougall survey which indicated that 53 percent of the libraries surveyed provided materials at the learning site (MacDougall, 1973, p. 2). MacDougall's study also noted that 34 percent of the nonuniversity libraries housing temporary collections were public libraries. This reduction in the number of learning site collections from 53 percent in 1973 to 23 percent in 1988 reflects a clear espousal of the academic library philosophy of access.

Yet despite this significant change, less than 16 percent of the 119 institutions had entered into agreements, either written or verbal, with other institutions to provide services to their students (Power, in press). Obviously the academic library philosophy of access does not generally recognize the actual use being made of public libraries by their students. As a result, the requests for formal agreements are often generated by the public library (Soules, 1979, p. 568).

PUBLIC LIBRARY PERSPECTIVE AND PHILOSOPHY

Since their earliest beginning, public libraries have recognized, as a primary part of their mission, the need to serve those individuals who seek to learn outside the realm of the organized educational process. The majority of public libraries in the United States came into existence as a response to a nation of self-motivated learners who believed in the perfectability of mankind through education. In the late 1880s, the concept of the public library as a people's

university began to emerge. It was a vision that was to see its fullest realization during the Depression era when the public library provided for many the only place where educational needs could be fulfilled.

With the growing emphasis on formal education after World War II, the public library may have experienced a diminishing of its role as one of the primary arenas of learning. However, the recent reemergence of the concept of education as a lifelong process and the growing number of adult learners in our society are forcing many public libraries to reassess their service programs.

Support, in terms of provision of materials and auxiliary services to community organizations involved in adult education, has always been fundamental to public libraries. Yet the concept of coordinating services and programs with traditional education providers, particularly on the post-secondary level, is relatively new to public libraries (Birge, 1981, p. 74). It is only since the expansion of academic institutions into off-campus locations within the last fifteen years that some public libraries have been forced to deal with the unique demands upon their services generated by patrons with genuine academic needs. And while there may be a philosophical imperative at work to serve all who enter the library, the realities of collection and staff limitations often dictate the level of service given.

The vast majority of public library collections do not readily support an academic curriculum. Often geared to the reading interests of local residents, collections might have great depth in a few specific areas, yet lack basic materials required for advanced academic courses. Many extended campus programs have met this limitation by placing "core" collections in appropriate public libraries. These have generally proven to be of great value to students using them and may be, depending upon their nature and restrictions of access placed upon them, of use to public library patrons as well.

The general question of the suitability of public libraries to serve anyone other than public library patrons has recently been addressed (Robinson, 1989). Robinson perceives a danger in the attempt of public libraries to extend themselves into areas that traditionally are the sole responsibility of academic libraries. "The public library is an educational institution in the broadest possible meaning of that term, but it is not an academic institution. Trying to make it academic will endanger the existence of the public library" (Robinson, 1989, p. 147). There is a real danger that public libraries will attempt to meet the very specific needs of students in academic programs without being adequately prepared to do so, thereby further diluting precious resources. However, there is also the reality of having to satisfy a

growing number of patrons whose needs have grown beyond the demands for traditional public library fare and who find themselves using their local library in new ways.

A profile of the average student enrolled in an extended-learning program describes the student as an adult, female, twenty-nine years or older, with full-time employment, who is taking continuing education courses on a part-time basis (Orton & Wiseman, 1977, p. 25). A recent study demonstrates that this student tends to go to the public library for study materials even when other options are present, possibly because it is more convenient (Appavoo & Hansen, 1988, p. 20). Although as yet no research has been done in this area, it is likely that this adult learner is already a public library user who feels comfortable in that environment and is relatively familiar with the organization of the library's materials. Thus a situation exists which can be of great benefit to the student and which should be taken into account by academic library service providers.

Since the majority of public libraries in North America already exist within some form of "network" environment, opportunities for cooperative efforts between libraries are greatly facilitated. Cooperative resource sharing in the form of common databases, interlibrary loan activities, and shared document delivery systems has laid the groundwork for more focused programs. It is important to remember that any program involving a public library must be seen by that library's governing agency, usually a board of trustees, and by the community as being beneficial to the taxpayer. Expanding the library's mission to include service to university extension students will be successful only if it can be proven that such a step will strengthen the library's overall program. It is here that cooperative collection development efforts can be invaluable, particularly in areas such as business, health and human services, and education. Other endeavors, such as providing access to on-campus holdings, including the public library's clientele in preferential document delivery services, training of public library staff, and funding for additional staff if needed, should all ensure that a high level of service is maintained and that the public library can realize some measurable benefit from the venture.

In order to effect a workable, trouble-free relationship between the parent institution and the public library, it is essential that a formal agreement process take place. This is an area that deserves careful exploration since restrictions may exist at either end that could place limits on the parties' common goals. Despite the limitations frequently placed upon institutions in terms of the ability to enter into legally binding contracts, written agreements which delineate, in detail, all aspects of the cooperative venture are imperative.

ACADEMIC PLANNING

The first step in planning library services to the extended campus is assessing the need for resources, services, and facilities. The off-campus student is often enrolled in short, compressed courses that do not allow time for writing term papers, or indeed even include such a requirement. Others are involved in independent learning projects that require solid foundations in information literacy. Some may be enrolled in technical classes that make minimal use of library materials beyond computer manuals or similar technical tools, usually purchased by students in lieu of a textbook (Nolan, 1975, p. 17). This step in planning should include an assessment of the nature of the curriculum and the distribution of the student population. The course syllabi and projected enrollment figures are usually sufficient to determine at the outset whether partnerships with other libraries will be a necessary element of library services. If the student population is quite scattered, as is typical of televised classes, or if a variety of advanced classes are offered, then establishment of satellite libraries will probably not be cost efficient, and cooperative arrangements with community libraries should be investigated. All documents regarding accreditation requirements should be carefully examined to determine library resource requirements and facilities that might negate or support local arrangements.

The second step should be an evaluation of the most practical and effective methods of delivering the needed library services in cooperation with local libraries. Since most public libraries will have ample experience in the use of their collections by higher education students, their involvement in planning at this point becomes a necessary element for successful local cooperation (Soules, 1979, p. 569). Evaluation of local public libraries' reference collections, existing interlibrary loan networks, and staffing impacts are neccesary elements in any effective study. Yet Sheridan and Martin (1987) found that less than half of the libraries surveyed had prepared a written profile of needs, goals, and objectives, or had involved community representatives in their planning. At this stage of planning, it is highly desirable to appoint a coordinating professional librarian to open the channels of communication and provide continuity for the developing community contacts.

The third step is the preparation and negotiation of contracts between the consenting parties. These agreements are generally informal. The 1988 Power study indicated that fewer than 8 percent of these agreements are actually written, and even fewer are legally binding contracts (Power, in press). Such contracts should take into

consideration changes in technology and funding levels. The university's contracting and/or legal offices may be helpful or even required in drafting the agreement.

Evaluation of the agreement after a given period of time, with renegotiating and redrafting of the document as required, is a necessary consideration. This should be written into the agreement and serves to enhance regular communication between the collaborating libraries at the administrative and operational levels (Keenan & Kendall, 1989, pp. 266-67).

SERVICES TO BE NEGOTIATED

In 1970, Mathilda Gocek, writing on library services to commuting students, developed a basic shopping list of services that should be negotiated from the perspective of the academic institution. Designated libraries in specific geographic areas, with trained staff members and college level materials, were highest on the list. Telephone reference referrals and financial reimbursement for libraries used by off-campus students were highly desirable elements. Also important were seminars in library use skills taught by a librarian, either during site visits or available on video for home viewing (Gocek, 1970, p. 21). To this list, Kaser added reimbursement through the possible use of a credit card or voucher presented at member libraries (Kaser, 1974, p. 282). Sayles, in a major report prepared in 1988 on the Georgia College service area, adds two more important elements—a borrower's reciprocal card and a directory of libraries that provide services to extension students (Sayles, 1988, pp. 393-95).

Information on appropriate library services, such as distributing university-generated guides and bibliographies and referring students to the available university services, are perhaps the least expensive and most basic needs to be negotiated between the university and the public library. Both agencies recognize that students will go to the public library for help. If the public library staff is uninformed, they cannot respond effectively to the patron's request; in fact they often may not realize the question is generated by an assignment unless forewarned (Monroe, 1975, p. 56). The parent library thus has a responsibility to keep the public library informed of all assignments that may lead extended campus students to make use of the public library's resources. This may be accomplished by regular distribution of reading lists and course syllabi to public libraries in those areas adjacent to learning sites. Providing the public library staff with this information may actually help the public library to

anticipate work loads, since the library will know in advance what the assignments are likely to be and when the students will need referral (Beckerman, 1975, p. 41).

At the next level of support, the parent institution and the public library most often are in the same consortium that provides interlibrary loan services and can utilize those existing networks to provide materials to extended campus students. Agreements can be negotiated to forward any student or staff requests directly to the parent library without any local processing and with a minimum of public library staff involvement in delivery. Sheridan and Martin report that 50 percent of their survey group provide contact with a nonaffiliated library in order to offer a medium level of support, including interlibrary loans (Sheridan & Martin, 1987, p. 170).

The most sophisticated level of support is providing reimbursement for services rendered. An academic library can negotiate with the local public library to provide orientation sessions to students and staff, space for reserved readings or collections of college level material. This level of support may provide enhanced levels of communication through the presence on site of a staff member from the academic library (Soules, 1979, pp. 568-69). The parent institution may negotiate the provision of reference resources to the public library as a method of reimbursement for recognized services rendered, for example, temporarily loaning the local library expensive reference tools and journals that the local library would like to have but would normally not be able to afford (Travis & Watson, 1982, p. 88). The parent institution may be required to maintain technical ownership of the titles in order to satisfy either the institution's purchasing requirements or those of an accrediting agency.

PUBLIC LIBRARY PLANNING

Any expansion of public library service must be viewed in terms of its impact upon the operation as a whole and the level of support it receives from the community it serves, its governing agency, and its staff. Careful planning is therefore essential to ensure success and should include involvement of all three entities. Depending upon the level of service rendered to the extended campus community, the extent of the planning may vary. A reworking of the library's mission statement—the document by which a public library defines itself to its community of users—may be involved if the new service is to become a major and permanent part of the organization's offerings. On the other hand, only minor adjustments to the workings of the operation may be required.

One of the areas impacted most heavily by any change in service levels is staffing, and careful assessment of the new program's effects

upon personnel is crucial. Staff of small- and medium-sized public libraries are not always prepared to meet the support needs of university students and may well require some enhancement of their reference skills. The management of supplemental materials, such as "core" collections, will demand extra staffing, as will the technical services area if program-specific materials are acquired. Since smaller public libraries do not usually offer extensive bibliographic instruction, additional staffing might be required in this area as well. A successful program demands a careful evaluation of staffing needs as well as a realistic approach to meeting those needs. It is essential that both the parent institution and the public library be fully involved in this process.

In cooperative arrangements between a university and a public library, the advantages can be sizable, particularly if the program is viewed favorably by the community and the governing body. Pointing out that the extended university students who require this new service are also, in all likelihood, patrons of the library and support it with their tax dollars, might bring about a welcome shift in perceptions. Widening the availability of materials by making the holdings of the parent institution's library accessible to the public library's clientele will also be viewed as a major benefit. Any additional materials that can directly benefit the community, such as an improved reference collection or an enhanced business collection, will also bring obvious advantages. Resource sharing opportunities are an excellent means of convincing governing agencies, particularly in the public library world, to enter into cooperative arrangements.

PARTNERSHIP PLANNING

Although the 1989 ACRL guidelines put the burden for extended campus library services squarely upon the parent institution, public libraries cannot escape bearing some of this responsibility, particularly since the demarcation between extended university student and traditional public library patron is frequently blurred. In order for a mutually beneficial program to become established, it is important that the planning process involve all affected parties. The planning committee for such an endeavor should include the extended campus librarian, public library staff, faculty, and students. The latter are particularly invaluable for identifying needs that are not readily evident to service providers. Faculty also play an essential role, in that much of the success of a library service program depends upon their commitment and sensitivity to the needs of their students and to the reality of the situation in which these students function.

In exploring the possibilities for cooperative arrangements between universities and public libraries, it is not necessarily the

role of the parent institution to initiate the process. Public libraries, too, are called upon to be proactive in their response to perceived needs of library users who are enrolled in academic programs yet may have limited access to appropriate library services. In seeking to identify ways of serving these students, an attitude of openness and a willingness to seek creative solutions to problems is essential. These qualities may ultimately be the only prerequisites for the establishment of an effective service program.

All cooperative efforts between the parent institution and the public library ought to be formalized. The option of whether to function within the parameters of a written agreement or a formal contract depends largely upon the requirements of the participating institutions and the legal constraints placed upon them. While universities will need to work with their legal departments for guidance in this area, public libraries can make use of the excellent resources made available to them through most state libraries. It is important to remember, however, that both parties need to feel at ease with the agreement reached and be able to justify it fully to their constituents.

CONCLUSIONS

Academic libraries are faced with the prohibitive setup costs of hiring staff and supervising collections at remote sites. Entering into a partnership with local libraries for the service of extended campus clientele can provide desperately needed funds to the local library, while helping to solve the personnel and materials problems of the parent library inexpensively. Such arrangements do not mean that the parent institution can evade making financial commitments, but can help bridge the gap between the establishment of an extended campus program and the development of a library.

However, both academic and public libraries need to be cautious, when entering into such negotiations, about relying too heavily upon other libraries, as such reliance can result in accreditation problems. Financial support can be withdrawn following a change of administration. Communication networks between faculty, students, and staff can readily break down if services are not readily and easily obtainable (Keenan & Kendall, 1989, p. 267). Emmer notes the importance of good public relations and stresses that no matter what services are offered, they will be ignored if inadequately publicized (Emmer, 1987, p. 82).

Public libraries are being used by students whether they have been sent directly from a learning site or they have wandered into the most convenient library. Many public libraries are set up to handle reference questions, carry basic reference tools, and are members of

interlibrary networks with delivery vans. Although some off-campus programs have seized the opportunity to consciously utilize the public library, the literature indicates that their potential as agents for enhancing library access is vastly underutilized and undervalued by many academic libraries.

In spite of the studies indicating that the public library is being utilized by off-campus students, academic libraries are generally not exploring the opportunities created. Extension programs are generating significant demand upon local resources, and it is time that academic libraries give attention to alleviating the problems in a creative and systematic fashion (Keenan & Kendall, 1989, p. 264).

Recognizing their often parallel educational missions, the academic and public libraries each have an interest in the education and development of the adult learner. Cooperative approaches offer both parties the opportunity to stretch the concept of continuing education to incorporate both the formal and informal adult learner. The cross-pollenization resulting from this fusion can benefit all the participating libraries by providing greater human and material resources. As the concept of access to resources becomes reality, the practical and vital role of the public library in the higher education process can continue to expand.

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Library Support for Off-Campus and Distance Education Programs in Canada: An Overview

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ABSTRACT

THE ISSUE OF LIBRARY SUPPORT for off-campus programs in Canada has come into prominence in the last ten years primarily as a result of developments in the field of distance education. The unique features of Canadian distance education are outlined in the context of a discussion of the literature on off-campus library services in Canada. The findings of a national survey indicate that, while the majority of Canadian universities and colleges are willing to provide library support for their off-campus students, most have a low volume of business in this area and tend to offer services on an ad hoc basis. The current professional development activities of Canadian librarians are outlined and issues for future attention are identified.

INTRODUCTION

The nature of library support for postsecondary off-campus education in Canada is strongly influenced by the unique characteristics of the geography and educational system of the country. Large amounts of nonmetropolitan area combined with decentralized control of education have necessitated diverse approaches to serving learners who take courses and study away from the main campus of the parent institution.

There are significant geographic barriers to participation in postsecondary educational institutions in many parts of Canada (Statistics Canada, 1987). Universities tend to be located in major urban areas and are virtually inaccessible to people living in remote

communities. Very few Canadian universities have branch campuses in smaller centers. Even community colleges are too distant for some Canadians, despite these colleges' wider use of the branch campus system. As Canada has a history of continuing education (Rothe, 1986; Sweet, 1986) and there is a growing demand for part-time postsecondary education (Statistics Canada, 1987; 1989), many universities and colleges are developing or expanding outreach services in order to include these remote learners.

    Because there is no federal control over education in this country and universities and colleges are supported primarily by provincial governments, educational outreach varies from one area to another. In some provinces such as British Columbia and Saskatchewan, specific monies have been allocated by the government for off-campus postsecondary education. In other cases, institutions must fund this type of education entirely out of their base budgets. Where government support is strongest, off-campus education has become more prominent.

    Each province and each postsecondary institution in Canada has developed its own approach to off-campus education. Library initiatives to support these programs are equally as varied. Until recently, little information has been available on off-campus library services in Canada. There has been a lack of research studies on the library needs of the off-campus learner and on the policies and practices developed to respond to those needs. The last few years have seen a steady growth of literature, studies, and professional development activities concerning this area of librarianship. Some of this growth stems from institutional initiatives to create new off-campus programs and librarians' attempts to respond effectively to these developments. In 1990, considerable literature exists which outlines current models and practices of off-campus library support in Canada. This article will provide a descriptive overview of the field with particular reference to the findings of a national survey on off-campus library services.

OFF-CAMPUS EDUCATION

    There are two primary ways in which off-campus education is provided in Canada. The first of these methods involves traditional face-to-face classroom instruction. Farrell and Haughey (1986) have labeled this model as "teacher-dependent." The most common approach to this type of instruction is itinerant faculty traveling to a variety of off-campus locations to teach specific courses. In some cases, faculty from campus commute to the course site at regular intervals. In other cases, part-time instructors from the local area are employed to teach specific courses. In many cases, the course

site varies depending on local interest. In other cases, a fixed center is used for classroom instruction. Colleges tend to use fixed centers more than universities in Canada. However, the concept of "extended campus" is not as common or widespread as it is in the United States. This is partly due to the geographic dispersion of the Canadian population.

DISTANCE EDUCATION

The second major means of providing off-campus education in this country is through *distance education*. This term is sometimes used synonymously with "off-campus education," but in Canada it is employed in a more restrictive sense. Canadian usage tends to correspond to Borje Holmberg's (1981) definition of distance education: "Those teaching methods in which, because of the physical separateness of learners and teachers, the interactive as well as the preparatory phase of teaching is conducted through print, mechanical or electronic devices" (p. 11). In Farrell and Haughey's (1986) model, this form of instruction is labeled "teacher independent." The most distinctive feature of this type of education is that it is not classroom based. Students tend to work independently at home and rarely, if ever, assemble as a class. Learning materials are prepared in advance and contact with the institution is normally done by mail and telephone. Ellis (1986) identifies three essential characteristics of distance education as a form of education outreach: (1) the use of comprehensive and carefully prepared and mediated instructional materials; (2) the provision of feedback to learners by appropriate means; and (3) no reliance or minimal reliance on face-to-face interaction between teachers and learners. "Thus, the establishment of remote campus centres, or the practice of having instructors fly to distant communities to teach classes indeed bridge educational distance but they are not, technically, distance education" (p. 27).

Traditional correspondence courses fall under this category and are still prominent in Canada today. However, the 1980s have seen an increased use of communications technology to deliver or enhance distance education courses. Today, a wide range of media and methods are employed, including print materials, audio and video cassettes, television broadcasts, radio, teleconferencing, and computer communications. From an international perspective, Canada is a major innovator in the use of communications technology for teaching (Bates, 1989) and has been a pioneer in using both satellite and terrestrial long distance communication systems to link students and instructors (Helm, 1989).

The development of distance education in Canada reflects a number of social and educational themes. One such theme is universal

accessibility, advocated by such authors as Haughey (1989): "Genuine involvement in distance education means acceptance of the principle that learners, regardless of their geographic location and personal or employment situations, have a right to a university education" (p. 165). Another pervasive theme in distance education is "open learning" which encourages learner participation by removing traditional institutional barriers and providing more flexible and innovative systems for acquiring and transfering credit and for scheduling courses to accommodate the lifestyles of working adults with families.

A third broad theme influencing the development of distance education in Canada is the emphasis which governments and institutions have placed on creating innovative learning systems through use of emerging communications technologies (Sweet, 1989). These systems have been regarded by politicians and educators both as a means to increase accessibility and to reduce educational costs and also as distinct goals unto themselves (Daniel, 1986). The creation of innovative learning systems in Canada was exemplified by the establishment of three open universities in the 1970s: Athabasca University in Alberta, Télé-université in Quebec, and the Open Learning Institute (subsequently renamed The Open Learning Agency) in British Columbia. All three of these institutions deliver their courses entirely by distance education methods with little or no reliance on face-to-face classroom instruction.

OFF-CAMPUS LIBRARY SERVICES

Overview of the Literature

Library support for off-campus education in Canada has come into prominence in the last ten years primarily as a response to developments in the area of distance education. However, the continuing education and distance education literature are generally silent on the issue of off-campus library services. As an example, two significant monographs have been published on distance education in Canada in the last four years, but each work only contains a one line reference to library matters (Mugridge & Kaufman, 1986; Sweet, 1989). Unlike the United States, Canada generally does not have licensing boards and accrediting agencies to scrutinize its off-campus and distance education programs. As a result, there is little external pressure on Canadian colleges and universities to enhance library support for these types of programs. It has been left up to librarians to stress the importance of library issues and to disseminate information in this area.

Since developments in off-campus library services have paralleled developments in distance education, most of the Canadian library literature on this topic dates from the late 1970s. A number of Canadian academic libraries have been serving off-campus classroom courses for many years through the provision of depository or core collections, but it is only recently that some of this activity has been documented. Examples of institutions providing this type of long-standing service are The University of British Columbia (Whitehead, 1987) and Laurentian University in Sudbury, Ontario (Kelly, 1987). A directory compiled in the United States in 1973 indicates that the University of Alberta and the University of Montreal were also involved in providing extension library services at that time (MacDougall, 1973).

Early Studies

The first major Canadian publication to address the issue of off-campus library support was an article by Orton and Wiseman (1977) which describes three surveys conducted in 1974/75 to assess the library needs of part-time students at Queen's University and Trent University in Ontario. The surveys included both on-campus and off-campus students. A more detailed account of the Trent report was also released as a separate document (Wiseman, 1976).

In the following eight years, only three accounts of Canadian involvement in off-campus library services appeared in the literature. Soules (1979) discusses the University of Windsor's approach to serving off-campus students and its cooperative arrangement with Chatham Public Library. Mount and Turple (1980) describe the model of service used at the Laurentian University in Ontario. Carrière (1982) compares the types of off-campus library services offered at l'Université du Québec à Rimouski with those provided by selected other North American libraries. In addition to these published sources, an unpublished Masters of Education project by Dancik (1984) assesses the library services for off-campus students at the University of Alberta and presents a proposal for new and enhanced services.

In 1985, Canadian librarians began in earnest to conduct research studies, write, and publish in the area of off-campus library services. From this point, the volume of literature is sufficient to discuss the various works by theme.

Institutional Studies

There have been several recent articles and papers describing "model services" at specific institutions. These studies are similar in tone to the Mount and Turple article (1980). One such paper has appeared in each of the three sets of proceedings of the Off-Campus Library Services Conferences sponsored by Central Michigan

University between 1985 and 1988. The institutions represented in
these proceedings are Lakehead University in Ontario (Bishop &
Clinton, 1986), Athabasca University in Alberta (Appavoo, 1987), and
Mount Royal College in Alberta (Fu, 1989).

In 1986 and again in 1987, *Library Acquisitions: Practice and
Theory* published a series of articles under the collective title of
"Collection Development and Acquisitions in a Distance Learning
Environment." Off-campus library services at three Canadian
universities are described in this series: the University of Manitoba
(Angel & Budnick, 1986), Laurentian University in Ontario (Kelly,
1987), and the University of British Columbia (Whitehead, 1987).

In 1987 there were two examples in Canadian educational journals
of academics describing library support in specific off-campus
activities. Montgomerie (1987) discusses library services as one of the
components in the Univeristy of Alberta's "Extended Campus"
graduate program. Davie (1987) briefly describes library use while
reporting on the effectiveness of a graduate course conducted by
computer conferencing from the Ontario Institute for Studies in
Education.

Area Studies

Off-campus library services in Canada have been discussed on
a larger scale in four sources. Slade et al. (1987) outline the
development of this type of library support in British Columbia.
Affleck (1987) presents a model for the provision of library services
to academic distance programs in Saskatchewan. Conley (1988)
documents current activities in Ontario. Unfortunately, the Affleck
and Conley papers are as yet unpublished, since they were produced
for specific in-house purposes. In a document submitted to the
National Institute for Higher Education in Dublin, Ireland, Nettlefold
(1988) reports on his cross-Canada investigative tour of eight university
libraries which provide off-campus support.

Distance Education Issues

Four Canadian authors have moved beyond descriptive accounts
of model services to discuss the unique features of providing library
support for distance education courses. A key paper in this area is
an article by Howard (1985) which presents both a theoretical and
practical perspective on the issue without reference to any particular
institution. Two successive papers by Appavoo (1985) and Slade
(1987a) also deal with the theoretical and practical while acknowl-
edging the library support provided at their respective institutions—
Athabasca University and the University of Victoria. A major study

by Burge et al. (1988; 1989) also discusses distance education issues in the context of a survey conducted in Northern Ontario. This study will receive further attention in the following sections.

Research Studies

There was a long gap in Canadian research on off-campus library services following the publication of the Orton and Wiseman article in 1977. In 1985, the results of two research studies were released. Slade and Webb (1985) present the results of a national survey of off-campus library services (to be discussed later in this article). Latham (1985; 1987) reports on a study in Alberta concerning library services for the Chinook Educational Consortium which included surveys of library collections and services available from participating institutions and local public and school libraries.

In 1988, Canadian librarians conducted three research projects on off-campus library services. Librarians at Athabasca University (AU) in Alberta completed a two-stage research project to determine the use of libraries by AU students and to identify the subjects and kinds of materials borrowed by these students (Appavoo & Hansen, 1989a; 1989b). Researchers from the Ontario Institute for Studies in Education designed and conducted an extensive study of library relationships for distance education programs in Northern Ontario (Burge et al., 1988; 1989). Four different groups were included in this study: distance education students, faculty/instructors, public library staff, and academic library staff. The third major research project completed in 1988 was the Second Canadian Off-Campus Library Services Survey (Slade, 1988). The results of this survey will be presented in the sections which follow.

The most recent Canadian work of note is a literature review by Shklanka (1990) which discusses the relevance of the aforementioned studies and selected other publications to the international study of off-campus library services.

RESEARCH FINDINGS

Specific Studies

With the exception of the national surveys conducted by Slade (1988) and Slade and Webb (1985), the other Canadian research studies on off-campus library services have been limited to particular institutions or geographic areas. While the objectives, methodologies, and results of these studies are quite different, there are some common denominators.

One significant feature which the studies by Orton and Wiseman (1977); Latham (1985; 1987); Appavoo and Hansen (1989a; 1989b);

and Burge et al. (1988; 1989) have in common is that they all have surveyed off-campus students to determine library use characteristics and problems. Emerging from the results of these surveys is a composite profile of the off-campus student in Canada. The average student is mature, female, often married, with a full-time job. This student tends to take off-campus courses for work-related reasons. Many of these students are able to complete their courses without the need of additional resources, and therefore, overall library use is low. Supplemental information is sometimes acquired directly from the course tutor (Appavoo & Hansen, 1989a; 1989b) or through the purchase of books (Orton & Wiseman, 1977). When library materials are needed, students tend to turn first to their local public library. Where students live within reasonable commuting distance of the campus library, there is a preference to use these facilities directly. For students further away from campus, there is a preference for having a core collection deposited in a local library. Common problems faced by these students are: distance from libraries, limited access hours, availability of appropriate materials, restrictive loan periods, difficulties with renewal of materials, and "time pressures."

The studies by Orton and Wiseman (1977) and Burge et al. (1988; 1989) point to the need for greater cooperation between public and university librarians in order to serve the off-campus student more effectively. Burge et al. expand the concept of cooperation to advocate closer connections between librarians and distance education faculty and administrators. Based on their findings in Northern Ontario, these authors propose a conceptual framework for improving library services to distance education students and present specific recommendations for enhancing the working relationship among various librarians, faculty, administrators, and students involved in this type of education. This is the first Canadian work to propose a detailed model of library support derived from original research.

The National Surveys

The most comprehensive source to date on the status of off-campus library support in Canada is the Second Canadian Off-Campus Library Services Survey (Slade, 1988). Based on an earlier, more limited survey conducted in 1984/85, the study provides a descriptive account of off-campus library services at thirty-five universities and thirty-nine colleges in this country.

The First Canadian Survey. The first survey evolved informally. In British Columbia (B.C.), the four postsecondary institutions, the University of Victoria, the University of British Columbia, Simon Fraser University, and the Open Learning Agency (formerly the Open

Learning Institute), all provide comprehensive library services to their off-campus students. At a meeting in 1983, the librarians responsible for those services decided to send a letter of inquiry to universities across Canada to determine the types of off-campus library services provided at other institutions. Since the Canadian library literature in this area was limited at that time, the B.C. librarians were curious as to whether the model of service developed in their province was unique. In total, forty-two letters were sent and thirty-one replies were received (a 74 percent response rate).

The responses to the letter of inquiry confirmed that a number of other Canadian universities were indeed providing library support for their off-campus students. Many of the respondents supplied detailed information on the services offered at their institutions. On the basis of the information received, the B.C. librarians decided to establish categories to classify and compare the service levels at the different universities. By using the B.C. services as models and analyzing the information contained in the letters, the librarians identified thirteen categories or "ingredients" of off-campus library services (Slade, 1987b).

These thirteen categories were converted into a basic question-naire which was sent to the respondents to confirm and clarify the initial information. Once the questionnaires had been returned, data were available on off-campus library services at twenty-four Canadian universities, including the four B.C. institutions. Tabulation of the results using a spreadsheet approach with ranked values revealed that six institutions had a high level of involvement in off-campus library services, fifteen ranked as "active," and three institutions had a low level of involvement (Slade, 1985). The significance of the thirteen categories in off-campus library services has been discussed in a paper by Slade (1987b).

The Second Canadian Survey. The second survey was initiated through the Canadian Library Association (CLA) Interest Group on Library Services for Distance Learning in 1987. The decision was made to replicate the 1984/85 survey, with more detailed questions, to determine whether there had been any significant changes to the types of services previously reported. In redesigning the questionnaire, the original thirteen categories and the wording of the questions pertaining to them were kept consistent. However, to probe for a greater degree of information, two new categories were added and a number of additional questions were introduced under each of the categories. The two new categories addressed the areas of funding and library support for curriculum development.

The objectives of the second survey were:

1. to obtain more detailed data on off-campus library services in Canada;
2. to compare the levels of off-campus library services provided at different institutions across the country;
3. to determine whether colleges in Canada are providing off-campus library services similar to those offered by the universities;
4. to determine whether the universities which responded to the first survey had altered their library services to off-campus students and courses in the intervening four years;
5. to obtain information on off-campus library services from those universities which did not respond to the first survey.

The following definition of off-campus library services was used in the second survey: "Library support provided by the campus library for registered students who are either studying independently or taking credit/certificate courses at a distance and are not able to visit the main or branch libraries on a regular basis" (Slade, 1988, p. 1).

Questionnaires for the second survey were distributed by representatives of the CLA Interest Group within each province. The representatives decided which institutions to include in their province and to whom the questionnaire was to be sent. The coverage in the survey was intended to be exhaustive; however, a number of institutions were excluded for reasons known only to the provincial representatives.

Questionnaires were sent to 199 institutions: 55 universities and 144 colleges and technical institutes. The response rate was 60 percent: 78 percent for universities and 53 percent for colleges. Quebec and Ontario had the lowest response rates at 22 percent and 63 percent respectively. All the other provinces had nearly a 100 percent response rate.

Of the institutions which responded to the questionnaire, thirty-seven universities (86 percent) and forty-six colleges (60 percent) indicated that they offer off-campus or distance education courses. Of those insitutions, thirty-five universities (95 percent) and thirty-nine colleges (85 percent) provide some level of library support for their off-campus students.

In comparing institutional responses from the two surveys, it was found that nine universities (38 percent) represented in the first survey had increased their level of library support for off-campus programs, eight (33 percent) had maintained the same level of support, and five (21 percent) had decreased the level of support. No reasons were apparent for these changes.

A different ranking system was used in the second survey (the Off-Campus Library Services Index will be discussed later in this section). As a result, exact comparisons of institutional activity levels

between the two surveys are not readily available. However, using
ranked and unranked figures, the following comparisons can be made:
the number of institutions with high levels of involvement increased
from six to eight; the number of "active" institutions decreased from
fifteen to thirteen; the number of institutions with low levels of
involvement decreased from three to one. Two universities which
participated in the first survey did not respond to the second survey.

   The questionnaire for the second survey was divided into fifteen
categories, each representing a specific area of off-campus library
services. In each category, there was one basic question requiring
a "yes" or "no" response plus a number of secondary questions to
probe for additional information.

   An institution qualified as providing some level of off-campus
library support if it responded "yes" to any of the fifteen basic
questions. The average number of "yes" responses was nine for
universities and seven for colleges, indicating that many institutions
are active in several areas of off-campus library services. Following
is a brief summary of the responses to the basic questions and selected
secondary questions in each of the fifteen categories. All percentages
given are based on the number of institutions identified as providing
some level of off-campus library support ($n = 74$). Numbers and
percentages in these sections reflect the total responses from both
colleges and universities. In many of the secondary questions,
respondents were instructed to check all the choices that applied
to their institution. Multiple choices are reflected in the percentages
cited in the following sections.

1. *Core Collections.* A core collection refers to a selection of library
   material placed on site to support an off-campus course or
   program. When asked if the library sends such collections to
   off-campus sites, fifty-five institutions (74 percent) which were
   identified as active in off-campus library support indicated that
   they provide core collections on request. Eighteen (24 percent)
   maintain a separate library or section within the main library
   from which core collections are extracted. Thirty-seven (50
   percent) assemble core collections from regular library holdings.

   When asked how the core collections are selected, fifty-one
   institutions (69 percent) reported that the course instructor selects
   the material and twenty-two (30 percent) indicated that library
   staff select the collections. Eighteen institutions (24 percent)
   revealed that core collections are handled outside the library by
   other campus departments.

   Overall, the category for core collections received the third
   highest affirmative response rate in the survey. Core collections
   represent library support for an off-campus course as a whole

rather than support for individual off-campus students. The provision of these collections is only appropriate for institutions which have a concentration of students in a particular geographic area. It was initially assumed that institutions which offered only distance education courses would not supply core collections due to geographic dispersion of the students. However, of the ten universities and colleges which offer only distance education courses, five (50 percent) indicated that they do handle core collections.

2. *Specific Requests.* This category identifies an institution's willingness to supply specific library material directly to individual off-campus students on request. Of the institutions involved in off-campus library support, sixty (81 percent) indicated a willingness to send monographs, articles, and other library materials to students. Twelve (16 percent) indicated that they provide substituted material automatically if the requested items are unavailable and a further thirty-nine (53 percent) responded that they supply substitutes on request. Twenty-six institutions (35 percent) reported that they send library material to off-campus students by first-class mail, twenty-three (31 percent) use book rate, and twenty-three (31 percent) send items by private courier services.

    This category received the second highest overall affirmative response rate in the survey. However, only forty-nine institutions (66 percent) were able to provide any statistics on the number of items sent to off-campus students. Some respondents indicated that they were prepared to supply material, but there had been little or no demand in the past twelve months. A few institutions reported that they were gearing up for a forthcoming program, but the courses had not yet started.

3. *Reference Queries.* This category determines an institution's willingness to answer reference questions and conduct subject searches for individual off-campus students on request. Sixty-four (86 percent) of the "active" institutions reported that they are prepared to undertake this work for off-campus students. When asked how the library responds to this type of request, forty-four institutions (59 percent) indicated that a librarian chooses a selection of books and articles and sends this material directly to the student. Thirty-four (46 percent) of the institutions reported that they send bibliographies or lists of references to enable the students to select their own items.

    This category received the highest overall affirmative response rate in the survey. The intent behind the basic question in this category was to determine which institutions send library

material, bibliographies, and database search results to off-campus students to answer reference questions and provide sources of information for course topics. Responses to the secondary questions in this category indicate that a number of institutions used a limited interpretation of the basic question. Some institutions apparently responded "yes" solely on the basis of reference questions from off-campus students which could be answered over the telephone and not on the basis of material supplied, as was the intent behind the question. Since most libraries will respond to telephone reference questions from any type of patron, this interpretation of the question changes the significance of the results in this category. The confusion over the basic quesiton was exemplified when one respondent replied with the following statement to the secondary question about the number of reference items sent out: "Our reference collection is non-circulating!" Only thirty-three institutions (45 percent) could provide any statistics for items sent to off-campus students in response to reference and subject queries. This indicates that the reliability of the high rate of affirmative responses to the basic question in this category is questionable.

If another Canadian survey is conducted in the future, the basic question in category 3 needs to be revised to avoid this misunderstanding. In addition, secondary questions should be added to determine if an institution's off-campus students have access to an online or microfiche catalog of the campus library's holdings and access to bibliographic resources at local libraries. These factors would reduce the off-campus student's dependence on the campus library for assistance with reference queries and subject searches.

4. *Telephone Access.* The telephone is often the off-campus student's only access to the main library. The basic question in this category asked if the library has a dedicated "toll free" telephone line for off-campus students to use to request library material. Toll free was defined as including the acceptance of collect calls on a regular telephone line. Twenty-eight (38 percent) of the institutions which provide off-campus library support replied that they have a special telephone line. A further seven (10 percent) indicated that there is a toll free telephone line for off-campus students available elsewhere on campus and that calls are routed to the library as appropriate. Combining the above data, thirty-five institutions (48 percent) accept telephone requests from off-campus students at no cost to the student.

5. *Advertisement of Services.* An indication of the degree to which off-campus library support is institutionalized is how well services

are advertised and marketed. Forty-four (60 percent) of the institutions involved in this type of support replied that library services for off-campus students are publicized in brochures, handbooks, and other literature. When asked which type of publication is most commonly used, thirty-five (48 percent) indicated brochures and leaflets, ten (14 percent) mentioned calendars, and nine (12 percent) listed handbooks.

6. *Librarian.* This category determines whether at least one librarian has full-time or part-time responsibilities for off-campus library services as part of their job description. Forty institutions (54 percent) responded in the affirmative to this question. Eight (11 percent) indicated that they have one full-time librarian for this area and thirty-two (43 percent) reported the presence of a librarian with part-time responsibilities for off-campus library services.

7. *Support Staff.* In addition to professional staff involvement, support staff assistance is usually necessary to provide library materials to off-campus students. Thirty-nine (53 percent) of the institutions active in serving these students reported that at least one member of the library support staff has either full-time or part-time responsibilities for off-campus services as part of the job description. Nine institutions (12 percent) indicated that they have at least one full-time support staff member assigned to this area and thirty-four (46 percent) indicated that at least one staff member has part-time responsibilities for these services. The highest number of full-time support staff reported was four for one university. The highest number of part-time support staff was six for one college.

Eleven institutions (15 percent) indicated that they use primarily clerical employees for off-campus library services, seven (10 percent) reported using library technicians, and twenty-eight (39 percent) reported using library assistants of various levels.

8. *Bibliographic Instruction.* Bibliographic instruction is a process designed to teach library users how to locate information efficiently and effectively. Thirty-two (43 percent) of the institutions involved in off-campus library services indicated that they provide some form of bibliographic instruction to off-campus students. When asked about the most common method of instruction, thirteen institutions (18 percent) cited use of print materials, nine (12 percent) mentioned site visits, and six (8 percent) reported conducting lectures on campus. Four (5 percent) indicated that they use other means such as videotapes and teleconferencing. Twenty-four institutions (32 percent) reported

that library initiative is the basis for offering bibliographic instruction and twenty (27 percent) indicated that this service is provided primarily in response to requests from faculty.

9. *Computerized Literature Searches.* Because the CD-ROM technology was relatively new when the second survey was conducted, this category does not differentiate between CD-ROM literature searches and online searches. When asked if automated literature searches are conducted for off-campus students, forty-two institutions (57 percent) replied in the affirmative. Thirty-four (46 percent) indicated that student requests are the basis for initiating these searches, and nineteen (26 percent) reported that they are initiated by library staff to facilitate the subject search process. Twenty-eight institutions (38 percent) indicated that the availability of automated literature searches is advertised to off-campus students.

10. *Interlibrary Loans.* Since an interlibrary loan (ILL) service is traditionally available to on-campus students, this category determines the degree to which ILL requests are placed for off-campus students. Forty-five (61 percent) of the institutions which are involved in off-campus library services reported that library staff place ILL requests on behalf of off-campus students. Thirty-nine institutions (53 percent) indicated that this service is usually requested by the students while thirty-one (42 percent) reported that librarians initiate the requests on behalf of the students to obtain information in sources not held by the library. Thirty-one (42 percent) of the institutions indicated that books obtained from another library through the interlibrary loan service are sent on from the main library to the student's home address.

11. *Charges for Service.* In this category, the emphasis is on whether libraries charge students for off-campus library services. Fifty (68 percent) of the institutions involved in this area indicated that all library services to off-campus students are provided free of charge. Sixteen (22 percent) reported that they charge for online searches, ten (14 percent) charge for photocopies, and five (7 percent) charge for interlibrary loans. Only one college (2 percent) reported that it charges its off-campus students for postage.

12. *Needs Assessments.* Conducting a needs assessment is a formal or informal process of determining the library requirements of the various off-campus and distance education programs. This category had the second lowest affirmative response rate in the survey. The basic question asked was whether the library staff conducts needs assessments for off-campus courses and programs and uses this information to plan library services. Only twenty-two institutions (30 percent) replied in the affirmative to this

question. Further information was obtained from the secondary questions: only ten institutions (14 percent) indicated that they had a written statement of goals and objectives for off-campus library services which served as a basis for needs assessments. Only three institutions (4 percent) stated that they had a formal mechanism to link needs assessments to the funding for off-campus library services. When asked about the frequency of needs assessments, only three institutions (4 percent) reported that they conduct the assessments on a regular basis.

13. *Evaluation.* Evaluation refers to the process of reviewing and assessing the efficiency and effectiveness of library support systems currently in place for off-campus programs. When asked if library services and resources are periodically reviewed and evaluated, thirty-four institutions (46 percent) responded in the affirmative. Twenty-six (35 percent) indicated that the library conducts the evaluations, twelve (16 percent) reported that faculty handle this process, and seven (10 percent) identified a central campus agency as the source of evaluations. Only ten institutions (14 percent) reported having a written statement of goals and objectives for off-campus library services which serves as a basis for evaluation. With regard to the frequency of evaluations, twenty-one institutions (28 percent) indicated that library services are evaluated as a separate ad hoc process while ten (14 percent) stated that services are evaluated as part of the regular course evaluation procedure.

14. *Finances and Funding.* Categories 14 and 15 were added for the second survey. Category 14 identifies institutions which have a designated budget or a clearly defined financial process to fund the provision of off-campus library services as recommended by the ACRL guidelines (ACRL, 1982). Twenty-seven institutions (36 percent) replied that they do have such a mechanism. Fifteen institutions (20 percent) reported that funding is allocated entirely from the library's operating budget, four (5 percent) identified a funding source outside the library, and nine (12 percent) indicated that funding is provided partially from the library and partially from an outside source. When asked about the allocation of separate amounts for the different areas of off-campus library services, relatively few institutions replied in the affirmative to any of the twelve areas identified in the secondary questions. The only area which received a relatively high affirmative response rate was "core collections," identified by twenty institutions (27 percent).

15. *Curriculum Development.* As mentioned above, categories 14 and 15 were added for the second survey. The intent of the basic

question was to investigate the involvement and contributions
of librarians in the development of new off-campus courses and
programs. Such involvement, so important to the effective
provision of library services, was regarded as evidence of a
proactive approach to off-campus library services. The affirmative
response rate to the basic question in this category was the lowest
in the entire survey. In response to the question of whether a
librarian is usually involved in the development of a new off-
campus or distance education course, only ten institutions (14
percent) responded in the affirmative. The comments of one
respondent who replied in the negative provide an indication
of the problems in this area: "The answer to #15 is by far one
of the most frustrating to admit. Because of this, we constantly
get requests for a subject for which we have little or nothing...
I have tried continuously without much success here to emphasize
this most important matter." With regard to the types of input
reported, fourteen institutions (19 percent) conduct literature
searches, thirteen (18 percent) order materials for off-campus
course use, and nine (12 percent) offer advice on library resources
available for student assignments.

Commentary on the Survey Results

For both universities and colleges, the categories which had the
highest affirmative response rate were those which pertained to the
provision of library material for off-campus students (categories 1
through 3 above). Over 80 percent of the universities ($n = 35$) and
over 70 percent of the colleges ($n = 39$) with some level of off-campus
library support reported that they are prepared to supply specific
library items, answer reference questions, and conduct subject searches
for off-campus students. In addition, over 80 percent of the universities
and over 60 percent of the colleges indicated that they will provide
core collections for off-campus courses upon request.

For the purposes of this survey, it was decided that a basic library
outreach service exists when an institution advertises that it will send
specific library material to off-campus students and will conduct
literature searches for these students on request. Based on this criteria,
forty-three (58 percent) of the institutions which have some level
of off-campus library support qualify as having an established
outreach service. This total includes twenty-five universities (71
percent) and eighteen colleges (46 percent). In addition, twenty-two
institutions (30 percent) which do not have a library outreach service
do supply core collections to off-campus sites. Included in this total
are nine universities (26 percent) and thirteen colleges (33 percent).
These data indicate that library outreach services and core collection

services are the two primary means of off-campus library support in Canada. Sixty-five institutions (88 percent) with some level of off-campus library support provide either one service or the other or both. By type of institution, this total includes thirty-four (97 percent) of the universities and thirty-one (79 percent) of the colleges.

The categories which received the lowest affirmative response rate from both universities and colleges were those which dealt with the planning and administration of off-campus library services (categories 12 through 15 above). Less than 50 percent of the universities and less than 30 percent of the colleges with some level of off-campus library support indicated that the library conducts needs assessments, has separate funding procedures, and is involved in curriculum development for off-campus courses. The fact that this latter category received the lowest affirmative response rate in the entire survey substantiates some of the findings and comments of Burge et al. (1988; 1989). Responses to the secondary questions in categories 12 through 15 indicate that many Canadian institutions tend to provide off-campus library support on an ad hoc basis.

The information obtained in this section implies that the planning process for off-campus library services in Canada is relatively underdeveloped. The ACRL "Guidelines for Extended Campus Library Service" (ACRL, 1982) stresses planning and finances as important considerations in providing off-campus support. Categories 12 and 14 are largely based on these guidelines since Canada does not have its own set of guidelines or standards in this area. It is apparent that Canadian universities and colleges are, for the most part, not actively involved in the process of anticipating the library needs of their off-campus programs.

In order to compare the levels of off-campus library support provided by the different institutions, two measurements were created especially for the survey data. One measurement was entitled the Off-Campus Library Services Index. This is a composite score combining the number of affirmative responses to the fifteen basic questions with a ranking system representing the volume of material supplied to off-campus courses and students. The other measurement was entitled the Item/Student Ratio. This ratio was derived by dividing the total off-campus enrollment into the total number of library items supplied to off-campus students.

These two measurements provide an approximate picture of an institution's activity level in off-campus library services. Based on the Off-Campus Library Services Index, only eleven institutions (15 percent) can be categorized as having a high level of involvement in this area. This total includes five universities (14 percent) and six colleges (15 percent). Based on the Item/Student Ratio, only eleven

institutions (15 percent) serve one-third or more of the off-campus student population. Included in this total are eight universities (23 percent) and three colleges (8 percent). These results indicate that while many institutions have outreach services and/or core collection services and are willing to support their off-campus students, relatively few of them are supplying large quantities of library material.

The enrollment statistics provided by the various institutions confirm that, on the whole, a small proportion of the off-campus students are taking advantage of the library services available to them. Some of the factors which the author identifies as contributing to this phenomenon are: students' proximity to the campus library; instructors supplying library material directly to students; library resources not being appropriate or required for the course; and adequacy of local collections (Slade, 1988, p. 83). One area which the survey did not address is the use of local libraries and the existence of contractual arrangements between parent institutions and other libraries. Due to the geographic dispersion of the population, the use of contractual arrangements is not as common in Canada as it is in the United States and it was not considered as an item for inclusion when the questionnaire was compiled.

In general, the results of this survey indicate that the issue of library support for off-campus students is being taken seriously by the majority of Canadian universities and colleges with off-campus and distance education courses. The degree to which these institutions serve this body of students varies considerably. While this survey identifies the existence of the variations, the results do not reveal the reasons behind them. The author recommends further investigation and research in this area.

CURRENT CANADIAN ISSUES

Professional Development
    Library support for off-campus and distance education programs in Canada is still very much a developing field. As indicated in the preceding discussion, Canadian literature in this area has grown considerably in the last five years. Professional development activities of librarians have also been expanding in the same period. Three workshops on off-campus library services have been held as part of Canadian Library Association (CLA) conferences between 1985 and 1990. In 1987, an interest group was formed through CLA and continues to meet at the annual conferences. This group also produces an occasional newsletter to summarize developments in the field. Librarians have made presentations on off-campus library services

at the conferences of professional associations such as the Canadian Association for Distance Education and the Canadian Association for University Continuing Education. Canadian librarians have also been participating in American forums including the past three off-campus library services conferences sponsored by Central Michigan University.

The most recent accomplishment of Canadian librarians has been the compilation of a comprehensive annotated bibliography on library support for off-campus and distance education. The first of its kind, this monograph lists over 500 international works published between 1930 and early 1990 (Latham, et al., 1991).

Models of Service

The outreach/document delivery model of service described by such authors as Mount and Turple (1980); Bishop and Clinton (1986); and Slade et al. (1987) continues to be the most common approach to off-campus library support in Canada. This is partly due to the geographic decentralization of students who take courses through distance education delivery methods and do not have local access to adequate library collections. The key features of this model service are: telephone access to the campus library (often through a special toll free line), provision of library material by mail, literature searches on demand, interlibrary loans, and access to the services of a part-time or full-time librarian who is responsible for off-campus requests. Evidence of the popularity of this model is the fact that three Canadian university libraries have recently hired librarians specifically to coordinate this type of service.

The other aspect to the issue of service models is the development of conceptual models for supporting distance education programs as discussed by Burge et al. (1988; 1989). These authors and others—such as Howard (1985), Appavoo (1985), and Slade (1987a)—point out the unique library problems presented by prepackaged courses and recommend, among other things, that librarians form closer working relationships with distance education personnel. The ideal relationship is one in which the librarian is consulted on course planning and is able to provide input into the most effective ways of supplying supplemental information and resources to students. However, at present, Canadian librarians are still a long way from achieving this ideal. The comments of one librarian writing in the CLA Interest Group newsletter exemplify the current state of affairs in Canada:

> The University of Calgary hosted a one-day Conference on Distance Education in February (1989). Speakers from a variety of institutions across the country addressed what they saw as the major issues for the further development and success of distance education. I only saw a

> handful of librarians in the large audience. The lack of library
> representation was mirrored by the lack of reference by all but one speaker
> to library services when discussing program support. One speaker talked
> about the importance of maintaining quality in programs and delivery,
> yet still no word was said about customizing library service as an integral
> part of the educational function. It was an interesting, challenging
> conference, but I left with the feeling that we librarians who have a
> commitment to distance education have a long way to go to make our
> presence felt. (Bailey, 1989, p. 5)

A related area which is receiving attention in this context is
bibliographic instruction for distance education students. The fact
that students do not meet as a class poses extraordinary problems
for providing this form of instruction. Some of the proposed ways
for overcoming these difficulties are: teleconferencing, audio- and
videotapes, self-study exercises or workbooks, and computer assisted
instruction. The use of videotape to deliver bibliographic instruction
sessions to distance education students is becoming common in
Canada (see, for example, Fu, 1989). Bibliographic instruction is
another area in which librarians need to work closely with distance
education personnel to encourage the effective use of libraries and
library material as part of the educational process.

Trends

As in other countries, the use of technology in libraries will
influence the future directions of Canadian support for off-campus
and distance education programs. More and more libraries are
introducing online public access catalogs (OPACs) which can be
accessed by the off-campus user. As individuals and smaller libraries
acquire personal computers and modems, there will be the potential
for the average off-campus student to become self-sufficient in
searching library catalogs. Some Canadian universities are currently
experimenting with adding selected databases such as ERIC to their
OPACs. This will eventually provide the off-campus student with
even more independence. Complementing these trends are advances
in communications technologies, such as telefacsimile (FAX),
electronic messaging systems, and computer downloading capabil-
ities, which will facilitate the access to library materials, resources,
and services. The challenge for librarians in the years ahead will
be to educate off-campus students about the new technologies and
to provide sufficient bibliographic instruction to enable these students
to use the technology in their local communities to effectively locate
references and information.

Another area which Canadian librarians need to address is the
issue of guidelines and standards. Of the four English-speaking
countries most active in off-campus library services (the United States,
Canada, Great Britain, and Australia), Canada is the only one which

lacks any guidelines or standards for this field endorsed by its national library association. The ACRL guidelines (ACRL, 1982; 1990) are occasionally cited by Canadian librarians, but they are not formally recognized by the Canadian Library Association and its division, the Canadian Association of College and University Libraries. It is time that librarians begin to lobby for Canadian guidelines in this area in order to encourage nationwide recognition within the library community of the importance of service standards for the quality of off-campus and distance education.

A third important trend which should be mentioned in this context is the emphasis which provincial governments are placing on the development of distance education programs. Some politicians see distance education as a means both to reduce the costs of continuing education and, at the same time, to respond to demands for increased accessibility (Farrell & Haughey, 1986). As a result, these types of programs are being encouraged and supported in most of the Canadian provinces. Another challenge facing librarians will be to advocate the importance of allocating special funding for library services when budgets are being prepared for distance education programs and to recommend the participation of library staff in the planning of such programs.

Conclusion

While Canada has several unique characteristics which influence the nature of its off-campus education, it shares many of the same concerns and issues about library support that are common in other countries, especially in the United States, Australia, and Great Britain. Examples of common issues and concerns are:

- obtaining administrative and financial support for off-campus library services;
- encouraging faculty recognition of the importance of library support for the quality of off-campus programs;
- developing cooperative working arrangements with faculty, part-time instructors, and distance education personnel;
- developing cooperative working arrangements with other libraries which are used by off-campus students;
- planning effective bibliographic instruction for off-campus students;
- adapting new technologies to the library needs of the distance learner;
- promoting the image of librarians as academic colleagues in the planning and delivery of off-campus programs.

Canadian librarians are slowly making some progress in these areas, but there is obviously a long way to go. The recent professional

activities of Canadian librarians emphasize the interest and concern which exists in the field. Some academic libraries in this country are demonstrating leadership in developing effective models of support for off-campus programs. It is important that librarians continue to share information on these activities and models of service with their colleagues, both nationally and internationally, to promote more awareness and development in this area. However, it is equally important that Canadian librarians share their knowledge and information with faculty, administrators, and distance education personnel, because it is these people who will ultimately influence the future and effectiveness of off-campus library services in this country.

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Off-Campus Library Services in Higher Education in the United Kingdom

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ABSTRACT

THIS ARTICLE IS A CRITICAL survey of the library services currently
provided for off-campus courses by higher education institutions in
the United Kingdom. A short section on the general administrative
and educational background of the main types of institutions—
universities, polytechnics, and colleges of higher education—is
followed by a definition and brief history of off-campus library
services. The central part of the article consists of a description and
assessment of the relevant library services offered by these bodies.
Much of the material presented here is based on the results of a
survey carried out in 1989. After a description of the Open University
and its library support, the article concludes with a short summary
of current practice and problems, a prediction of future developments,
and some recommendations.

HIGHER EDUCATION IN THE UNITED KINGDOM:
ORGANIZATIONAL AND EDUCATIONAL BACKGROUND

There are two main sectors in the system covering England,
Scotland, and Wales (Great Britain). The first is the fifty
"conventional" universities. Responsibility for distributing central
government funds to this group lies with the new Universities
Funding Council (UFC), accountable to the Department of Education
of Science (DES). Also within this sector are the Open University
and Cranfield Institute of Technology, which are funded directly by
the DES. The two universities in Northern Ireland are funded directly

by the Northern Ireland Department of Education. The UFC was established in 1989 under the terms of the Education Reform Act (1988) as the successor to the University Grants Committee (UGC). Under the UGC there was a considerable expansion of the university system in the 1960s. Traditionally, universities have a large degree of autonomy, although the level of central government control is thought to have increased in recent years.

The other main education sector consists of polytechnics and colleges of higher education. Until 1989 this was regarded as the "public sector," as these institutions formed a part of the local government education service and were funded by local education authorities. The Education Reform Act, however, set up the new Polytechnics and Colleges Funding Council, which (for England and Wales) is their equivalent of the UFC and under which they have become higher education corporations run by executive-style governing bodies. There are thirty polytechnics in England and Wales, and their equivalent in Scotland is the six central institutions, funded (as before) directly by the Scottish Education Department. There are fifty-four colleges of higher education in Great Britain and two in Northern Ireland.

Most of the polytechnics were established in the 1960s. They have developed substantial programs in mainly vocational subjects at both degree and sub-degree level, largely complementing the work of the universities. In educational terms, however, the distinction between universities and polytechnics has, in recent years, become less clearly defined. Most of the colleges of higher education were formerly (and many still are primarily) teacher training colleges having been restyled and renamed in the late 1960s and early 1970s in order to diversify.

OFF-CAMPUS PROGRAMS

Most of the off-campus education provision of these institutions, where it exists, falls under the general heading of adult and continuing education, since it is aimed mainly at working adults or other members of the general public. In universities the main providers have been, and still are, the extramural departments, previously funded directly by the DES but now funded by the UFC. This provision consists mainly of nonexamined "liberal" adult education. University continuing education as a whole has a higher profile under the UFC, but the main expansion currently is on campus in professional and industrial updating courses. The polytechnics and colleges have been more flexible than universities in their development of opportunities for part-time and modular study. Because of their links with industry and the professions, polytechnics are particularly strong in the

provision of sandwich courses, part-time day and evening courses, and short courses in general, both at degree and sub-degree level. Most polytechnics operate from multiple or split sites, and some of their courses are offered on a franchised basis at local colleges of education; the term *off-campus* is thus more difficult to define in this context. Similarly, many colleges of higher education are involved in open learning programs, in which students study more or less independently, mainly at home and at their own pace, and with a flexible timetable of attendance at college. Most also offer in-service training courses for teachers, which are usually a mixture of school-based and college-based learning. Although the term *off-campus* is only tenuously applied to these programs, it was decided to include them in the survey.

There are two other major programs which are relevant here. One is London University's External Degree Programme, begun in 1858. This is mentioned later in the context of universities. The other is the Open University, established in 1969. The latter has filled a large gap left by conventional universities, and it is now the main provider of distance teaching in higher education in the United Kingdom. It has a unique role in this context and is dealt with later in this article as a separate unit.

OFF-CAMPUS LIBRARY PROVISION: DEFINITION AND HISTORICAL BACKGROUND

The following definition of off-campus library services was adopted for the 1989 survey and is maintained here:

> Library support provided by a campus library (either the main or a departmental library) for students who are enrolled on courses which involve either class meetings at a distance from the main campus, or independent study at home (distant education), or a combination of the two and who are unable to visit or use the campus libraries on a regular basis. The courses may be either award-bearing (certificated, degree, etc.) or non-examined liberal education. Courses held at branch campuses which have their own branch library are excluded.

In historical terms it is only the universities' extramural departments which have made any significant off-campus library provision in the United Kingdom in this century. The Open University's provision is in a different category, and London's External Degree does not have a specific library support service. Extramural courses, with the aim of extending the scholarship and resources of universities to the general public, were first developed in the late nineteenth century, and for many years a small number of universities (e.g., Oxford, Cambridge, London), often in collaboration with the Workers Educational Association (WEA), offered courses for the public in locations away from their main campuses. In the 1920s and 1930s,

library support for these courses, in the form of book-boxes—class collections (from which students could borrow) deposited on site for the duration of each course—came mainly from the Central Library for Students (this later became the Adult Class Department of the National Central Library, and now absorbed into the British Library Document Supply Centre), and also from public (mainly county) libraries. After World War II the provision of courses to students who were "outside the walls" greatly expanded and the extramural departments of universities were designated as responsible bodies, each with a clearly defined geographical area to serve. At that time most of the larger extramural departments set up their own libraries specifically to service these courses, as the scale of operations had outgrown the existing resources of the National Central Library and county libraries. These extramural libraries have largely continued the book-box system first developed in the 1920s, and they still constitute the main off-campus library provision in higher education.

THE 1989 SURVEY

Apart from the work of extramural departments and their libraries (on which the Standing Conference of Extramural Librarians produces annual figures), little information has been available on a national scale about the off-campus provision and library support of other university departments and of polytechnics and colleges. The writing of this article provided an opportunity to obtain more detailed information by means of a survey. A questionnaire was issued to the relevant librarians in 200 higher education institutions (Harrold, 1989). Of its twenty-five survey questions, six related to the size and nature of institutions' programs of courses, eighteen related to the nature and administration of the supporting library services, and one asked for general comments.

Results of the Survey

Of the 105 questionnaires sent to universities, 71 (68 percent) were returned; of the 36 sent to polytechnics, 24 (66 percent) were returned; and of the 56 sent to colleges, 37 (66 percent) were returned.

The Size and Nature of Off-Campus Programs. Perhaps surprisingly, only about half of the responding institutions claimed to offer a program of off-campus courses (Table 1). The number and distance of off-campus teaching sites also vary greatly with each institution (Table 2).

TABLE 1
PROVISION AND TYPE OF OFF-CAMPUS COURSES

Type of institution	Offer off-campus courses		Have separate external department	Have face-to-face teaching	Have distance teaching
	Yes	No			
Universities	34	37	26	27*	7**
Polytechnics	14***	10	2	10	4
Colleges	17	20	1	14	9

*These are predominantly the extramural departments.
**These are predominantly the newer universities without extramural departments.
***Three of these included "placement of sandwich-year students," i.e., students assigned to a place of work (and continuing to study) between their periods of full-time study.

TABLE 2
OFF-CAMPUS TEACHING SITES

Type of institution	No. of separate sites					Distance (in miles) of furthest site from main campus			
	1-9	10-19	20-39	40-59	60+	1-9	10-29	30-49	50+
Universities	9	2	2	3	11	1	3	5	18
Polytechnics	9	-	1	-	-	4	2	1	4
Colleges	16	1	-	-	-	3	3	5	6

The large number of locations which some universities use includes some very small centers (perhaps housing only one course a year in a small town or village) as well as some large adult education centers (many of which offer a large program in their own right). Of the polytechnics, only Lancashire has over twenty off-campus sites. The distances from main campuses are small by North American standards, but even twenty miles in the United Kingdom could represent a formidable obstacle to students if they were obliged to travel this distance to a class or library on campus.

The number of institutions offering award-bearing courses off campus is small but slowly increasing. However, the opportunities for adults to study off campus for a degree offered by a conventional university are still very limited. It is partly for this reason that London University's External Degree Programme continues to attract large numbers of students—in 1988-89 it had 23,778 first degree students (including overseas) and 788 higher degree students. But its emphasis is very much on independent study—students are largely left to teach

themselves. It is therefore neither classroom teaching nor distance education and strictly falls outside the definition of off-campus education provision.

The opportunities to study on a liberal (non award-bearing) course offered off campus by extramural departments are much greater. It is calculated that there is a nationwide total of over 200,000 students enrolled in about 10,000 off-campus liberal adult education courses (offered by universities) in any one year. Most of these courses consist of ten or twenty weekly meetings, and their subjects range from botanical sciences through literature and local history to theology.

PROVISION OF OFF-CAMPUS LIBRARY SERVICES: CURRENT PRACTICE

Universities

Of the thirty-four universities with off-campus courses, twenty-seven provide a library service to support them. Of the seven which do not, only Stirling is currently formulating plans for providing one.

Delivery of Materials. Many off-campus students are busy people, with work and domestic commitments and without easy access to an academic library (or in some cases to any library). They therefore need to have the required books available where their classes meet. The book-box system exists to serve this need and is based on the idea of immediacy. Without this system most students would be unable fully to benefit from their courses. It has stood the test of time and is still the most popular method of supply—the library goes to the students rather than vice versa. Thus nineteen universities send core collections of books and articles to the class centers and deposit them for the duration of the courses for students to use. The scale of this operation is generally larger at those universities which have separate extramural libraries as Table 3 indicates.

Table 3 reveals that the collections of core materials sent out in this way are usually not very large. Since in most cases students rely heavily on these temporary "mini-libraries" for the materials they need, the provision should be far more substantial, and more resources should be put into the service. The dependence (in many cases) on the willingness of lecturers to transport collections as the main method of delivery is symptomatic of the low level of funding. Also symptomatic of this is the fact that at two universities the selection of books for book-boxes is made entirely by lecturers choosing books from the shelves (without a librarian's involvement). At fourteen institutions, however, it is a librarian who selects (and

TABLE 3
UNIVERSITIES' PROVISION OF OFF-CAMPUS CLASS COLLECTIONS (BOOK-BOXES)*

University	Has separate extramural library	Operates from main library	Average number of courses supplied per year	Average number of books in each class collection	Main method of delivery		Main method of book selection	
					Van	Lecturer	Librarian with booklist	Lecturer selects from shelves
Bath	✓	✓	1-9	1-19		✓		✓
Birmingham	✓		450	37	✓		✓	
Bristol	✓		180	34	✓		✓	✓
Cambridge	✓		250	38	✓		✓	
Dundee	✓	✓	1-9	1-19			✓	
Durham	✓		46	38		✓	✓	
Glasgow		✓	34	10	✓	✓	✓	
Kent	✓		10-29	1-19		✓	✓	
Leeds	✓		155	31	✓	✓	✓	
Liverpool	✓		124	46	✓		✓	✓
London	✓		450	38	✓		✓	
Manchester	✓		103	26		✓	✓	✓
Newcastle	✓		90	38	✓		✓	✓
Nottingham	✓		455	23	✓		✓	
Oxford	✓		180	42	✓		✓	
Sheffield	✓		170	50				
Sussex		✓	10-29	1-19		✓	✓	✓
Warwick	✓		163	20	✓			✓
York		✓	1-9	20-39				✓

*In a very few cases the information requested was not given, and where a range of numbers (e.g., 1-19) is given, this is an answer taken from the questionnaire results while the specific figures are taken from the annual statistics produced for the Standing Conference of Extramural Librarians.

orders) books on the basis of a list compiled by the lecturer; this is a much more sensible arrangement as it is the librarian who has a long-term overview of past, present, and likely future needs. At five of these fourteen institutions there is a combination of the two systems.

Four universities provide some permanent core collections on site (where there is a continuity of subject provision from year to year). Only three universities—Cranfield Institute, Jordanstown (Ulster), and London (via its constituent colleges)—provide off-campus access to the catalogs of the central campus libraries. This is still a rare facility, and none of the extramural libraries yet has the resources for it. The University of London's central library is, in theory, available to all students of the university wherever they are registered. In practice this means that students at the university's constituent colleges and institutes can consult the university library's catalog at their own institution but would normally have to visit the library itself in order to borrow.

No library claims to use telefacsimile (FAX), or any technology, for either its main or its subsidiary method of document delivery to classes. With regard to delivery to individual students, nine universities lend books by post; the scale of this operation is very small—only Jordanstown supplies over 200 items a year in this way. There are no separate postal loan figures available for London external students.

Library Organization and Other Services. Of the twenty-seven universities providing an off-campus library service, fourteen have separate libraries for this purpose (see Table 3). Since all of these are the libraries of extramural departments, it may be concluded that a small program of courses does not justify a separate library to service it. However, none of the remaining thirteen has a separate budget for its off-campus service; this is a serious weakness, indicating a low priority. All the extramural libraries have their own regular budgets, although this funding has to include service to their on-campus courses and is generally inadequate for the purpose required. One big advantage of a specialized library is that a librarian is designated for the work. However, staffing levels are low. The number of professional librarians who have specific responsibility for off-campus library services is 0-0.5 at sixteen universities, 0.6-1.0 at eight universities, and 1.1-2.0 at two universities (Birmingham, London). This again indicates the low level of resources (in some cases almost nonexistent) which most universities are putting into this work.

Visits to off-campus centers by library staff are not made on a regular basis at any university. Library instruction to off-campus

students is given by only eight libraries (none of these the extramural libraries); in all cases this consists of lectures and displays given on campus when students visit the university. In no instances, therefore, are any students seen by a librarian in their own off-campus location. For the liberal extramural program it can be argued that the sheer number of courses, students, and locations makes such personal contact impossible. Clearly this lack of contact makes the regular evaluation of library services particularly important, especially in view of the very small number of librarians directly involved in this work. But only seven universities regularly review their service; in six of these the library evaluation forms a part of the course evaluation by lecturers so that student opinion is rarely sought directly. (Student opinion formed an important part of the survey carried out at Birmingham in 1987. A summary of the report of the survey was published in 1989 [Fisher, 1989]). At no university is a librarian involved in the academic planning and development of new off-campus courses but there are signs that this situation might improve with the introduction at many institutions of formal machinery for the maintenance and monitoring of academic standards.

Mention should be made here of some other library services which are related but which were strictly outside the scope of the survey. At most university medical schools, students spend some time away from their university at various hospitals as part of their course work; during these times they use the libraries of the hospitals and the postgraduate medical centers. In addition, most medical libraries provide a regional service and offer library privileges to members of their regional health authority who may work some distance from the university. Similarly most university education libraries offer membership to all praticing teachers who work in the surrounding area. Schools of education have developed their own courses for working teachers, and their libraries usually support these with a postal service to individual students together with interlibrary loan facilities. Some university departments have off-campus outposts to complement their work on campus. One example is Birmingham's Shakespeare Institute which has a major base at Stratford-upon-Avon; the latter has its own permanent core collection but is served primarily by the institute's library on the main campus.

Polytechnics and Colleges

Of the fourteen polytechnics with off-campus programs, only six claimed to provide library services to them. The usual arrangement is that courses are taught on the premises of other colleges, and students have access to these college libraries. In these cases the polytechnic will validate the library collections and services at the

local college, and some colleges also supplement these collections
from their own stock. Only Wolverhampton sends core collections
to the course meeting places. Three polytechnics, on request, send
specific items to individual students at home but only on a small
scale. No polytechnic has a separate library for off-campus courses.
Only Birmingham has a separate budget for the service because it
is for "self-funding full cost courses." Five polytechnics provide
library instruction to off-campus students on a regular basis, mainly
by on-campus lectures. Only two regularly evaluate their service as
part of course evaluations by students.

Of the seventeen colleges with off-campus courses, thirteen claim
to provide library services for them. Nine colleges deposit core
collections (usually twenty to thirty-nine items) at the meeting place
for the duration of the course, but none supplies more than nine
collections a year. Two colleges have permanent collections at off-
campus sites. All materials provided come from the main libraries'
stocks. Four colleges provide access to campus catalogs at their off-
campus sites. Only North Riding College has a separate budget. At
Northern College (Belfast), the library buys multiple copies of books
for the standard packages which the course director sends to individual
students, and this is the only college to have a staff member with
specific responsibility for off-campus services. Eight colleges regularly
evaluate their service. Jordanhill College (Glasgow) planned to
conduct a survey into the library needs of its distant students in
1989-90. It is remarkable that at five colleges (and at only two
polytechnics and at no universities) a librarian is regularly involved
in the academic planning and development of new off-campus courses.

The Open University

In terms of the scale of operations, the off-campus work of
polytechnics, colleges, and some conventional universities fades into
insignificance when compared with the work of the Open University.
In 1988, the latter offered a total of 140 undergraduate courses (in
which 82,765 students were enrolled), 10 diploma courses (2,382
students), and various higher degrees (1,402 students in taught courses,
640 in research). What also separates the Open University from other
institutions is that its entire operation is distance education—the
whole country is its campus, and its headquarters at Milton Keynes
houses only staff. All its undergraduate courses (and its nondegree
continuing education courses for "associate students") are highly
structured correspondence courses, based on learning packages, and
include radio and television broadcasts. For its undergraduate courses,
it operates a modular system with credits—six credits for an ordinary
degree, eight for an honors degree—the 140 undergraduate courses

being made up of full- and half-credit components and involving four graded levels of study. This modular system is one which most conventional universities have only recently started to emulate.

Although the open university was a major innovation at its inception, it continues to experiment. A recent development is a new Master of Business Administration three-year course, and there are plans to move into new subject areas such as languages and environmental studies. Currently there are proposals to widen access by encouraging attendance by more ethnic minorities and working class students, and more women to science and technology courses.

The Open University is therefore open in the sense that it has broken down barriers to higher education. But it does not deal in open learning; once committed to a course, a student follows a closely controlled syllabus and course structure, carrying out regular assignments and keeping to strict deadlines. Apart from residential summer schools (at present compulsory), each student works individually at home with occasional meetings with tutors or counselors as required.

Students are therefore highly dependent on the smooth working of the system of correspondence (assignments and their assessment) and on the packages of prescribed learning materials. In another sense, however, they are independent in that they work as individuals and in some degree of isolation. And in the context of library use and library support, this sense of independence is actively encouraged by the university. How, then, is library support provided for Open University students in practice?

All students receive by post, packages containing correspondence texts, notes on broadcasts, and assignment questions. Before their courses start they are also sent a list of specific books which they are expected to buy, and a list of book dealers. For many courses at the "foundation" level it is not necessary for students to go beyond this material. For several courses (at all levels), however, additional lists of "recommended reading" are provided. The importance of these varies from course to course, but for some, and particularly at the higher levels, they are almost essential. It is especially for these items that students are encouraged to use their "local library" which in most cases will be a public library. New students are sent an "introductory library form," which they can use in order to discuss their needs in detail with their local librarian. Many higher degree students can use their nearest university library, but a fee is normally charged for membership.

This encouragement to independence in library use can result in problems for some students especially those living in remote areas— e.g., long and expensive journeys to libraries, inconvenient opening

hours, and interlibrary loan delays (Simpson, 1983, p. 108). These students cannnot resort to their own university's library at Milton Keynes, whose purpose is to provide a service to academic staff (in respect to course production and research) and not to students. Rather, they can contact a counselor in their region who will arrange for the regional center staff to take up the problem with the local libraries on their behalf. The Open University is organized on a regional basis— there are thirteen regions, each with a director and a team of course tutors and tutor-counselors, and each region has within it several study centers. The main purpose of study centers (of which there are over 250) is to enable students to meet their tutors or counselors as well as other students; they are usually situated in local educational institutions and available to open university students on weekday evenings. Most of them hold complete sets of all current course units. Several also have computer terminals for use by students doing courses requiring a computer. But ultimately the heavy dependence on public libraries for most of the "wider reading" materials can prove to be a major weakness in the system for some students. More investigation of this problem is needed.

One direct service which students find useful is the Broadcast Programme Loan Scheme. This service, operated from the Open University's headquarters, provides loan copies of radio programs and certain television programs for home use. An indirect service is the publication of library use guides and literature on various subjects. These have been prepared by the Open University library staff and now number over sixty. The philosophy behind these guides is stated in the student handbook:

> The use of libraries is a vital part of your education. The most important purpose of a university education is to teach you to think for yourself. This implies learning where information can be found and, in particular, how to use the literature of your subject effectively. If you do not have command of that literature you can neither extend your studies to fields not covered by the course nor keep abreast of new developments in the subject after the course is over. A real effort is needed to master the bibliographies, abstracting services, catalogues, indexes and other means which enable you to search the literature systematically. To help with this some courses include guides to the use of libraries and literature. (Open University, 1989, p. 6)

These guides are excellent for those students who have access to a good library, but they may add to the frustrations of those who do not.

Can the Open University serve as a model to others? It has already served as a model to many other countries which have set up similar institutions. It could also be a model to those conventional universities in the United Kingdom which are now planning to offer their own distance education courses, and especially in respect to course

preparation, structure, and presentation; credit transfer; and the
delivery of essential materials. And its guides to the use of libraries
and literature are a model which could be adopted by other universities
for the benefit of their part-time and off-campus students. But there
is still room for improvement in the context of wider library support
for its undergraduates.

General Summary of Current Practice and Problems

Because of the complex structure of higher education in the
United Kingdom, present provision of off-campus education is rather
fragmentary. The only programs of any substance which genuinely
fit our definition are those of university extramural departments. The
library services supporting these programs have been, and still are,
traditional in the sense that they consist mainly of book supply to
classes, with a minimum of support from the new technology. But
university extramural libraries operate these services with a minimum
of funds and staff, largely because their work, in supporting liberal
adult education, has been seen as peripheral to the main role of
universities. In addition, the previously heavily subsidized liberal
adult education programs now have to compete with the more
lucrative vocational short courses. This is the climate in which off-
campus library services, never given the priority which they deserved
in the past, now have to be shown to be an essential component
in the provision of university courses for adults. Librarians will have
to look at the kind of service likely to be required over the next
decade.

In comparison, the off-campus work of polytechnics and colleges
is on a much smaller scale, but for this different reason it too has
received only minimal attention from librarians. The Open University
operates within strict financial constraints; in addition, with its lower
level courses being largely self-contained, and with its policy of
encouraging student independence in library use, it has found it
unnecessary to devote large resources to a library support service
to its undergraduates.

National Guidelines and Future Developments

Because of the fragmentary nature of the work in the universities'
context, and the low priority given to extramural libraries by many
universities, the Library Association (1978) published some standards
for these libraries in an attempt to focus the minds of the authorities
on the need for improvement. This was the first attempt to quantify
the resources required; previously, two descriptive pamphlets
(Pritchard, 1961; Fisher, 1974) had been the only relevant publications
of any substance. But the standards appeared just before a national

economic recession and were largely shelved as being too idealistic. The Library Association now favors guidelines rather than quantitative standards, and a general work (Fisher, 1988) has emanated from the work of its Sub-Committee on Adult Learning and Libraries. The aim now should be to produce more detailed guidelines specifically on the work of university extramural and adult education libraries but also taking in the role of university main libraries and other libraries in this context in an attempt to spell out the rationale behind the concept of library services to adult university students both on and off campus.

The time is right for universities to move more positively into the provision of off-campus part-time degree and diploma courses. This should be predominantly by traditional face-to-face classroom teaching, partly because this is what conventional universities are best at, but also because the Open University already provides highly structured distance teaching. But this move would require a firm commitment by universities to give proper library support. A start could be made now toward formulating such a commitment based on the existing work of extramural libraries and on new guidelines (as recommended above), but also involving closer coordination with the Open University and with the London University External Degree Programme. This coordination should be concerned with course provision as well as library support, with the objective of reaching a national system to replace the present fragmentation.

The Open University should also look at the library implications of its own plans to recruit more disadvantaged students to its courses. It is precisely such students who are likely to have the greatest difficulty in library use. Again, a commitment is needed for putting more resources than presently available into its library support system.

The strength of the polytechnics, in terms of library service, lies in their service to part-time (on-campus) students; in this respect they have shown more initiative and have now had far more experience than the universities. But, for our purposes, the most significant development is likely to be the imminent establishment of the Open Polytechnic which will be aimed at attracting new part-time students and which will provide open learning opportunities in association with work-based learning. It will consist of a consortium of all those polytechnics wishing to participate. At the time of this writing, the Open Polytechnic plans to produce and test materials in business, management, law, nursing, social work, and languages by September 1990 and to introduce degree courses over a five-year period. An element of off-campus or distance learning is likely to be involved. The establishment of the Open Polytechnic is likely to give polytechnic libraries an opportunity to extend their services to individual students

in the community. Exactly how this will be done remains to be seen, but the experiences of some of the educational consortia in North America (see, for example, Latham, 1987) should be taken into account.

As with polytechnics, the genuinely off-campus work of colleges is on a much smaller scale than that of universities. However, some have plans for expanding their distance-learning courses, and they will need additional resources and services for this. Jordanhill plans to survey the library needs of students on further education and other similar courses, possibly with a view to establishing a postal loan service. It is also establishing a computer system, and this will enable off-campus students to have online access to the library catalog via their local schools and colleges. This is one example of a college library taking positive action to help its distant students, and it is hoped that others will follow its example.

Consideration should be given to the setting up of regional libraries (cf. Fisher, 1971) to serve all off-campus students in a locality, or to the establishment of branch libraries at sites where there is a concentration of courses.

In all types of institutions the new communications technology should play a more important part. The United Kingdon is somewhat behind the United States in this respect. In due course, all off-campus sites and individual students should be computer linked to their main campuses for catalog access, information services, literature searches, and electronic mail. New teaching methods could include teleconferencing and domestic interactive video. These developments, however, should, in most cases, complement, and not be a substitute for, the traditional and well tried face-to-face teaching and the classroom book-box system.

The future therefore holds opportunities for some exciting developments in this area of library services involving a combination of innovation and tradition. Librarians should take up the challenge and produce some wide-ranging national guidelines applicable to all types of higher education libraries similar to those of the United States' Association of College and Research Libraries (1982).

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Off-Campus Library Services in Australia

CHRISTINE CROCKER

ABSTRACT

THIS ARTICLE OUTLINES the history behind off-campus studies in
Australia and the development of library services to support off-
campus students. While Australia has had a long history in teaching
at a distance, library services in this area have only received attention
over the last decade. The vast areas of Australia, and the relatively
sparse population, demand a high level of cooperation to ensure the
best possible service to these students.

INTRODUCTION

Australia's surface area of approximately 3 million square miles
is almost as large as that of the United States. The population now
exceeds 17 million but is concentrated in two of the seven states,
New South Wales and Victoria, and within those states there is a
concentration in coastal cities and towns. Australia was one of the
first countries in the world to provide large-scale correspondence
education not only at all levels of education but also under government
auspices (Store, 1981, p. 1). The original reason for providing external
studies was to offer higher education to people dispersed over the
country's vast geographical area, living mostly in populations too
small to support a local university or college of advanced education.
While one university has been providing distance education since
1911, the real push for off-campus students began in the 1970s. By
1988, forty-two colleges and six universities in Australia were offering
external courses to almost 48,000 students. Enrollment numbers at
selected institutions are shown in Table 1. In Australia, *external studies*

is the term more widely used to describe those students who study with a university or college by correspondence, but, increasingly, "distance education" and "off-campus studies" are used interchangeably with external studies.

In this article, reference is made only to off-campus studies at the university or college level. However, throughout Australia, the network of Technical and Further Education (TAFE) colleges also offers a wide range of vocational, educational, and trade courses externally, and some correspondence courses are still offered to primary and secondary school children.

TABLE 1
STUDENTS BY TYPE OF ENROLLMENT AT SELECTED INSTITUTIONS IN 1986

	Total external enrollment	Total environment	Percent external
Universities			
New England	6,426	9,561	67.2
Deakin	4,648	7,098	65.5
Murdoch	1,545	4,624	33.4
Macquarie	1,667	11,585	14.4
Queensland	2,074	18,339	11.3
Advanced Institutes within Universities			
Wollongong	692	2,073	33.4
James Cook	454	1,244	36.5
Colleges			
Armidale CAE	1,392	2,036	68.4
Gippsland IAE	2,138	3,261	65.6
Mitchell CAE	3,434	5,114	67.1
Riverina-Murry IHE	4,016	6,257	64.2
Warrnambool IAE	1,283	2,192	58.5
Darling Downs IAE	3,471	5,927	58.6
Capricornia IAE	1,810	3,142	57.6
South Australia CAE	3,229	12,117	26.6
Tasmania State I.T.	684	2,818	24.3
Brisbane CAE	1,317	8,897	14.8
Western Australia CAE	1,390	10,292	13.5
Western Australia I.T.	1,162	12,967	9.0
Darwin I.T.	89	1,438	6.2
R.M.I.T.	775	11,183	6.9

Commonwealth Tertiary Education Commission. (1986b). *Selected University Statistics* and *Selected Advanced Education Statistics*. Canberra: Australian Government Publishing Service.

GOVERNMENT REVIEWS

There have been a number of reviews carried out into the provision of off-campus education. The Murray Report (Committee on Australian Universities, 1957) unequivocally supported external studies, though its main concern seemed to be that "external courses

have an important service to perform for many teachers who live in country districts" (para. 108). In 1964, the Martin Report (Cameron, 1964) was not favorably disposed toward external studies, and recommended that universities substantially reduce the number of external and part-time students and work at extending post-graduate education. The growth of off-campus education in the college sector came from these recommendations.

In 1983, Johnson's report on the provision of external studies stated that: "Australia needs external studies for reasons of geography and of convenience....The nation needs provision co-ordinated on a national scale and seen in a national perspective" (p. 28). Johnson emphasized the need for interstate or nationwide collaboration.

The Standing Committee on External Studies to the Commonwealth Tertiary Education Commission contributed a substantial advice paper to the *Review of Efficiency and Effectiveness in Higher Education* (Commonwealth Tertiary Education Committee, 1986a), and the committee also published its advice for the future in a report, *External Studies in the 1988-90 Triennium* (Standing Committee on External Studies, 1986). This advice endorsed cooperation between institutions and between the institutions and industry; it emphasized the need for training in the use of communications technology and in the development of high quality educational course materials. In an appendix, it set out the forms of possible collaboration between institutions. The review noted that a single large centralized provider (such as the Open University in the United Kingdom) is not appropriate for Australia; such a system would not only destroy the viability of many regional institutions, but might not meet the particular needs of states and regions. However, it did find that substantial rationalization of external studies provision was desirable and possible through relocation of courses from one institution to another, cooperation in course development, and the cross-crediting of units.

In 1986, the five universities then involved in external studies reached an "accord" on cooperative course development and began a system of cross-enrollments between the institutions. Three institutions developed a common external program in women's studies, which continues to prove popular with students.

In 1988, the federal government released its policy statement (Australian Government, 1988) on higher education, announcing the government's strategy for the long-term development of Australia's higher education system, including its commitment to the objective of fewer, larger institutions, brought about by amalgamation and consolidation. This paper also announced decisions on the rationalization of distance education.

The policy includes proposals for enhancing the provision of external studies by reducing duplication, fostering cooperation between institutions, and improving the overall quality, availability and efficiency of external studies courses (Australian Government, 1988, p. 49). In order to rationalize the production of external studies materials, the government announced that there would be approximately six Distance Education Centers (DECs) which would receive government funding to develop, produce, and deliver off-campus courses. The selection of DECs would be undertaken on a competitive basis; institutions had to submit an expression of interest in being designated a DEC, and DEC status would be made for a minimum period of five years with renewal subject to review. At the same time, the document stated that, while the rates at which federal government funding would be made for external students were still to be determined pending assessment of the costings included in institutional submissions, it was expected that the average total cost per student for external courses would be less than the rate for on-campus students. Furthermore the government proposed to establish a coordinating mechanism to assist in monitoring and reviewing external studies comprising those institutions designated as DECs, other teaching institutions, and the government. This group, now known as NDEC (National Distance Education Conference), will be charged with further rationalization of courses among the DECs as well as arrangements for filling gaps in the provision of courses, and for ensuring the development and delivery of programs of the highest quality using advanced technologies (for location of distance education centers, see figure 1).

A PERIOD OF CHANGE

Australian academic institutions face massive reorganization in the 1990s with almost all involved in some merger. By the end of 1989, eight institutions had been named as distance education centers; a slightly larger number than the government's predicted six. The policy statement allows those institutions which are not designated DECs to retain some involvement in distance education as delivery-only institutions, using one of the nationally accepted course packages developed by a DEC. The development of distance education centers, which represents a significant rationalization of distance education providers, will allow an opportunity for achieving economies through large-scale joint course development between institutions.

EXTERNAL ENROLLMENTS

Although a wide range of degree and post-degree programs are offered in the off-campus mode, enrollments are grouped heavily

in a few areas—humanities, social sciences, education, business, commerce and economics, and well behind this field, science (Johnson, 1983, p. 8). The science courses offered are concentrated heavily in computing science. Detail of the enrollment spread is shown in Table 2. In 1988, of the 308,500 effective full-time students enrolled in Australian universities and colleges of advanced education, 48,000 (16 percent) were enrolled in the external mode. Anwyl et al.'s

1. Western Australian Distance Education Centre
2. South Australian College of Advanced Education Distance Education Centre
3. Deakin University Distance Education Centre
4. Monash-Gippsland Distance Education Centre
5. Charles Sturt University-Riverina Distance Education Centre
6. University of New England Distance Education Centre
7. University College of Southern Queensland Distance Education Centre
8. University College of Central Queensland Distance Education Centre

Figure 1. Location of Distance Education Centers

study (1987) found that external students are predominantly mature in age—i.e., they are more likely to be married, to have children, and to be employed than their on-campus counterparts (p. 166). Most of them have average to above average incomes from professional jobs, and most already have tertiary qualifications. In order of importance, reasons for studying externally were found to be employment, distance, and the freedom offered by the external mode

of study. In terms of their personal development during their studies, external students report that they have higher self-esteem, greater academic and intellectual interests; they also consider themselves less dogmatic and more socially liberal and altruistic. They consider that they have much better communication and leadership skills as well as much better academic abilities; they feel a greater satisfaction with life in general (p. 167).

Reports such as this have helped to dispel the aura of "second class citizenship" that once hung over off-campus studies and those that taught in this mode. The growth in student numbers; the number of professional development courses, such as the Master of Business Administration and other postgraduate courses; the achievement rates of the students; and the quality of course materials have helped rid off-campus studies of this slur. Course materials are developed in different ways by different institutions. Sometimes they are developed by individuals; in other cases (such as at Deakin University), courses are developed by course teams that may consist of up to six or more academic staff, professional experts from outside the institution, an educational technologist, a graphic designer, an editor, and on occasion, advice from library staff. There are also measures to provide students with the contact and support that are features of on-campus studies. While the most commonly used mechanism is a residential school, study centers, regional tutorial systems, advice networks, and any combination of these are often used.

TABLE 2
UNDERGRADUATE EXTERNAL STUDENTS BY FIELD OF STUDY, 1985

Advanced education	
Applied science	11.7%
Business studies	32.2%
Engineering	4.8%
Social sciences	8.2%
Humanities	6.1%
Education	30.3%
Other (a)	6.7%
University	
Arts	58.7%
Economics/commerce	11.0%
Education	15.4%
Law	4.2%
Science	9.1%
Other (b)	1.6%

Source: Commonwealth Tertiary Education Commission. (1986). *Review of efficiency and effectiveness in higher education; report of the Committee of Enquiry.* Canberra: Australian Government Publishing Service: p. 220.
(a) Includes specialist courses such as agriculture, architecture, and health sciences.
(b) Includes specialist courses such as agriculture, architecture, and medicine.

LIBRARY SERVICES TO OFF-CAMPUS STUDENTS

Library services to off-campus students were discussed at a forum on external studies in 1972, and at the 20th Biennial Conference of the Library Association of Australia in 1979 (the Library Association of Australia became the Australian Library and Information Association in 1989). There were very few professional articles on library services to off-campus students until the 1980s. In 1981, Store's survey, the first on library services to external students, was published. This disseminated much needed information on the variations in service then occurring around Australia.

While in some cases these variations may have reflected the different models of external teaching, it was clear that library services to off-campus students had been neglected by some institutions. At the time of Store's survey, eight institutions provided completely separate external studies collections; fifteen integrated resources for external students into their main collection; four had a separate external studies collection as well as regional study center collections; while four had no separate library resources for external students. Other library services also varied from two institutions providing only a lending service, to those offering a considerable range of reference and other services to their external students.

Five years later, Bundy (1988) carried out another survey of libraries to ascertain the range of services available to external students from their home institution (see Table 3). He concluded that, while considerable progress had been made in many areas, three major barriers in external students' use of the library service were: (1) lack of toll free telephone access; (2) freight charges not paid both ways; and (3) lack of online catalog access.

While there has been some development in access to online catalogs through advancements in automated library systems and networks, only a handful of libraries are providing toll free telephone access for their external students; even fewer pay the delivery charges both ways for material sent on loan. With the rationalization in the number of distance education centers, collaboration on a delivery system may result in improved delivery methods, at decreased unit cost, for all institutions.

DELIVERY OF LIBRARY SERVICES

The collections and staff of almost all institutions are now integrated with those supporting on-campus students. The postal request and delivery services offered by libraries are generally operated in similar ways. Students can request specific items for loan or as a photocopy and can seek information on a topic, particular facts,

or a database search. They are generally encouraged to write requests on a printed form, but libraries also accept requests and queries by telephone and increasingly by telefacsimile.

Most libraries provide borrowing privileges to all their off-campus students; some, however, do not send material by post to students living overseas, and, in one or two cases, the service offered to interstate students is inferior. Most provide photocopies of journal articles on a user fee basis; only a few provide these free of charge.

TABLE 3
SURVEY ON SERVICES TO EXTERNAL STUDENTS (18 RESPONDENTS)

	Yes	No
Does your library consider that within your *institution* there is adequate recognition of the library needs of external students?	9 (50%)	9 (50%)
Does your library consider it should be able to meet all of the library needs of your institution's external students?	11 (61%)	7 (39%)
Does it meet all library needs of your institution's external students?	5 (28%)	13 (72%)
Services provided		
Loans to all students	16	2
Items obtained on interlibrary loan	12	6
Photocopied journal articles—	15	3
provided without charge	7	
Reference service	16	2
Database searches	15	3
Toll free telephone access	3	15
Online catalogue access	4	14
User education	13	5
Deposit collections in regional towns	2	16
Delivery charges paid both ways	2	16

Bundy, A. (1988) Home institutions' library service to external students, survey December 1986. In C. Crocker (Ed.), *Coordination of library services to external students*. (Papers presented at the forum, Sydney, March 1-2, 1987). Sydney, Australia: Library Association of Australia p. 85.

The borrowing privileges allowed vary, but, in general, distant students have a slightly longer loan period than their on-campus colleagues. This often depends on the delivery method. More libraries are now using courier services, but the majority still rely on ordinary post. Post can be very slow to the more scattered areas of Australia, where even courier deliveries can take three to five days.

Most students request material from reading lists supplied with their course materials. Some institutions provide packaged courses which include "readers" or volumes of extracts from selected

monographs and journals and designed to provide a complete learning package. However, students who receive these readers make greater use of library resources to obtain the reference material necessary to supplement their study (Winter & Cameron, 1983).

   While the services offered from each institution vary, in general the standard is quite high. Store (1981) found that: "Generally, those Australian institutions offering the best library services to their external students offer a better service than the best of those responding to the questionnaire from overseas" (p. 16).

TABLE 4
STAFFING LEVELS

	Off-campus enrollments	Off-campus students using the postal service	Library staff for off-campus services
University of New England	6,000	1,500	n/a
Deakin University	4,427	1,199	3.5
University of Queensland	2,329	n/a	8 full time 2 part time
Murdoch University	2,200	est. 600	1 full time
Macquarie University	1,667	181	2 full time
Curtin University	1,103	359	2
Armidale CAE	1,386	n/a	2
Brisbane CAE	1,470	n/a	3 full time 2 part time
Darling Downs IAE	3,471	n/a	3
Gippsland IAE	2,195	300	1.5
Mitchell CAE	3,544	est. 1,000	1
South Australian CAE	3,229	922	2.5

Bundy, A. (1988) Home institutions' library service to external students, survey December 1986. In C. Crocker (Ed.), *Coordination of library services to external students.* (Papers presented at the forum, Sydney, March 1-2, 1987). Sydney, Australia: Library Association of Australia, p. 85.

   The staffing levels for service to external students vary dramatically, as does the number of external students using the library's postal request and delivery service (see Table 4). Off-campus students lack the same access to library services enjoyed by on-campus students. A majority of off-campus students make very little use of the range of delivery, loan, and information services available to them. The Winter/Cameron study, and, more recently, Grosser's (1987) work, shows that off-campus students inevitably turn to other sources to satisfy their information needs. They use other academic libraries, public libraries, special libraries, and personal collections. Students responding to a questionnaire for the Winter/Cameron study, strongly indicated that, no matter how good the service from the home institution, they prefer to consult library resources themselves at any

convenient library. In doing this, they can browse available books, determine their relevance to the study topic, and have immediate access to appropriate titles.

With the designation of eight distance education centers, staffing and the services offered to students will become the focus of discussion between centers in planning an improved service to all off-campus students.

In June 1990, a new librarian's group, the Librarians of Distance Education Centres (LDEC), was established and was comprised of chief librarians from all eight of Australia's DECs. To further their objective of a more unified approach to library services to external students, LDEC held a two-day forum of DEC librarians and off-campus librarians in December 1990 at Deakin University. Cooperative ventures, such as a common delivery method, jointly planned user education, and gathering and reporting useful statistics, were topics for discussion and cooperative development among the eight institutions.

GUIDELINES FOR LIBRARY SERVICES

The first national workshop on library services in distance education was held in 1981, and participants bore the responsibility for drafting guidelines for adequacy in the provision of library resources and services in distance education programs. A small working party used the statements from those workshop groups to produce *Guidelines for Library Services to External Students* (Crocker, 1982a) (available from the Australian Library and Information Association, Canberra, Australia, at a cost of Aust. $12.00). The guidelines provide qualitative statements recommending the minimum level of provision of library services to students enrolled in the external mode with any post-secondary institution within Australia. In 1985, libraries of those institutions offering external courses were surveyed for information on the recognition and use of the guidelines. Of the thirty responses, three libraries were not aware of publication of the guidelines. Only eight libraries had evaluated their services and resources for external students by using the guidelines. Of those eight, four introduced changes to their service, and another desired change but was prevented through inadequate staffing and funding. Another library used relevant sections from the guidelines as a basis for recommendations on library staffing to their college administration. Of those libraries not using the guidelines for review, eight were then keen to do so.

RESEARCH INTO LIBRARY NEEDS

In 1982, the Commonwealth Tertiary Education Commission (CTEC) funded an investigation into student needs for reference material, the sources they use, and the effects of the external system in which they study. (In 1988, CTEC was restructured and renamed as the Department of Employment, Education and Training [DEET].) That report by Winter and Cameron (1983), *External Students and Their Libraries*, gave librarians the opportunity to compare student attitudes toward the library service provided by their home institution with information on services available.

In this survey, 94.6 percent of the respondents "overwhelmingly agreed with the proposition that the use of a library service is an important part of tertiary study," yet 77 percent felt that on-campus and off-campus students did not share equal educational opportunities (p. 33). A feature of the survey was that 60 percent of the respondents chose to make further comments on the open ended final page. Of that 60 percent, almost one-third mentioned particularly the need to have access to and borrowing rights at the libraries of geographically more convenient institutions than the one at which they were enrolled. Many suggested a special external student borrowing card which would automatically entitle the holder to borrow from any tertiary library in Australia.

STUDENT USE OF OTHER LIBRARIES

Open borrowing from academic libraries received attention in 1986 when the Commonwealth Tertiary Education Commission funded a study to collect information about the present policies and practices of academic libraries in registering for loans for students from other institutions. The first part of the survey was sent to all academic libraries and identified the regulations placed on visiting student borrowers; the second part asked for reactions to possible scenarios for the future, a future leading toward open borrowing. The questions in this part of the survey were answered on the basis of acceptable preferences; respondents eliminated all the answers that were totally unacceptable to them, and they indicated their preferences for the remainder. The report, *A National Library Card for External Students* (Crocker et al., 1987), concluded that, while a standard nationally acceptable library card was not necessary, standardized information, procedures, and undertakings were.

The report recommended that CTEC appoint a library to act as a coordinating agency to establish and maintain conditions in which university and college libraries would permit visiting external students to borrow. While this did not happen prior to the demise of CTEC, Deakin University Library compiles annually a list for

each state, as well as for all Australia, detailing the conditions under which libraries allow students from other institutions to borrow, the rules they impose, and details on any fees charged. A sample page from the list is shown as Appendix A. Many institutions send the guide to their external students. However, the situation is still varied and confusing—to librarians as well as to students—and greater effort at coordination is required. A problem free system for extending borrowing privileges to visiting student borrowers is needed; a system which is simple for the students so that it encourages them to register for loans, and is also simple for the libraries so that they can provide information to students and statistics to each other.

USER EDUCATION

Cooperative ventures in user education opportunities for off-campus students are also receiving some attention. The possibilities were explored at a national seminar in 1989, and the concept of cooperative user education was cautiously endorsed by the participants. Some institutions are beginning to work together in producing packages which will equip students anywhere, enrolled in any institution, to use any library. Some institutions have already produced quality video packages which can be used in any library to introduce students to resources in a particular subject area or show them how to use a specific reference tool (Deakin University Library has produced two in a series of videos—*Libraries: Your Gateway to Information. No. 1: Australian Studies* [1986], and *No. 2: Business Studies* [1988]). Inspired by the cooperative packages developed in Britain (Earnshaw, 1974), this will be an area that libraries turn their attention to in the 1990s. The production of quality user-education packages requires not only time and money, but also creative ideas; developing new and imaginative packages will be helped enormously by cooperation.

ROLE OF THE PROFESSIONAL ASSOCIATION

At its 20th Biennial Conference in 1979, the Library Association of Australia recognized the growing interest in development of services to off-campus students, and the Association's Special Interest Group (SIG) on Distance Education was ratified in November 1979. The group has a fluctuating membership of around 400 to over 600, and its members include librarians directly involved in provision of service to off-campus students, librarians in regional towns and isolated areas, as well as public librarians in larger cities.

The Special Interest Group hosted the national workshop in 1981 and publication of the guidelines in 1982. The Library Association of Australia provided funding for support of the small

working party responsible for the guidelines. In 1988, the association funded the distribution of the guidelines to vice chancellors of the universities and principals of colleges in the advanced education sector, as well as the Tertiary and Further Education (TAFE) colleges. An accompanying letter sought comments on the guidelines, on whether they should be updated, and on the need for quantitative standards rather than qualitative guidelines. While response was not overwhelming nor particularly constructive, support from the professional association for the guidelines is important. While there has been some tentative discussion about the possibility of preparing standards for this area of librarianship, it is only with the reduction of distance education providers to eight that the development of standards can become a more realistic proposition. Standards would provide a qualitative base from which the library's service could be objectively measured.

A NATIONAL FORUM

The association continued its fostering of interest in distance education by hosting, in 1987, a two-day forum on the coordination of support services to external students through institutional, public, and other libraries. The forum was chaired by Richard Johnson from the Commonwealth Tertiary Education Commission, and, at the time, chairman of CTEC's Standing Committee on External Studies. Representatives from various sectors, as well as divisions of the association, were invited to attend the forum; these included the Committee of Australian University Librarians, the Association of Librarians of Colleges of Advanced Education, the Australian Advisory Council on Bibliographic Services (now known as the Australian Council for Library and Information Services [ACLIS]); directors of external studies; the Australian and South Pacific External Studies Association (ASPESA); public libraries; special libraries; and school libraries. Working papers were presented by seven speakers and these served to focus discussion on particular issues affecting the provision of library service to off-campus students. The forum concluded with the identification of six major areas of concern: (1) the need for improved coordination of information; (2) the need to define more clearly the role of libraries; (3) more effective dissemination of information; (4) access to other libraries; (5) the importance of information technology; and (6) definition of the clientele.

A small working party, established to follow up on these issues, decided that more effective dissemination of information was an issue that could be dealt with quickly.

Consequently, the Special Interest Group produced in 1989 a guide in a convenient checklist format, detailing the library services provided by institutions enrolling external students. *Library Services for External Students: A Guide* is designed to assist both librarians and students who may not be aware of the library services offered by each institution. The guide was distributed free of charge to all state, special, school, TAFE, and academic libraries. Publication and distribution were made possible by donations from several academic institutions. A 1990 edition of the guide has not been produced; given the round of amalgamations, affiliations, and associations currently occurring in Australian higher education, production has been deferred until 1991. At that time, it will be possible to evaluate the usefulness of the guide by reference to a brief questionnaire inserted in the guide for completion by 1990. A sample page from the guide is shown in Appendix B. The association and the special interest group still have much to achieve, but a firm basis has been established for further work.

FURTHER COORDINATION

With only eight distance education centers, national coordination could foster the preparation of a common library guide for off-campus students, could help in the organization of a cost effective common courier delivery system; and assist in the development of collections and services to support off-campus students throughout Australia. This coordination looks far more possible in the 1990s with the establishment of NDEC, the National Distance Education Conference. This body has already set up a number of working groups which investigate areas of off-campus provision, such as quality in external teaching (it is interesting to note that the Working Party on Quality feels that the format of the guidelines may provide a basis for their own report), technological innovations, and database development. In this last area, the working group is devising proposals for a national database of course information; while of enormous benefit to present and potential students, this database will also help libraries plan collaborative ventures in collection development and user education.

CONCLUSION

The development of external studies in Australia occurred so rapidly in the 1970s and 1980s that librarians were often forced to be reactive rather than proactive in the development of library services. With the government's new rationale for higher education in Australia, there is, for the first time, a national focus on cooperation and rationalization that will foster discussion and collaborative ventures between the libraries of the designated distance education

centers. This will become increasingly necessary as the government's equity and access policies for higher education produce more courses offered in the external mode and more students. One of the challenges that faces distance education centers and their libraries is the costing of all aspects of off-campus provision and delivery so that true comparisons may be made with on-campus teaching and support services. The future is an exciting one, where, at last, a united library voice may have a chance to provide quality library services to off-campus students. Much work remains to be done over this coming decade in designing systems, monitoring and evaluating them over a period of change, cooperative focus, and united efforts.

APPENDIX A

jt/rep/057

1990 UNIVERSITY MASTER

BORROWING PRIVILEGES FOR EXTERNAL STUDENTS
AT UNIVERSITY AND CAE LIBRARIES IN AUSTRALIA

As an external student, borrowing privileges are sometimes available from other University and CAE Libraries. This list has been prepared to advise you of the borrowing privileges available from other libraries. Most libraries have their own conditions for registration as a borrower, and for loans. It is important that you abide by any rules imposed by these institutions.

Borrowing Privileges Available in Australia to External University Students

The Library is:	Borrowing Privileges are available to:	Introduction/Payment required	They want a guarantee that you or your library will pay for:
Alice Springs College of TAFE	All students	Current student card	–
Australian College of Physical Education	All students	Letter of introduction	Books lost
Australian Film and Television School	Some Higher Degree students	Introduction form	Books lost
Australian National University	All students	Current student card and payment of annual fee (except where reciprocal agreements are in force)	ANU access and loans plus fines conditions apply to any external borrower
Avondale College	All Higher Degree students	Introduction form	Books lost Unpaid fines

U1

APPENDIX B

Darling Downs Institute of Advanced Education
Darling Heights, PO Toowoomba, Qld. 4350
Contact: User Services Librarian
Ph. (076) 31 2468   Fax (076) 301182
Telex 40010

	Yes	No
Answering service	■	
Requests received by		
mail	■	
phone	■	
Loans		
audiovisual items	■	
books	■	
journals	■	
prescribed texts	■	
Photocopy service		
free		■
at a charge	■	
Postal service to		
all students	■	
most students		■
Courier delivery service	■	
Return postage paid		■
Information/reference service		■
Interlibrary loan		
undergraduates		■
postgraduates	■	
student pays		■
Online searches for students		■
at a charge	■	
Open evenings/weekends	■	

Deakin University
Geelong, Vic. 3217
Contact: Tony Cavanagh, Off-Campus Librarian
Ph. (052) 471349   Fax (052) 442777
Telex DUNIV 35625

	Yes	No
Answering service	■	
Requests received by		
mail	■	
phone		■
Loans		
audiovisual items	■	
books	■	
journals		■
prescribed texts	■	
Photocopy service		
free		■
at a charge	■	
Postal service to		
all students	■	
most students	■	
Courier delivery service	■	
Return postage paid	■	
Information/reference service	■	
Interlibrary loan		
undergraduates		■
postgraduates	■	
student pays		■
Online searches for students	■	
at a charge		■
Open evenings/weekends	■	

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University Library Service Dedicated to Distance Teaching: The University of South Africa Experience

JOHN WILLEMSE

ABSTRACT

THIS ARTICLE DISCUSSES the role of the library at the University of South Africa (Unisa), one of the prominent libraries of South Africa in distance education. Unisa is totally devoted to serving off-campus students and has to cope with special conditions peculiar to the South African education environment. The article discusses a variety of services provided by the Unisa library to off-campus users. Identification of the users' library and information needs, and setting of clear objectives as to how the library should meet these needs has been a challenge. A user-education program has been devised and is being considered for implementation sometime this year.

THE CHALLENGE

All libraries aim to provide the best possible service to their users. In this endeavor they all have to cope with more or less the same challenges, the primary cause of which, it is generally agreed, is inadequate funding. The identification of the users' library and information needs, and the setting of clear objectives as to how the library aims to meet these needs is of crucial importance.

This article describes the way in which the library of the University of South Africa has been trying to meet these challenges. Unisa is entirely devoted to distance teaching and has no "on-campus" students. In addition to the problems experienced by all "regular" universities, the Unisa library also faces those specific to distance teaching institutions, such as the fact that the student is separated

both from lecturers and from all the other facilities that a university provides. In the South African context, this problem is compounded because of the relatively large area over which students are distributed, not only within South Africa but also outside its borders. A further aggravation is that, although a fair number of students live in the few large urban areas, a considerable number are dispersed throughout rural areas and cut off from such basic modern facilities as electricity.

Many students do not have ready access to library services of any kind, much less those which could provide a service at a level required for basic undergraduate university studies. As a result, Unisa is obliged to provide a full library service to its students instead of relying largely on public and other libraries, as generally is the case elsewhere.

The University of South Africa must also cope with a number of conditions which are peculiar to the South African environment. In the first place the country is multilingual, with English and Afrikaans as the two official languages. These are, however, supplemented by a large number of African and Indian as well as European languages. The major problem, however, is the combination of first and third world conditions. Although the university has always been open to all, it has, until recently, provided mainly for the needs of the white population. As the number of blacks (including Asians and Coloureds) completing their secondary education has increased, so the number of black students at Unisa has also risen to a point where, in 1989, they outnumbered white students for the first time. The challenge to the university is that these students come from a third world background and are often the first generation in their family to be educated to this level. The combination of a poor education system and third world living conditions results in students who lack the abilities, knowledge, and insight which would be expected of a first world university student.

UNISA AND TERTIARY EDUCATION IN SOUTH AFRICA

In 1873, the University of the Cape of Good Hope was founded as the parent institution for a number of university colleges. It extended its responsibility to the whole of the country in 1916 when it became the University of South Africa. The original colleges gradually developed into autonomous universities. During the 1950s, a number of ethnic university colleges were started by the government which similarly developed under Unisa's guidance into full-fledged universities. As Unisa's responsibility was mainly supervision of academic standards and the granting of degrees, no library service was provided at this stage. Once the last of the original universities was on the way to attaining autonomy, the university gave

consideration to its own future. Apart from its role as a federal
university for the constituent university colleges, students not
belonging to any of the colleges had always been allowed to write
Unisa examinations. Under Section 18 of Act 12 of 1916 the University
of South Africa was, in fact, legally bound "to make provision for
examining every...student...not a student at a constituent college"
(Boucher, 1973, p. 193). By 1944, more than 3,000 such external
candidates had enrolled. The university provided examination
facilities but no tuition. A number of commercial correspondence
colleges emerged to cater for this need, but the quality of their work
was cause for constant concern. A report by A. J. H. van der Walt
recommended:

> [t]hat the aims of the University, namely, to ensure a satisfactory training
> for external students, thereby safeguarding the standard of the degrees,
> and to serve the general interests of university education, could best
> be realised by the institution of a Department of External Studies to
> undertake the training of students in the faculties where this is practicable.
> (Boucher, 1973, p. 216)

Despite strong opposition from the commercial colleges, as well as
from within the federal university itself, the Higher Education
Amendment Act, which promulgated the establishment of a Division
of External Studies, received the assent of the governor-general on
May 8, 1946. This signaled Unisa's transformation into a distance
teaching university, but things did not go smoothly at the start.
Initially the tuition offered by Unisa was optional and had to compete
with that provided by commercial firms. During 1947, about one-
third of those registered for examination purposes, or 1,250 students,
enrolled for tuition. Significant numbers from all population groups
were included in this figure (Boucher, 1973, p. 242).

    As correspondence courses for a university education were at that
time virtually unknown, at least in this part of the world, a lot of
skepticism had to be overcome. In order to counter this, high standards
were set from the beginning. Whereas the university had in the past
been responsible for the standards of teaching and examination at
its constituent colleges, it now used representatives of those same
colleges, now autonomous universities, on its senate and study
committees to supervise its own work.

    Unisa had to struggle for acceptance and recognition during those
early years, but a good indicator of its success in this regard was
the steady increase in student numbers. By 1955, more than 75 percent
of the students registered for examinations were also making use
of the tuition offered by the university (Boucher, 1973, p. 286). By
1960, more than 90 percent of approximately 10,000 students received
tuition, the annual growth rate was exceeding 10 percent and "there
was no doubt that the institution was proving most valuable in

exploiting the nations untapped intellectual potential" (Boucher, 1973, p. 312). In 1962, enrollment was made compulsory, and from 1964 all students registered for examinations were obliged to receive their tuition through the university.

> With this amendment to the statute, lecturers were able to bring greater pressure to bear upon candidates for university examinations through the introduction of compulsory assignments of work. Learning could thus be directed to greater purpose and the gulf between student and teacher narrowed. It was a change long overdue. (Boucher, 1973, p. 333)

Although financial support from the government had gradually been increasing, it was not until 1966 that the university was treated in the same manner as other universities, with only some minor modifications in respect to its nonresidential character (Boucher, 1973, p. 334). This step can be seen as an initial high point in the university's journey toward recognition: its academic standing, together with its enrollment, have in fact increased since then. The improved financial situation has resulted in a number of important developments which have made Unisa a major force in South African tertiary education during the last twenty years. Improved finances have had a significant impact on Unisa's library services which from the inception of distance education in 1947 had been struggling along.

Boucher (1973) summarizes the early years of the library's development as follows:

> One of the first problems facing the Division of External Studies was the provision of adequate library facilities for students, many of whom lived far from Pretoria and all of whom, in the immediate post-war years, were faced with the chronic shortage of suitable text books. Both a loan library and a reference library would be needed. Arrangements were also made with the Department of Union Education to build up the holdings of its library on Church Square so that external students could use it for reference purposes. However, the scheme did not prove satisfactory and before long the reference section was brought under the control of the Division of External Studies itself. It was the beginning of the library as we know it today and, as the Librarian, H. O. K. Zastrau, pointed out in 1951, the new comprehensive library system gave every student the assurance that all his needs were cared for by a single authority. (p. 248)

The exceptional growth of the university to over 100,000 students in 1989 is clearly illustrated from the following table (University of South Africa. Bureau for Management Information, 1989, p. 2.1):

TABLE 1

Years	White	%	Coloured	%	Black	%	Asian	%	Total
1960	7,923	80	235	2	1,145	12	624	6	9,927
1970	17,870	82	582	3	2,420	11	1,014	5	21,886
1980	37,520	67	2,822	5	10,687	19	5,145	9	56,174
1985	46,281	61	3,872	5	17,556	23	8,210	11	75,919
1989	53,740	50	5,019	5	39,395	37	9,678	9	107,832

The table also shows that while the growth in the number of white students has, in line with demographic trends, slowed down, the number of black students has increased sharply. Many black leaders, including those of states bordering South Africa, have obtained their academic qualifications at Unisa. In spite of strong anti-South African feelings, Unisa has several thousand students in African states. Although the university does not encourage overseas students, during 1989 it had significant numbers of students from all the continents.

Unisa courses are offered in both official languages, and all course material, administrative publications, and publicity material have to be made available in both languages. As a result, the university has an extensive editorial and translation department. In 1989, 72.5 percent of students were enrolled in courses presented in English and 27.5 percent in courses in Afrikaans. An analysis of the students' home languages shows a much more complicated picture since more than one-third of the students are studying in a language other than their home language which manifestly adds to the students' as well as the university's problems (University of South Africa. Bureau for Management Information, 1990, p. 1).

The following figures may be of interest

Number of examination centers	457
Number of different examination papers	2,150
Number of teaching departments	57
Average age (students)	33
Teaching and research staff	1,392
Nonteaching staff	1,839
Female students (percentage)	47%
Physically handicapped	725

Of the total of 108,372 students, 8,198 were registered for nondegree purposes, 94,273 for bachelors degrees, 7,149 for diplomas, 2,392 for masters, and 578 for doctoral degrees (University of South Africa. Bureau for Management Information, 1989, p. 1.1). The enrollment was spread over the six faculties as follows:

Nondegree registration	8,198
Economic and management sciences	32,563
Arts	48,218
Science	6,227
Education	4,763
Law	7,135
Theology	1,268 (p. 3.55)

At the end of 1972, the university moved into a new more extensive campus on the outskirts of Pretoria. The physical development plan for the campus has since been revised twice and at present provides for the staff space necessary for the instruction of a maximum of 160,000 students. This is felt to be the limit as to what can be handled on the present campus and at the regional offices which have been developed in Durban, Cape Town, and Pietersburg. It should, however, be noted that the university's previous limits on growth have been adjusted, mainly as a result of the introduction of technological developments particularly in the field of computerization. These have enabled the university administration to expedite the time-consuming process of registering large numbers of students by post, as well as the compilation of an increasingly complex examination roster and the processing of examination results.

During this period, the library has developed from one of the smallest university libraries in South Africa to by far the largest. From the beginning, however, the main concern has been not so much with the size of the collection but rather the quality of the service. Until the mid-1960s, funding provided only for the acquisition of the most basic publications required by lecturers and students.

However, the subsidy formula for university libraries is based on a fixed amount per FTE (full-time equivalent) student, with a special provision of twenty times that amount for increases in student numbers (Willemse, 1986, p. 44). The continuous growth in student numbers has thus enabled the Unisa library to expand its collections quite rapidly over the last few years. It has become a major research facility of well over 1 million volumes concentrated in a relatively limited number of subject areas. These exclude all the expensive technologies and the applied sciences.

The library's growth has been so rapid that the second new building, occupied in 1972, had to be abandoned for a much larger building in 1987. The latter can, at present, house 2 million volumes but is designed to accommodate more than 4 million when fully utilized (De Beer, 1989, p. 105). In line with the library's dedication to service, the library staff attempted to ensure that during the move the service to the user would not be seriously disrupted. With the

assistance of rented transport and additional laborers, they planned
and conducted the move themselves over a period of two weeks (De
Jager & Malan, 1989, p. 122).

TRENDS AFFECTING THE FUTURE

The university has found it increasingly difficult to cope with
the size of the annual increase in student numbers—around 10,000
per annum—particularly with regard to space for staff.

Following a world trend, subsidies to South African universities
have been cut back during recent years. Limits have also been set
by the government on the annual growth rate in the number of
undergraduate students, in Unisa's case a figure of 3 percent. This
means that while the university's enrollment may grow at more than
3 percent, it will not receive a subsidy on the number of students
in excess of this amount. In light of the prevailing subsidy cutbacks,
most universities have taken the obvious step of raising their entrance
levels. Unisa did not consider such a step either appropriate or
acceptable as its black students would be the most seriously affected.

The university has recently given considerable attention to
strategic planning and has, as a result, formulated the following
mission statement:

> The University of South Africa is an equal education and equal
> opportunity tertiary educational institution which provides highly
> trained academic and professional manpower, with the ultimate aim of
> assisting to satisfy the social, economic and cultural needs of Southern
> Africa. This is effected mainly through distance education, primarily
> in this region, through the medium of either Afrikaans or English. To
> this end it:
>
> ● offers internationally recognised university education to suitably
>   qualified persons;
> ● conducts sponsored and non-sponsored research and development;
> ● provides non-formal and other university supported training
>   programmes;
> ● places the University's expertise and other resources at the disposal
>   of the community. (University of South Africa, 1989, p. 4)

Means were sought to limit the university's growth rate, which
has in the past averaged almost 10 percent per annum, to the desired
3 percent, while at the same time upholding the mission statement.
While it was acknowledged that students with poor school grades
had distinctly lower pass rates than students with better grades, it
was also noted that a significant percentage of students with poor
grades did, through perseverance and hard work, manage to pass.
The university considered it essential that all students should be
allowed the opportunity to study. Those with a poor secondary school
record are allowed to register for a limited number of courses, usually
one or two in the first year. If the student manages to pass, he is

then allowed to reregister for one course more than the number which
he passed. A student who fails to pass any courses is, however, refused
reregistration (University of South Africa, 1989, p. 41).

The above approach, which was introduced during 1989, allows
the successful student to proceed, while it eliminates at an early stage
those who cannot manage to pass even a limited number of courses
at one time. The effect during the first year was that, despite a 9
percent increase in the total number of students, the FTE component
increased by only 3.4 percent.

In a recent report of the Committee of University Principals,
it is acknowledged that Unisa's mode of distance teaching is more
cost effective and concludes that distance teaching should be a major
part of a future program to bring the education of the developing
component of the South African population up to parity (Komitee
van Universiteitshoofde, 1987, pp. 47, 49).

The program described above, together with other moves made
by the university, will, it is hoped, increase its cost effectiveness even
more. The Committee of University Principals has recognized this
fact and has recommended that other universities make use of the
distance teaching mode in order to keep down the costs of higher
education and to make it available to as many students as possible
(Committee of University Principals, 1987, pp. 28, 39).

The Unisa library has, over the past few years, also focused on
plans to increase its own effectiveness and efficiency (Willemse, 1989,
p. 265). Assisted by colleagues of the University's School for Business
Leadership, the library has been engaged in a process to set clear
goals and objectives which will replace its original vague aim to
offer the best possible service (Willemse, 1987, p. 270). The library's
most recent mission statement aims and objectives read as follows:

Mission
The Department of Library Services, as a service organisation,
furthers the mission of the University of South Africa by:
—providing information resources to meet the information needs
   for study, teaching (particularly distance teaching) and research
   programmes
—promoting the effective use of library services and information
   resources
—making the various resources of the Department of Library
   Services available to the wider community, where necessary.

Aims
—to support present and future research and teaching by the
   selective acquisition, cataloguing and storage of information
   resources required for this purpose, and to make these available
—to assist researchers, lecturers and post-graduate students in
   the identification of and access to relevant resources or
   information

—to assist students registered for structured courses by the timely
    provision of the necessary recommended literature
—to familiarise students, lecturers and researchers of the
    University with the use of the library and of library resources
—to cooperate with other libraries in the collection and provision
    of information resources in the national interest and also for
    its own benefit
—to make the library's resources available to research communi-
    ties other than the University, or those with which the library
    has reciprocal user agreements, selectively and on a cost-
    recovery basis
—to manage the library in a cost-effective way.

Long term objectives

Effective document delivery:

The maximum quantity of recommended literature for study and
    teaching, and information resources for research activities must,
    upon request, be available and retrievable.
Information resources which are not available upon request will
    be supplied, where feasible, as fast as possible.
The ability of students, lecturers and researchers to use the library
    independently and to maximally utilise its resources must be
    developed.

Effective provision of information:

To answer, upon request, the greatest possible percentage of
    bibliographic and information enquiries accurately and
    quickly.

In order to determine whether the library is approaching its ideal
of optimum performance, it has been necessary to formulate
measurable objectives within the context of the library's aims. It was
decided to develop performance measures which would determine
the effectiveness of the document delivery service since this was
considered to be of the utmost importance and absorbs a major part
of the library's financial and human resources (De Beer, 1986, p. 2).

The project has lead to increased insight into the nature of the
objectives and has provided the opportunity for continuous
refinement. Although members of staff are still not entirely happy
with the objectives, it is generally accepted that it is better to have
objectives which are approximately correct than to have none at all.
Regular surveys have been carried out to determine the success rate
of the document delivery system. Since the survey results also provide
an indication of the reasons for the failures, efforts to improve
performance can be directed to those areas which are the cause of
most of the failures.

During 1989, the library was able to provide 81 percent of the
known publications required by its users, with figures varying
between 78.7 percent and 87.9 percent for the four quarterly surveys.

Analysis of the failures (100 percent) indicates that only 14.4 percent involved publications which the library did not possess. The greater percentage of failures (31.6 percent) was due to books being out on loan. Significantly, however, of the books which users were unable to obtain, 23.4 percent were found to be available on the shelves by the library staff. The inability of users to locate required materials in the library is now receiving serious consideration, as will be discussed later. A further 3.8 percent of the failures were due to publications which were either missing or in processing. In 26.7 percent of the cases, the information supplied was, unfortunately, insufficient to determine the reason for failure.

A number of other performance measures for evaluating library services from the users' perspective have been developed (De Beer & Malan, 1989, p. 1) or are still receiving consideration (Dalton, 1988, p. 28). So far the measurement of the information function on a continuous basis has not been satisfactorily solved despite various attempts.

TEACHING METHODOLOGY AND THE LIBRARY

With the exception of research-related courses, virtually all courses use printed study guides. Study guides take the place of formal lectures such as those given at residential South African universities. When used together with the prescribed books that students have to buy for themselves, they contain the framework of the course content with which the students have to become familiar. Study guides for a subject are usually revised during a three year cycle so that, apart from courses which need more regular revision, a study guide is valid for three years. Guidance to students is provided by way of study letters. Study letters include, among other things, advice to students on ways of planning their studies for the year as well as the details of study tasks or assignments that students have to complete. Assignments serve a number of functions. They pace and monitor students through their work and constitute the only available gauge for measuring the development of the critical and analytical skills that are an essential part of a university education.

As many of Unisa's students live hundreds of kilometers from libraries of any reasonable size, the lecturer responsible for an assignment usually recommends a number of titles which the student should consult to supplement the information he obtains from the study guide and prescribed textbooks. These titles, known as recommended literature, are available from the Study Collection of the Unisa library. Shillinglaw (1988) states that:

> The reading programme is the centre of the teaching/learning process
> for most of Unisa's structured undergraduate and post-graduate courses.
> The success of the learning process, and, indeed, the ability to earn

the credit points needed to gain entry to the examination, are often crucially dependent on access to books from the library. Problems surrounding the supply of library materials to students of structured courses are, therefore, of vital importance to teachers and students in achieving their objectives, as well as to the library. (p. 17)

From the outset, it has been the library's primary responsibility to provide the recommended literature needed by students, and this is obviously the most actively used part of the library collection. Although quite a number of students manage to visit the library or its branches, many of the requests for literature are received by post. Books are sent to students by certified mail at the library's cost but have to be returned by the students at their own cost. Undergraduate students can borrow eight books at a time while postgraduate students may have sixteen. All material is sent by certified mail which allows nonreceipt to be verified, since in case of loss the postal authorities must carry the replacement cost. Examination results are withheld until all library materials have been returned.

As the provision of recommended literature is such an essential part of the library service, considerable thought has gone into the development of this service and many changes have been made over the years. During the early 1960s student numbers increased and the number of requests, particularly by post, soared. As money became more freely available, an increasing number of copies of each title could be bought. In order to process requests as quickly as possible, it was decided to keep all recommended literature in a separate Study Collection. This had the added advantage that staff could obtain some feedback, for duplication purposes, on the use made of individual titles. In order to provide students with required literature, the library has two tasks. First, it has to obtain information on the recommended literature from the lecturers early enough for orders to be placed and delivered in time. Second, it has to decide on the correct number of copies to be bought. In practice this has not been as easy as it seems.

Lecturers were initially requested to supply the library, a few months before the start of the academic year, with a list of books which they would be recommending. A major problem with this approach was that lecturers did not take cognizance of the books already in the Study Collection and recommended different titles each year. As the library could not afford to duplicate its stock in this way, the Senate determined that a recommended title should be used for a minimum period of three years to coincide with the normal life span of a study guide. To assist lecturers, a course list of recommended texts was provided for each department (first by way of photocopied catalog cards and later by computer), with indications

as to the number of copies and the years for which the books had been recommended in the past. Lecturers could then simply indicate which titles were to be eliminated from the list and had only to supply information on any new titles to be added.

In spite of the above, study letters continued to refer to literature which had not been on the list supplied to the library. As all efforts to eliminate this problem failed, the Senate eventually agreed that information on assignments, together with the lists of recommended literature, had to be included in the first study letter for each course. As these study letters have to be handed in for translation, typing, and reproduction three to four months before the new academic year, it was further agreed that they should first be evaluated by the library. This arrangement ensures that the library is fully informed of the literature needs of students via the same source used to inform the students. Inconsistencies in bibliographic references, which used to cause serious problems for students using other libraries, can be rectified at the same time. A serious disadvantage of this procedure is that the ordering process and the evaluating of the study letters must be handled at great speed, since it takes, on average, three to four months for books to be delivered. As some of the more advanced courses may include various options, about 1,500 study letters have to be processed annually within a very short time. In a number of cases they have to be referred back to the lecturers because the information provided is insufficient, or when it has been established that the library will not be able to obtain a recommended title.

As some of the more popular courses have an enrollment of over a thousand students, it is essential that recommended literature should be readily available. Although it has not been easy to convince the academics, the Senate has eventually agreed to a number of pragmatic decisions. For example, out-of-print materials, including theses, may only be recommended if permission can be obtained to reproduce the required number of copies. In the case of journal articles, a standard procedure has been developed to obtain permission, with or without payment of royalties, and to copy and bind together all articles pertaining to a course, or a part of a course, in so-called "books of readings."

Extensive duplication is required for some courses to provide for the increasing demand. Unexpected increases in course enrollments can result in books not being available in sufficient quantities. The library has experimented with the use of microfiche as an alternative. Although this was relatively successful, the problems encountered in obtaining copyright permission and the lack of suitable low cost microfiche readers resulted in this experiment eventually being terminated (Willemse, 1974, pp. 26-29).

A few years ago the number of titles recommended per course had to be limited, originally to keep the reading requirements of students within bounds. More recently, however, it has become necessary to enforce these limitations in order to keep the total literature provision within the financial means of the library. The agreed norm is ten titles for a first year course, twenty for the second, and thirty for the third year. An increase in these totals may be considered by the deans after consultation with the library.

The library's buying power has been seriously eroded of late by the weakening of South African currency as well as the steep increases worldwide in book prices and journal subscriptions. The library is now able to buy only half as many book titles as it could at the beginning of the 1980s while it has to serve more than double the number of students. A number of teaching departments are now looking at limiting book provision in the first year to one book of readings which will contain carefully selected literature. Such a book could be sent to all students upon registration and be used by them during the full academic year. This would solve the problem of students who wait until the last moment to request books and are indignant when the library is unable to supply a copy until after the due date of the assignment has passed. Publishers have so far been most cooperative in making available out-of-print material. Whether they will be as willing to allow publications which are in print to be made accessible in this way has yet to be seen. The cost implications have also still to be determined.

Apart from the prescribed books which students have to buy for themselves, and the recommended books supplied by the Study Collection of the library, lecturers may also include a list of additional reading in either the study guide or the study letter. At least one copy of each title is ordered where the book is commercially available, but the library does not normally go to any great lengths to pursue the more elusive items which do appear on these lists. Experience has shown that only the most outstanding students, or those with ample time on their hands, request these books.

THE PROBLEM OF PROVIDING THE CORRECT NUMBER OF COPIES

To provide a library service in a distance teaching situation requires extensive duplication, as postal dispatch means long loan periods. Whereas a few copies of a title on a short loan basis in a residential university library will supply the needs of many students, Unisa can seldom extract more than two to three postal loans from

each copy for an individual assignment. In the most popular courses, as many as 900 copies of a title have to be bought in order to supply the demand.

In order to eliminate postal delays as much as possible, branch libraries of the Study Collection, which stock copies of books for the more popular courses, have been established in a number of large urban areas (Cape Town, Durban, Windhoek, East London, and Pietersburg). Titles not in stock may be requested via the online computer system or by telex from Pretoria. A Study Centre with 350 seats has been opened in Johannesburg where books are available for reference only. There is a daily delivery service from Pretoria of books not available in the Study Centre or required for loan.

Limited financial resources necessitate a careful duplication policy. The library can ill afford to waste money by purchasing too many copies, whereas the acquisition of too few copies results in students being hampered in their studies. Early experience demonstrated that lecturers were poor advisers on the quantities needed as they optimistically believed that every student would request every title on the list from the Unisa library services. A fair number of students do, however, have access to other libraries which have copies of titles recommended by Unisa in stock, while some students unfortunately neither read nor do the assignments.

The library's staff have, as a result, had to take full responsibility for book ordering. Many factors are taken into account. The enrollment for a course is of primary importance, and the growth expected for each new year has to be estimated in advance, which is not an easy task. Although the university's growth has averaged 10 percent per annum, it has fluctuated from zero to 20 percent, with even greater variations in the rates for individual courses. Furthermore, demand is influenced by other factors such as the type of course and the requirements of the lecturer, the time of the year (far fewer requests are received for books for assignments that do not count toward examination admission), as well as the student composition.

The administration of the circulation system was computerized in 1967 in order to obtain historical data on usage as a guide to ordering (Willemse, 1969, p. 102). Although the initial batch system was far from perfect, it allowed the small staff to update the catalog of 10,000 recommended titles in two months, to order the required number of copies in time for the new academic year, and at the same time to produce a regularly updated microfiche catalog for all branches (Willemse, 1971, p. 99). At a later date, an enhanced version was implemented on the online ALIS system. ALIS had the added advantage that up-to-date information on holdings and availability

in the Study Collection in Pretoria, as well as in the various branches, could be made available throughout the system. During the last three years the library has been cooperating with the university's Department of Computer Services in the development of its own library system, UNIS. The Study Collection's special requirements have been taken into account and a reasonably sophisticated module now produces a recommended order list per course based on available information. Further refinements are being investigated.

Recommended literature consists mainly of standard commercial publications which have been verified as being in print so that it is cause for serious concern that, notwithstanding the special arrangements made with suppliers for the speedy processing of orders, most take two to three months to arrive and up to 25 percent of the orders are still outstanding after 120 days.

LIBRARY AND INFORMATION SKILLS

For many years the library has accepted that, given its role in a distance teaching university, its predominant responsibility toward students was the supply of recommended literature. With the increase in the number of students from environments where library services are either very poor or nonexistent, the library has been made increasingly aware of the fact that many of its students do not know how to use libraries or their resources. The availability surveys provided confirmation of a suspicion that students were unable to find material independently in the library, even within the simplified arrangement of the Study Collection. Librarians from other libraries where Unisa students tried to obtain their recommended literature have also commented on the students' ignorance in the use of the catalog and other resources. More seriously still, complaints have been received from lecturers at other universities where Unisa graduates enrolled for postgraduate qualifications, that these students did not have the necessary library and information skills (Williams, 1986, p. 8). The library has, therefore, started to give serious attention to this, and has experimented with various ways and means to orient and instruct students in library use (Williams, 1989, p. 206).

In 1985, a post dedicated to the provision of education in the use of the library was approved, and, since 1986, attempts have been made to identify an appropriate methodology to teach library skills to students.

During 1986-87, in conjunction with study group visits, orientation lectures were offered to 1,745 students in selected first-year courses. This small-scale experiment demonstrated that an initial group visit to the university campus could be used to provide students with a basic introduction to the library service, provided that this

did not impinge on the time of the teaching staff. As it was impossible for only one staff member to make the program available to all study groups, it was decided that a short audiovisual program on the library might provide a solution. A ten minute slide/tape program was, therefore, produced to coincide with the move into the new library building. Between 1988-89 this program was shown to 11,973 undergraduate students attending study group visits at Unisa.

There are many advantages in presenting library orientation by this means. Separate English and Afrikaans versions can be provided. Many copies are available so that the program may be shown simultaneously to a number of groups. It is flexible in that the number of viewers is immaterial and also portable, enabling it to be taken to venues outside Pretoria, and copies are also available at branch libraries. It can be shown at a time which suits the teaching staff, either before or after a lecture, or during a break, thereby saving the time of teaching and library staff. This program will be revised in 1990.

During 1987, a workbook explaining the use of the library was produced and posted to 5,493 students in selected first year courses. The use of this workbook was not continued because it could not be proved experimentally that it improved the students' knowledge of library procedures.

From 1987 to 1989, at the request of teaching departments, the library staff also organized workshop sessions which took place during study group visits, on the literature of various subjects, for 398 third and fourth year as well as honors students. Without exception, students expressed great appreciation at being shown how to use the catalog, how to use indexing and abstracting tools, as well as the means to trace periodical articles.

In addition, during 1987 and 1989, pamphlets were distributed on various aspects of how to use the library. In 1988, a library guidance system, consisting of colored floor plans and shelf guides, was installed. A video on how to obtain books from the Study Collection was produced and shown continuously during 1988. Despite these efforts, it is recognized that many students still cannot locate the material they seek even when multiple copies are available on library shelves.

Most of the methods employed so far have only benefited those students who have visited the university or its branch offices during group visits. It is now imperative that a methodology be developed which will help all students. Learning how to use the library effectively should not only increase the students' chances of academic achievement but should also provide them with a lifelong advantage.

An investigation during 1987 by the Unisa Bureau for Management Information into the results achieved by students who attended library orientation lectures and received the workbook seemed to indicate that these students were more likely to become library users (University of South Africa. Bureau for Management Information, 1987, p. 1). They were also more likely to write and pass their examinations (p. 7).

As a result, the following plan to teach library skills to Unisa students from 1991 onward is currently under consideration:

—Library skills workbooks are to be developed by a multidisciplinary team of librarians, educational technologists, and other consultants. The workbooks will explain how to use library catalogs, reference works, and periodicals.

—The workbooks will be developed over a period of years on four levels. Levels 1 and 2 will be distributed to undergraduate students, and levels 3 and 4 are intended for honors and other postgraduate students.

—At levels 1 and 2, one workbook will be developed for all courses. The workbooks will be distributed to students upon registration for a particular degree or diploma along with their other tutorial matter. Upon the first release of a workbook, it will be distributed not only to the students at that particular level, but also to those beyond that level. At levels 3 and 4 the workbooks will deal with the reference sources of particular subjects.

—A form of testing, preferably a self-test, is at present being investigated.

—In addition to the workbooks, audiovisual programs and literature seminars will be offered on the campus to students who are able to attend.

It is debatable whether the proposal will provide a complete solution. It is hoped that it will contribute significantly to making students more library and information literate. At the same time, other alternatives, including the use of appropriate technology, will be investigated in order to overcome the serious limitations posed by distance education.

LIBRARY SERVICES FOR RESEARCH

Unisa has a prominent role to play in the advancement of research, particularly in the humanities, and in the training of competent business leaders and managers for a developing South Africa.

The Unisa library is currently providing considerable support to university research. This includes the needs of more than 3,000 master's and doctoral students and the university's almost 1,400

teaching and research staff. Unisa has, in addition, over twenty specialized research centers, bureaus, and institutes, and some teaching departments boast more postgraduate students than the total number in that discipline registered at all other South African universities.

In considering how best to provide for the researchers' needs, it was accepted that these were unique and largely unpredictable, as the topics to be researched can be any aspect of the subject areas covered by the university. The library obviously endeavors to obtain for its own collection as many of the publications that might be required as possible. As was explained earlier, it does accept that it will only be able to acquire a fraction of those published on any subject. The researcher, however, ideally needs to become familiar with all the available knowledge relevant to his topic of research so that he/she can progress from there. Due to the great costs involved in research, it is particularly important that this information is made available in a timely manner, in order to speed up research and to prevent costly and unnecessary duplication.

The library's alternative to acquiring all the needed information sources has been the acquisition of, or access to, those bibliographical tools—printed or electronic—that make it possible to identify the relevant publications available on any given topic. The library has further developed its interlibrary loan service to such an extent that it can obtain those required publications not available in its own collections with the minimum of delay. Few users, including members of the academic staff, are fully acquainted with the use of these bibliographical tools and are certainly not as knowledgeable as experienced librarians. This is, thus, an area in which the library can make an important contribution.

As each researcher has unique library and information needs, the library has built up a comprehensive subject reference staff consisting of sixteen subject reference librarians, each supported by an assistant, who provide an individualized service to researchers. The subject reference librarians will undertake literature surveys and provide bibliographies of existing publications on any research topic requested. This service is available free of charge to all staff and postgraduate students. The online costs, too, are borne by the library, although the library does not undertake specific computerized literature searches on request. The library's point of view is that it provides an information service and the library staff decides which source is the most appropriate to use. As the users do not contribute to the very high costs of some of the printed bibliographies, it seems inappropriate to make them pay for the online service.

The development of the service has been fully described (Poller et al., 1988, p. 9) and compared (Colenbrander, 1984, p. 24) with

others elsewhere. It is, in many respects, not unique to distance teaching. Although it is regarded as essential that students undertake their own literature searching, this is regarded as impossible for many. As has been pointed out by Poller (1988, p. 27), many of the students are employed full time, are often already in senior or managerial positions, and simply do not have easy access to the Unisa library or to any other adequate reference collection. The subject reference librarians do, therefore, also assist students in this respect. The bibliographies supplied by the library to students are of a nonselective nature so that the student has to make his own choices. The negative side is that, once again, the student obtains very limited personal experience in using the bibliographical tools in his subject field. The library compiles fairly broad bibliographies which can often be reused for other students at a later date. Currently, about 4,800 bibliographies are reissued and 800 new bibliographies are produced annually.

For the first three decades of the library's existence, it has concentrated on the development of a basic collection, regarded as essential for teaching purposes. Substantial effort has been expended on identifying and trying to obtain the core material needed. As student numbers have grown and the budget for acquisitions has increased steadily, attention has gradually been given to the acquisition of more specialized materials. The most recently available statistics (1988), produced by the Inter-University Library Committee of the Committee of University Principals, indicate that, of the subject categories indicated in the report, Unisa ranks first in thirteen out of twenty-three for books and seventh out of twenty-three for periodicals (Komitee van Universiteitshoofde, 1989, pp. 33A, 36A). The Unisa library has thus become one of the major suppliers to the interlibrary loan system.

The comprehensive library service to support teaching and research at the university is, therefore, also of benefit to researchers elsewhere in South Africa. In 1988, the Unisa library received over 35,000 requests for material required by libraries on the subcontinent of which 23,000 items were supplied. To meet the needs of the university's own researchers, 13,730 items were requested from other libraries. Of these, 10,144 were requested from local libraries and 85.9 percent were, on average, made available within twenty-one days. The British Library provided 79.5 percent of requests sent to them in an average of twenty-nine days. This performance is very favorable compared with publications obtained from libraries elsewhere in the world where 89 percent of 1,535 requests took an average of 91.4 days to arrive.

LIBRARY SERVICES TO THE COMMUNITY

Apart from the normal interlibrary loan activities, the library accepts lecturers, researchers, and postgraduate students from other tertiary educational institutions, as well as users of other institutions with which it has reciprocal arrangements. This is in line with the mutual agreement of the Inter University Library Committee. As the library collection has grown in size, use by members of other institutions has increased to such an extent that it has started causing problems, and control of access to the library has had to be instituted. Bonafide researchers from organizations, other than those with which reciprocal arrangements exist, can obtain access at a cost equivalent to the registration fee for one course (1989 = R300 or about $120). The funds thus generated become available to the library and can be used to supplement the limited staff provision in areas where this is required most.

CONCLUSION

This article has endeavored to describe the essential aspects of the Unisa library for providing good service in the context of distance education. The library is, at the same time, also contributing to the strengthening of library facilities in the country as a whole. The major emphasis in the future will be placed on the improvement of its essential services and the elimination of existing weaknesses.

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Can I Get There from Here?
Technology and Off-Campus Library Programs

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ABSTRACT
TECHNOLOGY CAN PLAY KEY ROLES in many ways for off-campus library programs, but three principal areas are most critical in supporting these programs. These are access to information, delivery of information, and communication. This article will address these three areas, examining both past uses of technology and current developments, and then look at future possibilities which may play important roles in off-campus library programs. References to utilization of specific technologies at Washington State University (WSU) will be presented as examples of the way these apparatuses and services have supported off-campus library programs at this institution. The promise and possibilities of existing and developing technologies will be explored. And, finally, certain questions and issues will be raised in relation to technology in general and more specifically to its place and role in off-campus library programs.

INTRODUCTION
Although the expansion in off-campus library programs cannot be ascribed to one single factor or event, the impact of technological advancements must be considered a significant influence in this development. The guidelines for extended campus library services, as prepared by the Association of College and Research Libraries' (ACRL) Task Force to Review the Guidelines for Extended Campus Library Services, were revised because of a number of factors including "an increase in technological innovations in the transmittal of

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information and the delivery of courses" (ACRL, 1990, p. 354). As technology has played an important role in nurturing this expansion, technology also must play a major part in the continuing development of these programs. Technology appears to be up to the task of addressing the needs of off-campus library activities, perhaps much better now in the early 1990s than it has been at any previous time. The responses to the question "Why automation?" which Lindberg (1987) presented in his analysis of "Getting Information Technology Off-Campus," are still quite valid. He wrote that:

> Such technology has much greater potential for providing appropriate information support for noncampus students than other methods. Institutions which can use the new technology to provide superior information resources to noncampus students may gain an important strategic advantage over their academic and corporate competitors. (p. 194)

ACCESS

In their article, "Providing Library Support to Off-Campus Programs," Kascus and Aguilar (1988) identify four problems for academic institutions with off-campus programs. "The first and most critical problem" (p. 33) is one of access while another problem is "timeliness" (p. 34). Technology can, and should, play a key role in addressing these problems.

Access to bibliographic information for instructional and research support is key to the operation of off-campus programs. And as stated in the "ACRL Guidelines for Extended Campus Library Service" (1990): "This support should provide library service to the extended campus community equitably with that provided to the on-campus community" (p. 354). Technology must come into play to allow access to this type of information, for the off-campus patron cannot conveniently travel to the home campus library facilities to obtain such information.

As more institutions convert their bibliographic holdings into machine-readable form and provide access to this information through an online catalog of some sort, it is important that this service be made available to remote users as well as those on the main campus. This task, easily defined, is not so easily executed. The ideal is to have one or more devices (terminals, microcomputers, workstations) at the off-campus sites (if a definable "site" exists) which is in some fashion "hard wired" to the home campus computer "host" upon which the library database resides. Additionally, dial-up access for students, faculty, and staff from their homes or offices should also be available. The ideal, of course, hardly ever corresponds with reality,

and, due to a variety of barriers—technical, political, and economic—many institutions have yet to implement easy access to the online catalogs of their "home" library.

At Washington State University, the three branch campuses have access to the online library catalog (COUGALOG) within the small library located at each branch campus site. These branch campuses are located between seventy-five and three hundred miles from the main campus. Access to the online catalog is also available in microcomputer labs located on the branch campuses but not part of the libraries. Individuals can thus search the online catalog in the same fashion and at the same speed (9600bps) as users on the main campus. Additionally, local phone "rotaries" are available at each of the branch campus locations which allow individuals to dial into the mainframe where they may connect to the online catalog (and to other services as well, some of which will be discussed later). Other examples of remote access to online catalogs are documented by McCauley (1986), Power (1987), and de Bruijn and Matheson (1987), the last case being a Canadian model.

A relatively new twist to the issue of access to the online catalog has significant possibilities for off-campus programs. With the availability of an increasing number of library online catalogs through Internet, it is now possible to search a multitude of such catalogs from the same device, which allows access to the catalog of the "home" institution. For off-campus users, this presents an opportunity to search the databases of a number of institutions for relevant information. In cases where one of these institutions is closer to the off-campus site than the home institution, it may prove more convenient for patrons to utilize that institution's collections. (This, of course, brings up the questions of agreements and arrangements with other institutions for supporting instruction and research at the off-campus locations.) The list of library catalogs available on Internet is maintained on a file accessible to an individual with access to BITNET and/or Internet. (The file "Internet Library" is available online from LISTSERV@UNMVM.BITNET and is compiled by Art St. George at the University of New Mexico [Updegrove et al., 1990, p. 25].) At WSU, individuals with an account on the mainframe can access these other library catalogs through the university mainframe, the same machine on which the local online catalog resides. Potentially, users at the Vancouver branch campus (located in the southwest corner of the state of Washington) could access library catalogs for institutions in the state of Oregon, which may be significantly closer to them than the main WSU campus which is over 300 miles away.

Another method of expanded access to bibliographic information is the use of bibliographic utilities. These extensive databases provide much more information than a local online catalog and also can provide holdings information which identify where the materials are located. Although these utilities traditionally have been used in the technical services areas of libraries and have only been used by the public in a limited way, changes are taking place which are making more widespread use of these databases attractive and desirable. Off-campus programs could benefit immensely from these developments. Kascus and Aguilar (1988), in fact, in presenting a model for off-campus library services, suggest that: "The bibliographic utilities provide an overall solution to the problem of access, linking technology to the library and to the patron as end-user" (p. 35). They also point out that:

> The utilities offer immediate advantages for institutions providing off-campus education in that many libraries are already electronically linked to one or more of them. The utilities are interested in expanding their operations through the use of intelligent gateways that allow customized services. They are more cost-effective than alternatives like branch libraries, and they solve many of the problems created by distance and time since communications are virtually instantaneous. The utilities offer some immediate advantages to off-campus patrons as end-users by providing access to a wide variety of databases and information services through a dedicated workstation. They facilitate better, more informed choices about resources needed. They make it possible to customize information packages; and they ensure a more rapid turnaround time. (pp. 35-36)

Institutions which are members of the three predominant utilities in the United States (OCLC, RLIN, and WLN) can access these databases through regular direct connections. For relatively small off-campus programs, however, these connections may be too expensive to establish or too costly to maintain since connect time and other costs (e.g., for equipment and for less tangible aspects such as training) are high. One option, initially developed by the Western Library Network (WLN) and subsequently adopted by the other utilities, is the CD-ROM version of the online database. The WLN CD-ROM product, LaserCat, includes a large subset of the online database plus all recent Library of Congress cataloging (Herther, 1987, pp. 135-38). An institution can purchase the LaserCat product, which includes holdings of items, and "scope" the searching mechanism to allow for retrieval and display of only those items held by particular institutions. Thus an off-campus library site may wish to display only those items which are located in its geographic neighborhood. OCLC and RLIN have developed similar CD-ROM applications.

The Research Libraries Group was the first utility to make access to its database (RLIN) available via the Internet ("RLIN Databases...," 1989, p. 15). A user can access the RLIN database much in the same

manner as the local catalogs mentioned earlier. Unlike accessing these local databases, however, fees are incurred in searching RLIN through Internet and an account is required for accessing the system. OCLC has taken a significant step toward supporting end-user searching of its database with the development of its EPIC service (Whitcomb, 1990, pp. 45-50). EPIC became availabe on Internet in late 1990.

The information needs of off-campus users go beyond the bibliographic records contained in the online catalog or in the bibliographic utilities. Information on the contents of journals, newspapers, and other periodical publications is critically important in supporting the instructional and research needs of academic programs. However, the size and cost of the publications produced by abstracting and indexing services make it all but impossible for the off-campus programs to have such research tools available on site. Again, technology plays an important role in providing library service to the extended campus community equal to that provided to the on-campus community.

At least four models in providing computer-based search services to off-campus clientele can be identified. These models correspond to points along the development curve of database searching. The first model is one familiar to most librarians and patrons—mediated searching. A patron can request that a search be done on any one of the multitude of databases available through such services as DIALOG, BRS, and WILSONLINE. A librarian conducts the search and presents the results of the search to the patron. Up to the mid-1980s, this was the principal way of providing online search services and is still used extensively. However, for off-campus library programs, the basic methodology of librarian-patron interface in this process can be problematic. Is there a librarian on site? Can the appropriate databases be searched from the off-campus location? How are search strategies developed and search results delivered? Is there a fee associated with this service?

McDevitt (1986) presents one method of addressing the issue of "Computer Searching and the Extended Campus Patron" based on experiences at the West Virginia College of Graduate Studies. In this case, the U.S. mail service is utilized for the receipt of search requests and the sending of search results. This method admittedly creates problems when the searcher does not have the opportunity to interview or interact with the patron requesting the search. But in some situations this is about the only way to proceed. At Washington State University, requests can be transmitted by mail but more often they are made by telephone, a situation which allows for some level of interaction. Another method of receiving requests and transmitting results is the electronic search form; in the cooperative extension

offices and research stations throughout the state of Washington, this method has been in use for several years with good results. A similar request form for the branch campuses is also being developed.

In the mid-1980s, the database vendors began to offer a different type of search service to their customers. Known generically as "end-user searching," this service allows for patrons to search the databases themselves, usually at off-peak hours and generally for reduced fees. With this service, patrons can do their own searching on selected databases without the "mediation" of a librarian. End-user searching offers several advantages for off-campus library programs, the most apparent being the ability of the patron to conduct their own searches. There are, however, significant drawbacks. Turning unsuspecting patrons loose on a vast array of databases with little guidance can be frustrating and costly. However, with proper orientation and training, end-user searching for off-campus patrons may be a very workable solution.

Following close on the heels of the development of end-user searching techniques came the CD-ROM revolution of the late 1980s. Vendors of many of the large databases adopted CD-ROM technology and started to produce CD-ROM versions of their databases. Databases on CD-ROM are searchable by any patron with access to the device on which the database resides, and there are no online fees associated with this type of searching. For off-campus programs, CD-ROMs offer an attractive way to meet specific information needs of patrons. One or more databases loaded at an off-campus site can provide access to the equivalent of several printed indexes. The drawbacks are that unless some sophisticated method of dial-up access is available to these databases, the patron must be on site to use this service. For many off-campus programs, this is a significant drawback. At Washington State University, CD-ROM products are available at each of the three branch campuses with specific databases available according to the types of programs offered at each site. In addition, numerous CD-ROM databases are available on the home campus and individuals can request searches on these products in much the same fashion as when they make online search requests.

A fourth option available for searching abstracting and indexing databases began to emerge at about the same time that CD-ROMs were hitting full stride in academic settings. Some of the producers of large databases heavily used in the academic community began to market databases on tape to be loaded into local systems on university mainframes or other computers accessible on a network of some type (see Appendix for examples of such databases). This service provides many of the same features as CD-ROM but allows for widespread access to databases not only within the libraries but

also to individuals in their offices or homes. These databases can be "subscribed" to much in the same way as CD-ROMs although prices are significantly higher. The search software needed to access the databases generally is also part of this site license.

Loading of external databases onto the home libraries' or university's computer has tremendous potential for off-campus library programs. It can provide the properly equipped remote user with equal access to some of the more important resources in scholarship and research as that available to individuals on the home campus. Many of the same training and support issues mentioned earlier are relevant here, which raises the question, Why move to the more expensive option of loading external databases? At Washington State University, as in many other institutions, the question of CD-ROM databases versus locally mounted databases has been discussed. The answers are not crystal clear, but the issue of benefits to the off-campus programs has played an important part in the discussion.

There are other arguments in favor of loading external databases. In a recent article describing Clemson University's decision to go with locally mounted databases on their mainframe, Meyer (1990) notes that "a large collection of CD-ROMs may easily mean a large number of interfaces. Networking experiments to date do not appear to have facilitated the development of common interfaces for a variety of indexes on CD-ROM" (p. 230). It is also argued that:

> Locally mounted databases provide several advantages over CD-ROMs. The number of access points to the data need be restricted only by the number of computer terminals and dial access ports made available on the mainframe. This expands the number of points of contact with the system far beyond the walls of the library building. Furthermore, CD-ROMs often have some of the same bibliometric limitations of card catalogs and printed indexes. Building inverted indexes and storing these index points on a microcomputer hard disk drive for complete keyword access may overwhelm the disk drive, much the same way as too many cards in a catalog can overwhelm the cabinets available to house them. (p. 230)

Other considerations when exploring locally mounted databases include: (1) which databases to load, (2) the search engine for the databases, and (3) licensing and copyright issues. The last point is one which especially comes into play with off-campus library programs. To date, vendors of these services have not been very eager to have these services geographically distributed, preferring to charge per geographic site. This is problematic for many off-campus library programs where the off-campus site may be small and unable to support the charges associated with paying part of the bill for loading these databases. There does appear to be some breakthrough occurring

with vendors; some have adopted an FTE pricing structure rather than a geographically based one. Still, more sensitivity to the special problems of off-campus library programs is needed.

One other developing method of access to abstracting and indexing databases also has large potential for off-campus library programs. This is the use of Internet to access such databases. Although Internet has restrictions on commercial applications, a shift in this situation is apparent. Already the Colorado Alliance of Research Libraries' (CARL) UNCOVER service is available via Internet on a fee-based schedule. UNCOVER is a table of contents service for more than 10,000 periodical and journal titles which can be subscribed to by any organization (Pitkin, 1988, pp. 769-70). Other abstracting and indexing databases may also be available soon via Internet. Like mediated or end-user searching, access to these databases on Internet still presents issues of cost, training, and support. Access in this fashion, however, can eliminate some of the costs associated with dial-up access through value-added networks such as TYMNET and Telenet.

Moving beyond abstracting and indexing databases, access to full-text databases should be high on the list for any off-campus library program's desideratum. Full-text databases do not just provide "access" to the information; they actually deliver it (Quint, 1986, pp. 39-40, 77). A number of journals are available in electronic format and can be accessed through some of the existing database searching services. In addition, an increasing number of journals are being produced only in electronic form and are subscribed to in this fashion; such "publications" can be loaded on a computer at the home institution and can then be accessed by individuals at the off-campus sites or from their homes or offices. A combination of access and delivery is under development as part of CARL's UNCOVER service: a table of contents can be searched, then full text of articles selected for display and/or delivery.

DELIVERY OF INFORMATION

Obtaining information about an item is only part of the picture for off-campus library programs, albeit an important one. However, getting that information is critical to the needs of the extended campus community. Document delivery is identified by Kascus and Aguilar (1988) as "a second problem area in providing off-campus library support" (p. 34). In addressing this problem, the ACRL guidelines (ACRL, 1990) stress that "reciprocal borrowing, contractual borrowing, and interlibrary loan services" as well as "prompt

document delivery such as a courier system or electronic transmission" may help meet these needs (p. 355). Technology again can and should play a major role in addressing these needs and services.

Once an item is identified and located (by means of one or more of the techniques discussed earlier), a request for the item has to be generated. This may happen in various ways, from standard interlibrary loan (ILL) forms to electronic flagging of an item for delivery. Some of these options will be discussed later with an emphasis on another problem associated with off-campus library support, namely, timeliness. "Speed is of the essence in serving users," write Kascus and Aguilar (1988). "At a distance, the time factor becomes even more critical" (p. 34). What technologies might be adopted in document request and delivery which provide library service to the extended campus community equal to that provided to the on-campus community?

For the off-campus library programs, there are two types of requests that are generated. One is for material owned by the home institution but not housed at the branch campus site (which will be the norm rather than the exception). The second is the request for material not owned by the home institution. Dealing with the second category first, standard interlibrary loan procedures are probably the best method to follow in addressing these concerns. After all, users on campus must also follow these procedures (often to their disgruntlement). There are, however, ways in which off-campus library programs might more effectively participate in this activity.

Most academic institutions participate in one or more interlibrary loan networks which generally have automated mechanisms for sending and receiving ILL requests. Where possible, it would be advantageous for the off-campus library service operations to be linked in some fashion to this mechanism. Such linkage would facilitate the timeliness of requests, especially if requests do not have to be rekeyed at a central ILL office on the home campus. Another option is to create a mechanism for online transmission of loan requests as part of an electronic mail facility or some other similar capability on the home institution's computer. Chang (1989) describes an on-campus system at Texas Tech University which can serve as a model for off-campus applications as well.

This latter option also is a good way to address requests for materials held on the home campus. Requests can also be submitted by U.S. mail, by telephone, and via telefacsimile (perhaps particularly appealing as more users adopt FAX boards/cards on their microcomputers). Another option for requesting materials from the home campus libraries is by allowing for "marking" of bibliographic

records within the online catalog. Once a record is tagged by an individual, a screen (or window) appears which prompts the patron for additional information (ID number, address, etc.). Validation of identification, holdings information, and so on can be run at the same time as the request is processed through the system. Similar to the "hold" placed on materials in "patron checkout" systems, this added feature of an online catalog may have particular value in off-campus library programs. Although this feature of the online system has not yet been implemented at Washington State University, it is being planned with off-campus users as its primary focus.

Actual delivery of documents is a complex issue in most off-campus library programs. As noted earlier, the ACRL guidelines recommend reciprocal borrowing, contractual borrowing, interlibrary loan services, courier systems, and electronic transmissions. Chances are that many off-campus library programs will adopt an "all-of-the-above" approach to delivery of documents. ILL services have been briefly discussed here: reciprocal/contractual borrowing beyond some casual references (in terms of proximity of items located in online catalogs or bibliographic utilities) will not be addressed in this article. Courier systems (as well as the "trunk delivery system" discussed by Kascus and Aguilar [1988, pp. 33-34]) have played, and will undoubtedly continue to play, an important role in document delivery to branch campuses, but the focus here is on technological options for document delivery.

Without a doubt, the use of telefacsimile has been a major boost in support of off-campus library programs. Although telefacsimile has been around for over two decades, like many applications, it has been waiting for the technology to catch up with the idea. This occurred in the last half of the 1980s; after catching on in the business world, telefacsimile has solidified its place in the academic world (Brown, 1989, pp. 343-56). For off-campus library programs, this method of document delivery for journal articles and other short documents offers many benefits. Although with most current scanning technology it is still necessary to photocopy the document before scanning it, which creates some additional labor and resource costs, the timeliness of this type of document delivery is well suited to off-campus library programs. As more individual users obtain FAX machines or FAX boards/cards on their microcomputer, direct delivery to home or office becomes feasible. With current and future developments in telefacsimile technology, additional enhancements in this type of service will be realized.

As noted earlier, full-text databases are becoming more widely available and offer another attractive method of document delivery to off-campus programs. Gillikin (1990) describes a pilot project of

"Document Delivery from Full-Text Online Files" (pp. 27-32). In addition, developments in imaging technology offer even more possibilities for capture and delivery of full-text information, with obvious benefits to library service both on and off campus.

Other developments in document delivery are taking place which utilize a combination of technologies. One such activity is the National Agricultural Text Digitizing Project (NATDP). The NATDP, a cooperative effort of the National Agricultural Library and several land grant institutions, has moved through various stages of investigation and utilization of technology for capture and distribution of information (Andre & Eaton, 1988, pp. 61-66). Phase three of this project, to begin in 1991, is "designed to explore the feasibility of transmitting digitized images between geographically separated libraries using the national NSFnet/Internet network and also between a university library and other parts of its campus using a campus network" (S. K. Nutter, personal communication, 1990). The impact of this project on off-campus programs (including agricultural experiment and research stations) may be very significant.

COMMUNICATION

Pivotal to all the technologies discussed to this point is the creation of efficient communication links between the off-campus sites and the home institutions. Those communication links include the more technical aspects such as cabling, switching, transmission speeds, and bandwidths, but communication also includes the direct human interaction between individuals off-campus and those at the home institutions. The success of off-campus library programs often is linked as much to the human aspects of communication as to the technical aspects. This section explores a few of the technologies available for enhancing these links. Voice, data, video, and combinations thereof will briefly be discussed.

Voice

To date the telephone is probably the most essential technical apparatus in use in off-campus library programs (although some would probably argue for the photocopier). The telephone allows individuals at the off-campus library service points to communicate with students, faculty, staff, and virtually anyone in "ear-shot" of the off-campus sites. For that very reason, it can be a large albatross around the neck of off-campus library personnel; they may get almost permanently tied to the telephone. Yet there is little question that the phone probably will stay as a pivotal element of off-campus library service. With that understanding, it is important to examine certain uses of this device.

Most of these uses are well known and undoubtedly present in many off-campus library settings. One such application is conferencing. Conference calls can be extremely useful in off-campus library settings where several individuals, often in multiple sites, have to "come together" for a discussion. Utilization of speaker phones in committee meetings on the home campus allows for individuals at the off-campus sites to participate in these activities, an important (and often neglected) means of involvement for the off-campus personnel. Messaging systems, including answering services or devices and "voice mail" systems, can also play important roles in supporting off-campus library services. An added feature of the good old telephone is that, generally, the same wiring which supports telephone service can also be used for data receipt and transmission, including online database searching and telefacsimile. Integration of these services should be kept in mind in off-campus programs.

Some institutions have utilized shortwave and other radio transmission capabilities for linking off-campus services with the home campus and their clientele. Although specific library applications have been few, this is another possibility for use of voice communications. Other aspects of radio technology have been explored for data transmission. Brownrigg et al. (1984) conducted tests of packet radio for use in online catalogs. Other uses for radio as a data carrier including electronic mail and local area networks are suggested by Melin (1986, pp. 37-38, 77).

Data
Data communication has been discussed extensively in this article as it relates to access and delivery of information, but interactive communication among individuals at off-campus locations and other individuals via a data link is also important in the off-campus setting. Electronic mail capabilities should be high on the list of desired elements of an off-campus library program. With e-mail capabilities, the "timeliness" factor can be addressed, and a convenience factor comes into play as well. At many off-campus locations, the working hours of library personnel and patrons often do not match. E-mail messages can be sent at any time and stored in a user's "mailbox" to be read and acted upon in appropriate fashion. On the other hand, interaction can also be "real time" if both users are online simultaneously. Electronic mail also allows connections with individuals at the home institution. At Washington State University, electronic mail is used extensively for off-campus programs (where every student receives an e-mail account on the university mainframe) as well as throughout the library organization.

The value of electronic mail communication is not limited to "local" application within the institution. E-mail, where available, also allows an individual to connect to international services such as BITNET, Internet, CompuServe, and ALANET which offer numerous possibilities for off-campus programs. Britten (1990) offers "some tips on mastering the mysteries" of BITNET and Internet which provide a good introduction to this topic. And communication is not restricted to one on one applications. Conferencing systems (available for local systems as well as internationally) and the fast growing development of interest group forums (which Britten also addresses [pp. 105-07]) provide opportunities for off-campus library programs to link with colleagues worldwide. (An online interest group forum for off-campus library programs would be an excellent idea if one does not already exist.)

Video

Perhaps even more effective as a communication tool than voice or data transmission is a video connection between off-campus sites and home institutions. Several models of one-way or two-way video connections exist in the United States which are supplying some level of communication between extended campus library programs and the main campus. Power (1987) briefly describes the Instructional Televised Fixed Services (ITFS) capabilities at California State University, Chico, and how it has been used in supporting dial-up access to the online catalog (p. 205). ITFS, which includes two-way audio and one-way video, has been used successfully in other states, including Illinois and Washington, for instructional and library support programs (Rice, 1987, p. 215). Two-way interactive video has gained popularity and is being used increasingly for support of extended campus programs. At Washington State University, two-way video has a relatively long history of use within the state.

Rice (1987) presents an overview of the Washington Higher Education Telecommunication System (WHETS) with a special consideration of its potential for use in bibliographic instruction of off-campus students. Authorized by the state legislature in 1983, WHETS was established and is managed at Washington State University. Utilizing an interactive microwave system within the state, courses were first offered on WHETS in the fall semester of 1985. The two-way interactive video and audio signal allows students at one or more of the branch campus locations to participate in classroom instruction very much in the same manner as if they were at the home campus. The success of this method of instruction has resulted

in a tight scheduling problem for WHETS administrators, although increased channel capacity is in the works which should ease this burden for the coming few years.

The value of WHETS is not limited to regular classroom instruction, although that is its primary intent. WHETS has been used for conferencing, meetings, interviews, and even the bibliographic instruction purpose which Rice envisioned several years ago. The addition to the main library at Washington State University will include a WHETS "conference" room in which staff meetings and other small gatherings (including bibliographic instruction classes) can take place. For librarians and other staff members at branch campus sites, this will allow participation in meetings and activities taking place on the home campus. Efforts are also underway to include WHETS capabilities in larger lecture halls on the Pullman campus so that such events as faculty senate meetings could be held with participation from faculty members (including librarians) around the state. This particular point is an important one when tenure requirements for faculty at the extended campus sites include service to the university; such service could be facilitated through the use of WHETS.

WHETS has also provided other opportunities on campus. A subchannel of the microwave signal on WHETS is now dedicated to data transmission. Since Pullman is located in the remote eastern edge of the state, being able to use WHETS for transmission of data has eased some economic and technical problems.

POSSIBILITIES AND PROMISES

This article has examined several of the existing technological applications that are of value to off-campus library programs and has suggested other changes which may enhance support of these programs. There are a number of other developments in the broad arena of information technology which bear watching as they too may have significant impact on library services both on and off campus. A few of these are discussed briefly here.

Some of the possibilities and promises of technological solutions to problems of off-campus library services are linked to further developments in the technology of information delivery. Increased transmission speeds and bandwidth are expected to increase dramatically the capability for moving large amounts of data more effectively through existing and expanded networks. While it was not long ago that a 1200bps speed for searching databases was viewed as "state-of-the-art" (and many of us can remember 300bps very clearly), 9600bps is now considered slow. Within the next few years,

substantially increased speeds and increased capabilities for transmission of large amounts of data will be available over the networks.

Within the same time frame there should be major developments in the standardization of network protocols, user interfaces, and various other areas of information technology. The move toward the Open Systems Interconnectivity (OSI) model, already taking place within the Linked Systems Project, presents several intriguing possibilities for library and other information systems. The development and adoption of the Information Retrieval Protocol (Z39.50 standard of the American National Standard Institute [ANSI], also called Search and Retrieval) will set the stage for easier and more efficient interchange between bibliographic and other files. Standardization of common user access and graphical user interfaces within library applications (or any applications, for that matter) will serve as a major benefit for users at any site.

These and other developments are being fostered by new coalitions of librarians, other information professionals, the academic community, and the computing industry. One such coalition is INFORMA, a forum for users of IBM technology in libraries, which was established in late 1989 and held its first conference in May 1990 (with the second planned for spring 1991). A broader coalition, and one which may set the stage for information technology in academic environments for the next several years, is the Coalition for Networked Information, established in March 1990. This coalition of nearly 120 institutions is sponsored by the Association of Research Libraries (ARL), CAUSE, and EDUCOM. (CAUSE is The Association for the Management of Information Technology in Higher Education. EDUCOM is a nonprofit consortium of 590 colleges and universities with 120 corporate associates, founded in 1964 to facilitate introduction, use, and management of information technology.) It was established "to advance scholarship and intellectual productivity by promoting access to information resources through existing networks and the proposed National Research and Education Network" (CAUSE, 1990, p. 1). Such activities as those of the coalition clearly have significant promise for off-campus programs, for the theme of networkability, key to both the coalition and to off-campus programs, resides at the center of this activity. Also significant is the proposed National Research and Education Network (NREN). Although the 101st Congress adjourned prior to acting on the High-Performance Computing Act of 1990, which would have authorized the National Research and Education Network, the concept of NREN has gained support in Congress and other federal agencies as well as in the national academic community. Further legislation related

to the NREN is expected in the 102nd Congress. It will be important
to monitor the implementation of the NREN; this will be perhaps
one of the most significant developments for off-campus library
service programs in the early 1990s and beyond.

PROBLEMS AND ISSUES

This article has focused on the existing and possible technological
applications for off-campus library services, but it has not dwelled
extensively on the problems and issues associated with these
applications. Clearly cost is an important factor in addressing any
of these technological solutions to service issues. Limited budgets
and dwindling buying power in certain areas of library resources,
most notably collection development, make the decision to go with
a technological solution even more difficult. It is impossible to specify
any broad guidelines to use in determing the cost/benefit of any one
of the solutions discussed earlier. However, the question should be
asked, Can we afford *not* to move in one or more of these directions?
It is possible that the technology solution, although expensive in
its initial outlay, may be the best long-term solution.

Related to this is the issue of training, support, and maintenance
of these technological possibilities. In the face of hardware/software
considerations, providing staff support for training users, providing
support to off-campus users, and troubleshooting the technology,
expenses can be underestimated or even overlooked. The problem
may be more acute in the off-campus setting where there might not
be a full blown support mechanism in place. These points should
be kept in mind when purchasing hardware or software. If support
is not available at the off-campus site, will support be available from
the home campus or from a relatively close service point?

The technology itself also can be a problem or issue. Is the off-
campus site utilizing different types of machines or software than
the home campus (e.g., Macintosh equipment versus DOS or OS/
2 machines)? Are the protocols used on the off-campus site different
than those used at the main campus (this can be particularly
troublesome in trying to do remote support or troubleshooting)?
Invariably the patrons, even if they *have* appropriate equipment,
will have a mixed bag of hardware and software which makes training,
support, and other services particularly challenging.

Yet these problems are often the same whether addressing on-
campus or off-campus concerns. The important point is to undertake
a sound planning process prior to committing to any of these or
other technological solutions.

CONCLUSION

Technology has long been viewed as the impetus for the library (or university) "without walls" and off-campus library programs (and off-campus programs in general) are, in part, the realization of this concept. Thus it is fitting that these developments come together. Technology can and should become the catalyst for addressing the information needs of the extended campus programs. Once again, to highlight a phrase from the ACRL guidelines: "This support should provide library service to the extended campus community equitable with that provided to the on-campus community." As demonstrated in this article, there are already many technologies in place which can move in that direction, and there is much that promises that off-campus library support will be achieved even more effectively in the coming decade. It may not be possible to provide full support for off-campus library programs with "three terminals, a telefax, and one dictionary" as Brown (1985) describes the solution for an external learning center at DePaul University. But then it may be possible, and you might not need the dictionary.

APPENDIX

Examples of Databases Available from Vendors for Local Systems

Vendor	*Databases*
BRS	ABI/Inform
	Academic Index
	AGRICOLA
	Arts & Humanities Index Search
	Compendex
	Life Science/Clinical
	Disclosure
	Dissertation Abstracts
	ERIC
	INSPEC
	Magazine Index
	MEDLINE
	NTIS
	PsychINFO
ISI	Current Contents Search
	SciSearch
	Social SciSearch
	Arts & Humanities Search
	ISTP&B (Index to Scientific & Technical Proceedings & Books)
Information Access Co.	Academic Index
	Business & Company ProFile
	Business Index
	Computer Database
	Expanded Academic Index
	General Periodicals Index
	Health Index
	Legal Resource Index (LegalTrac)
	Magazine Index Plus
	National Newspaper Index
WILSON	Applied Science & Technology Index
	Art Index
	Bibliography Index
	Biography Index
	Biological & Agricultural Index
	Book Review Digest
	Business Periodical Index
	Cumulative Book Index
	Education Index

Essay & General Literature Index
General Science Index
Humanities Index
Index to Legal Periodicals
Library Literature
Readers' Guide Abstracts
Readers' Guide to Periodical Literature
Religion Indexes
Sears List of Subject Headings
Social Sciences Index

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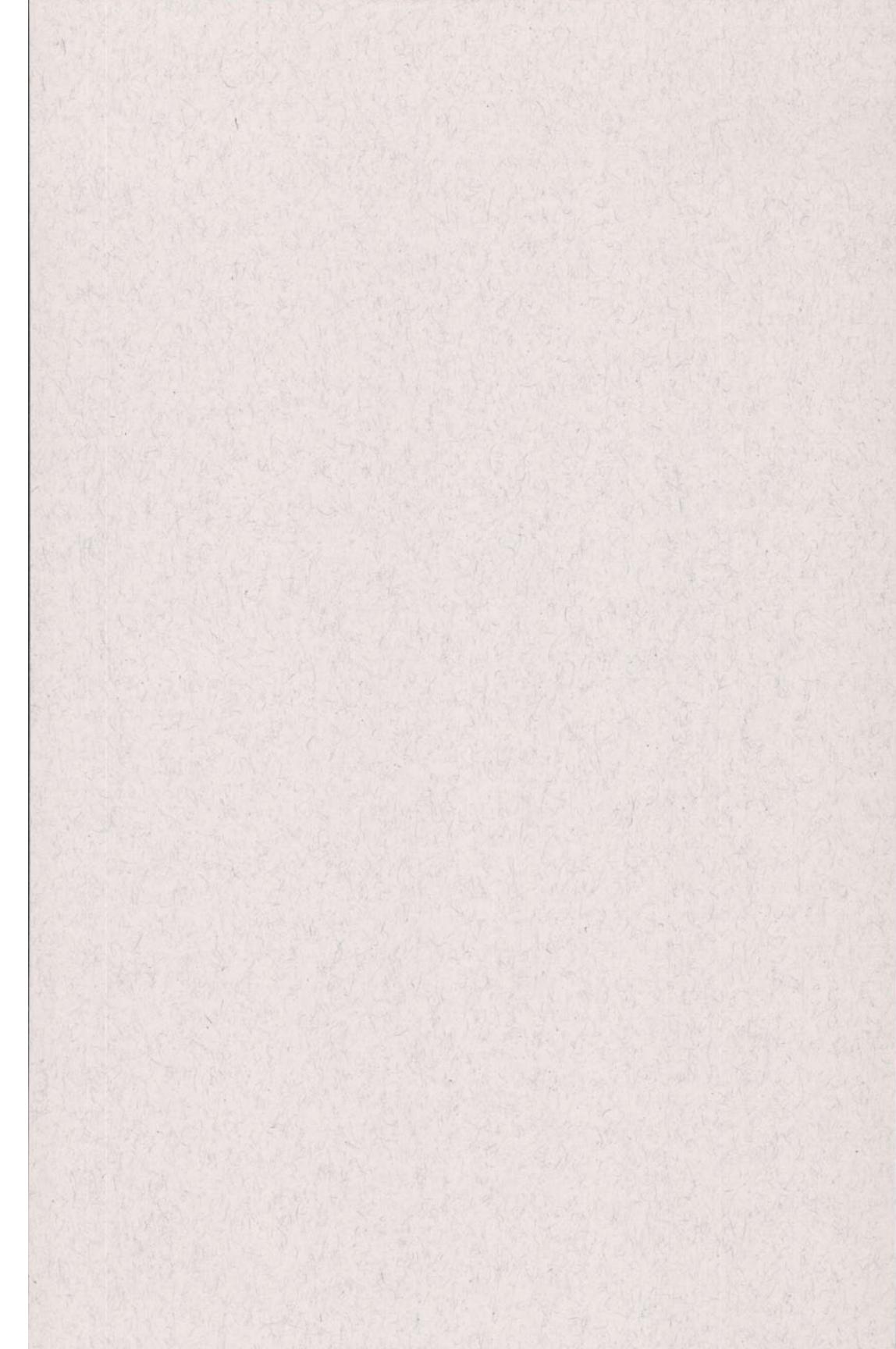This Page Intentionally Left Blank

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